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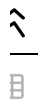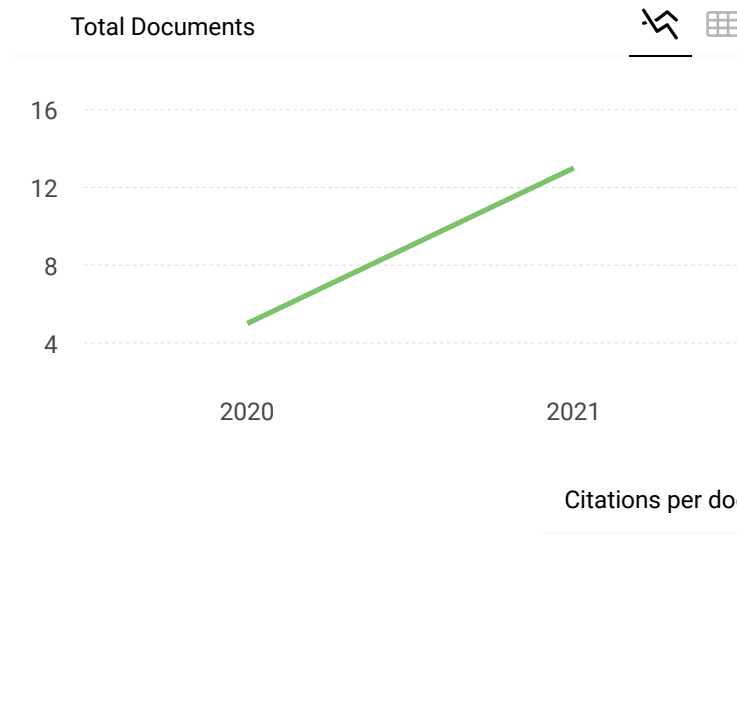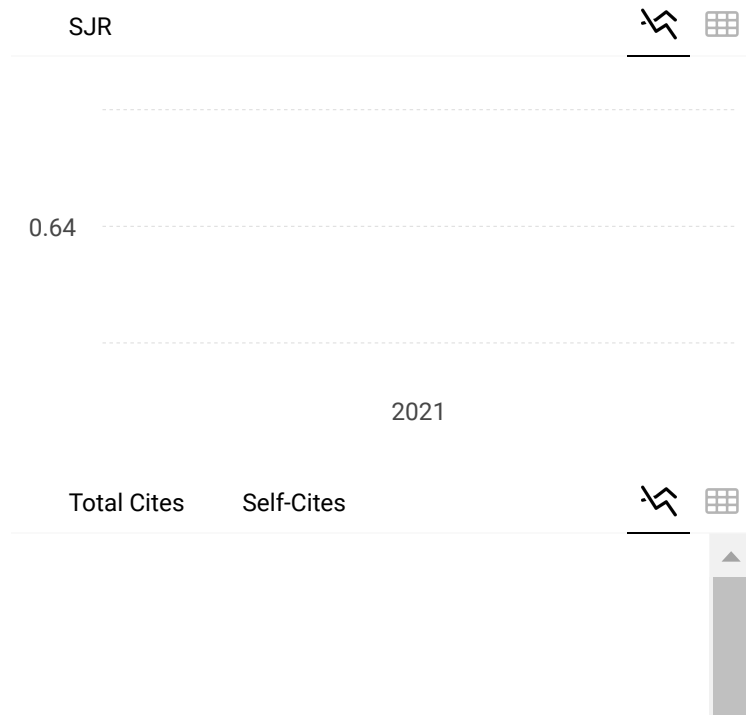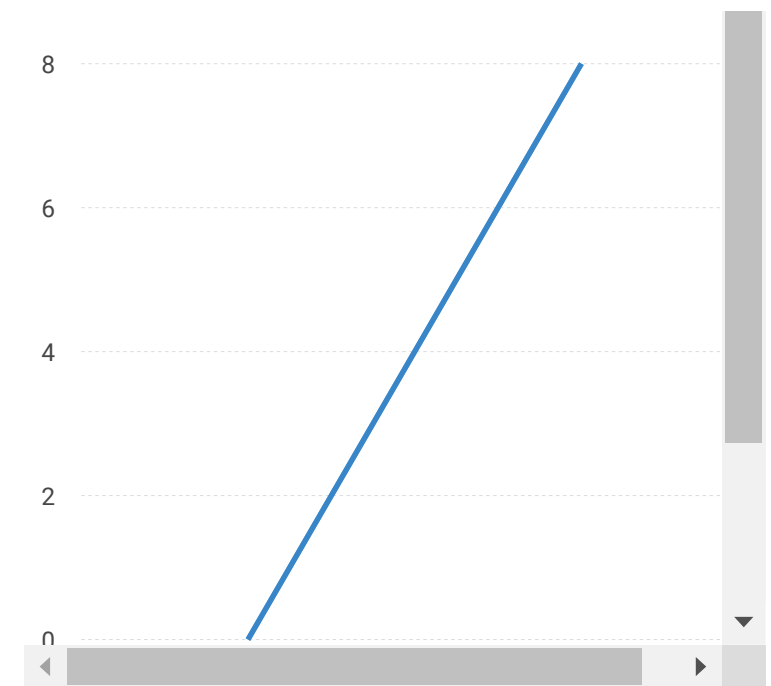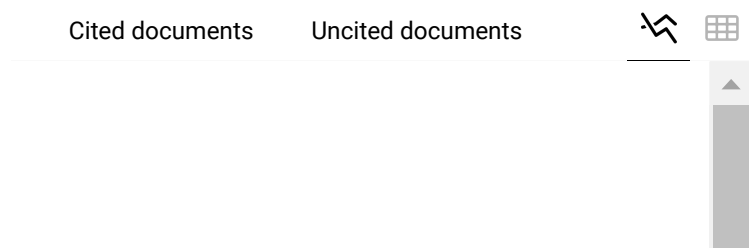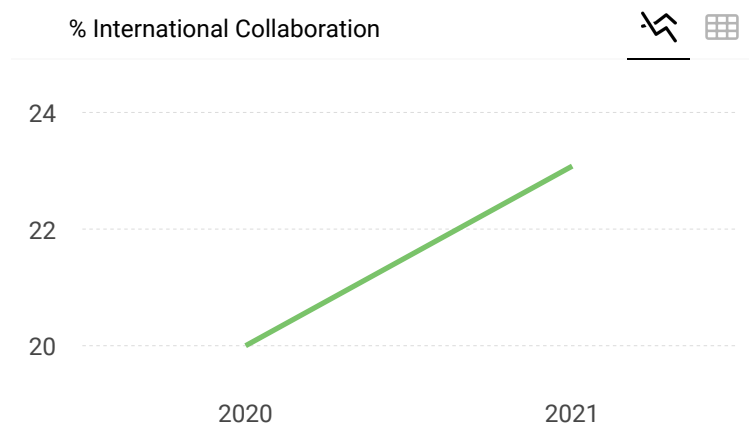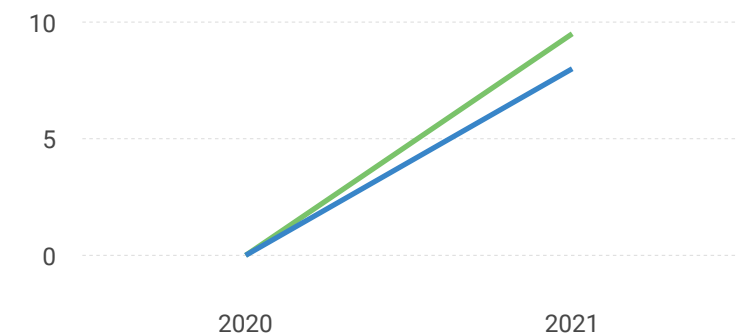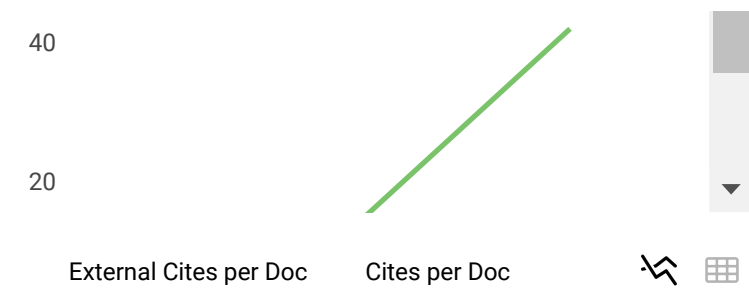
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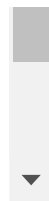
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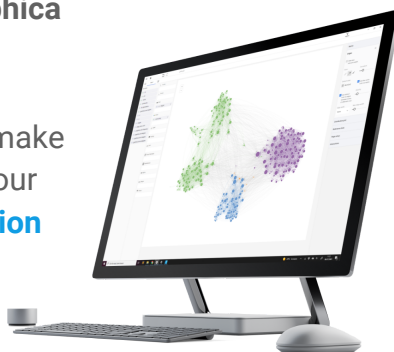
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Measurement Of Attitudes In Blended Learning As An Evaluation Of Character Education In The Framework Of An Independent Campus Education Policy

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Abstract

The objectives to be achieved in this study are (1) measuring intellectual attitudes in the competency of civic education as an evaluation of character education; (2) analyzing the policy paper (paper policy) based on nationalism in the framework of an independent campus education policy. The method used in this research is development research (RnD). The technique of collecting data was data and source triangulation, then analyzed using the interactive analysis model. The results of the study show that: (1) Intellectual Attitude is part of the civic education competency which has very decent attitude characteristics, in case that the alternatives chosen is the affection process starting from accepting, implementing, appreciating, living, to practicing; (2) Measurement of intellectual attitudes in learning Citizenship education needs to be improved by utilizing science and technology development and innovation in learning activities that can be realized through the blended learning model; (3) The adaptation of learning technology is a vital need in the process of the Digital Revolution, which is still a challenge to integrate the national character in tertiary institutions for implementing the Free Learning Curriculum. Blended Learning can strengthen the need for innovation in learning methods by utilizing Information and Communication Technology. In addition, the characteristics of today's students as the post-millennial generation encourage students to have 21st century competencies and become lifelong learners by utilizing various internal and external learning sources in the learning process.

Keywords: Attitude, Blended Learning, Character Education, Educational Policy, Independent Campus.

Introduction

Today, creativity and innovation are important keywords to ensure Indonesia's sustainable development. The students who is currently studying at the College, must be horrifically become a true learner skilled, flexible and resilient. Independent teaching and learning will leave a more meaningful impression on students if it is accompanied by independent teaching from the lecturers. It is hoped that their teaching ideas will become a measure of the success of educational programs in an era of all-technological,digitalization. However, technological advances should,not,derail student morals and ethics. The lecturers demand of independent thinking in each competency material presented on a student. Not only that lecturers should also be able to provide stimulus but also the students were able to collaborate and create a work that is creative and realize that this era required students to be what not know what. Independent Campus and others higher education institutions can produce Indonesian superior, cautious, civilized, knowledgeable, professional and competitive, and contribute positively to establish current character of the nation.

Character education is the individual uniqueness. In other hand, character education needs to pay attention to individual potential or based on self-potential. According to Khan (2010: 14),

"Character education based on self-potential (individual) is an education that not only guides and nurtures every child in the education sector but also having intellectual competence, mechanical skills, be productive, innovative, and character building". Character education based on self-potential, the desired goal is a change in attitude from being counterproductive to creative and counterproductive. (Lickona, T: 2004). The relevance of the nation's character education, can be realized in applying the blended learning model. This is because the whole learning in implementing the model will be integrated with technology. Good technology in the form of process are hardware and software. In the form of process technology includes several aspects such as the process of structuring content and election materials learning strategy (Trisiana, A. 2019; 2020). In the case of applying a learning model of blended learning, every educator must master the Life Skills using the technology at the time of delivery the content, discussion, independent practice, as well as evaluating learner, good at learning face-to-face session and online session.

The alternative way that developed in blended learning is to utilize the technology that is guided toward the policy paper. The function of a policy paper -based nationalism can be used to explain the material which focused in systematic used in pattern or policy models. According to James Madison University (2006), shows the phenomenon that the Curriculum um with learning packages "We the People ..." for a period of two years from 1995 to 1996 and held pa da 12 states, since that's when the packet this learning disseminated including all schools in United State of Columbia, Guam and Puerto Rico Haas, (Nancy: 2001) . Good character is what we want our children to do. What are the good characters consist of? A Greek philosopher named Aristotle defined good character is life to perform the correct actions with respect to oneself and others. Aristotle reminds us of what we tend to forget in the present; virtuous life oriented kindness to yourself (like control themselves and moderation) as well as the goodness that on other things (such as generosity and compassion), and both types are related of the goodness. We need for controlling of ourselves, our desires, our desire to do good

for others. Relevance of Character Education with learning in the Curriculum um Independent Learning in Higher Education in Table 1, was brought h is:

Table 1. Relevance of Character Education with Learning Outcomes in the Free Learning Curriculum in Higher Education

CHARACTER VALUE (SOFT SKILLS)	SCORE
The ability to communicate	2
The ability to work together	2
Hard work	2
Leadership	2
Creativity	2

In table 1, above, the character education program can be carried out through humanitarian project, among others, manifested in the following stages: 1) Preparing superior students who uphold human values in carrying out tasks based on religion, morals and ethics. 2) Training the students to have social sensitivity to explore and explore existing problems and contribute to providing solutions according to their respective interests and expertise. This is where higher education institutions can develop a character education model, by implementing blended learning that meets learning outcomes. Character quality is one aspect of building the Golden Generation 2045, accompanied by abilities in basic literacy and 21st century competence.

The above mentioned are the important reasons why the measurement of intellectual attitudes as an evaluation of character education needs to be done, one of which is an innovative learning model through blended learning which can be an alternative that can be implemented by lecturers in learning and allows students to be independent in learning because with blended learning in addition to students can study in class normally, and also can learn online independently, free to search for sources of material and information to complete class assignments, They can independently using gadgets as media and learning resources according to the objectives of Independent learning in college to create autonomous and flexible learning. Thus, as to create an innovative learning culture, non-restrictive, and in accordance with the needs of

students, without forgetting the system of values and development of national character policies.

METHODS

Research Procedure
The stages of Research and Development according to Borg and Gall (1983: 775–776) are the stages (1) of research and collecting data / information on product development needs; (2) product development planning; (3) make a design / draft of development products; (4) initial field trials (expert testing); (5) revision of the initial design of product development; (6) initial field trials; (7) revision of the field test results; (8) operational trials / field implementation trials; (9) final product revision; (10) dissemination and implementation. Sukmadinata, Nana Syaodih. (2015). Primary data is information about actors / informants, places and events (via site inspection).

Participants
Informants consist of students, lecturers and stake holders related to character education. Secondary data is in the form of various relevant documents from various institutions related to the implementation of character education in higher education institutions, such as state and private universities in Central Java.

Research Tools
The technique of collecting data were collected using several methods, namely: field observation with participant observation; FGD (Focus Group Discussion); In-depth interviews; The documentary method (documentary study).

Analysis of the research
The analysis technique used in this qualitative research is based on the Interactive Analysis Model (Miles & Huberman, 1992). According to this model in data collection researchers always make data reduction and data presentation continuously until a conclusion is drawn. Interpretation of the assessment categories, classified as follows: 0% - 20% (very inappropriate); 21% - 40% (Not feasible); 41% - 60% (Fairly feasible); 61% - 80% (Eligible); 81% - 100% (Very feasible). Field trials, conducted by collecting data from

3 universities with a number of subjects between 30 to 100, the results will be evaluated. This field trial uses a quasi-experimental design. In this design, there are two groups, namely the experimental group which is given treatment using Blended Learning products, while the control group uses the conventional method. Both groups were given the same pre test before learning, and were given the same post-test after participating in the lesson. The post-test results of the two groups were compared to determine whether there was a difference in the learning outcomes of the two groups. Learning outcomes data were analyzed by t-test (t-test) to determine whether there was a significant difference between the control group and the experimental group. The experimental design used in this field trial is "Randomized pre-test post-test control group design".

Results

The learning,process,of Citizenship Education can,achieve competence by using innovative learning models that have a direct and indirect impact on learning. Accompanying impact is the effect that follows after students undertake certain learning experiences, such as being more sensitive to problems in their environment, becoming more tolerant of diverse, more creative, and innovative views. The impact of accompaniment will be born if students have an optimal learning experience that is able to stimulate all cognitive, affective, and psychomotor potentials. It is in the context of the need to have an accompanying impact that we yearn for the birth of an innovative learning model by utilizing various learning resources in the classroom and outside the classroom. In this study, the model is a blended learning.

Blended learning consists of two words, namely, blended and learning. Blended or comes from the word blend which means "mixture, together to improve the quality to improve" (Collins Dictionary), or the formula of a combination or combination (Oxford English Dictionary), while learning comes from learn which means "learning". So that at a glance the term blended learning can be interpreted as a mixture or combination of learning patterns with one another.

Ololube, N. P. (2011) defines blended learning as learning that combines online learning with conventional (face-to-face) learning. In this learning model, students are facilitated to be able to learn and repeat the material independently for one part of the session using online learning materials and resources and one part of the other session is carried out face-to-face in the classroom. Blended learning is not just integrating technology in classroom learning. However, in blended learning, the existence of technology is more focused on facilitating students in exploring teaching material and getting learning experiences independently. In this learning model, online sessions and face-to-face sessions are complementary and sustainable. This means that online learning sessions discuss material and learning activities in face-to-face sessions, and vice versa. The next step is the implementation or delivery of learning material from the blended learning model, guiding students to achieve goals or competencies.

The following details the gradation of attitudes, knowledge, and skills that have relevance to intellectual attitudes as follows:

Table. 2. Gradation of Knowledge, Attitudes and Skills

Knowledge	Attitude	Skills
Memorizing	Receive	Observe
Understanding	Run	Ask
Applying	Appreciate	Try
Analyse and Synthesis	Live,	Reasoning
Evaluation	Practice	Present
Creativity	-	Create

Furthermore, it guarantees problem solving / solutions to overcome learning outcome gaps faced by students and ensuring that at the end of the learning program. Students need to have the necessary competency knowledge, attitudes, and skills related to character values in the aspects of civic knowledge, civic skills and civic disposition. In addition, blended learning can also assist lecturers in dealing with problems in learning, including: participation, learning speed, individualization, place, personal interaction, preparation, and feedback.

1) Participation. During the group discussion activities in class, in one opportunity there is only one student who can argue. In addition, what often happens in discussion forums is the dominance of some students in the discussion forum. In this regard, discussions online can be an alternative for teachers to be able to provide an equal opportunity for all students to speak in a forum discussion.

2) Speed of learning. Face-to-face learning in class runs according to the unit or chapter of the material and will move when the unit or chapter of the material is finished. In this case, the learning model of blended learning' can facilitate student in regulating the speed of mastery, repetition, as well as addtion of chapter material that can be mopped teach independently.

3) Individualization. Every student has different interests, abilities, and goals. Online learning can help teachers facilitate students to direct learning according to their interests, abilities, and goals.

4) Place. Online learning is more flexible than face-to-face learning. Through

online learning learners can learn anytime and anywhere. Even before school hours, during study hours, after school hours, when at home, etc.

5) Personal interaction. Blended learning model also allows teachers to be able to interact more and help students individually. It is because the focus of teachers are not concentrated in one class but a whole as in the conventional learning.

6) Preparation. In blended learning students can access online teaching materials so students can be more ready before attending face-to-face learning, as well as students can also repeat the material they learned after class is over.

7) Feedback. In a learning process, feedback on student work results is a very important part. But often the teacher doesn't have many opportunities to be able to provide feedback as soon as students complete their assignments. Now, through the online system in blended learning, teachers can provide feedback space on the work of the whole students through a system interactive assessment.

In the implementation of blended learning, especially facilities for online learning, the teacher can take advantage of various learning system services that use the Learning Management System (LMS). Ellis (2009: 1) LM S is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or programs. LMS can be said to be a learning management that is prepared for students and teachers in carrying out learning through software. The LMS software that can be used include: Moodle, Canvas, Google Classroom, Edmodo, Digital Home Learning Class, Blog and others.

The following are the results of the validation of expert character education in the use of blended learning, as follows:

Table 3 Character Education expert assessment of Blended Learning

No.	Component	Score		Average
		Expert 1	Expert 2	
1	Significance core competencies with Indicator	4	4	4
2	Intellectual attitudes suitability	4	4	4
3	The conformity of spiritual attitudes	4	4	4
4	The suitability of social attitudes	4	5	4.5
5	The suitability of the learning model with the internationalization of character values	4	4	4
6	Integration of character values with public policy participation	4	4	4
	Total score	24	25	24.5
	Result Score (%)	80 %	83.3 %	81.6 %

The results of the character education expert's assessment are shown in table 3, providing information that the average percentage of expert judgment is 81.6%. Based on the categories and expert test criteria as described in the determination of the

interpretation of intellectual attitudes, this percentage figure shows that the category is very feasible.

Table 4. The results of students' responses to the implementation of Blended Learning on a limited field test

No.	Components are rated	Average Score	Average Assessment Presentation
1	Get increased understanding and knowledge through the Blended Learning Model.	4.11	82.2%
2	Get more in-depth and critical learning materials	4.03	80.6%
3	There is interest in the teacher's theme / subject	4.08	81.6%
4	Can understand character values that can be manifested in real behaviour and actions.	4.07	81.4%
5	Increased understanding of humanity, and nationality, as well as the impact of phenomena and events that require real solutions	4.30	86%
6	Very interested and enthusiastic about the steps of learning with the Blended Learning Model	3.75	75%
7	Can solve problems through character values in the theme and discuss problems	4.25	85%
8	Increased courage and responsibility when gathering information and conducting interviews with policy makers.	4.30	86%
9	With the Blended Learning model, participation in class increases both individually and in groups.	4.23	84.6%
10	An explanation of the Model Blended Learning on spy teaching courses Civil Education can be understood better	4.29	85.8%
11	Can apply solutions to problems that are connected with theories in other subjects.	3.98	79.6%
12	Information can be obtained in depth from teachers and developed in gathering information in the field.	4.12	82.4%
13	By using the Blended Learning Model , we are encouraged to ask questions in class discussions	4.02	80.4%
14	Selection of Topics and Discussion of Problems using the Blended Learning Model in accordance with the internalization of character values	4.10	82%
15	The time allocation given by the lecturer is sufficient to complete the Observation Task that will be displayed	4.00	80%
16	The preparation of posters is very interesting as a form of variety of learning media	4.01	80.2 %

| 17 | We convey several points of view that differ from others in the right context | 4.02 | 80.4 % |
| 18 | Learning reflection reflects the character of students. | 4.23 | 84.6 % |

Table 5. Description of response statistics Most students towards implementation of Blended Learning in limited field trials

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PC	97	62.00	82.00	71,9362	4.37689	19,157
Valid N (listwise)	97					

In Table 5 above, it provides information that the average student response to the implementation of Blended Learning is 71.9, SD is 4.38 and the variant is 19.157. The scores range from 62 to 82. The number of measures of central tendency and data variability shows that the spread of students' responses to the implementation of the blended learning model is relatively homogeneous. This conclusion is based on the SD data (4.38) and the variance of the data (19,157) is much smaller than the central tendency.

Table 6. The frequency distribution of the responses of participants towards implementation of Blended Learning

No.	Score Interval	Frequency	Percentage
1	81 – 90	6	4.25
2	71 – 80	65	68.09
3	61 – 70	26	27.66
4	51 – 60	0	0
5	41 – 50	0	0
	Total	97	100

Table 6 above provides an illustration that the responses of students to the implementation of the Blended Learning Model which have very high responses are 4 and those who have very low responses (≤ 50) are not visible.

Blended Learning can increase the instructional effect and nurturant effect. Thus, individual attitudes are not easy and are not even seen in visible forms of behavior. It is inappropriate to expect a real direct relationship between human attitudes and behavior. So that the tendency of spiritual and social attitudes can be directly driven by intellectual attitudes, as a nurturing effect which is a visible and visible accompaniment effect in the implementation of character education.

Discussion

1. **Measuring Attitudes in Citizenship Education Competence as an Evaluation of Character Education**

    The attitude dimension of core competence refers to behave that reflects the attitude of people in faith, noble character, knowledge, confidence, and responsibility in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in world relations. Here is a further explanation:
    a. Spiritual Attitude   appreciate and practice the teachings of his religion
    b. Social Attitude live and practice honest behaviour, discipline,

responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing self as a reflection of the nation in the world's relations.

c. Intellectual

attitude: accept, execute, respect, appreciate, practice, various information abstract thinking, reasoning, and to respond efficiently and effectively to the social environment and nature as well as in putting themselves as citizens who are aware of their rights and obligations. Spiritual, social, and intellectual attitudes, strengthen knowledge and skills, as follows:

(a). Knowledge; understand, apply, analyse factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture and humanity, nationality, statehood and civilization related to the causes of phenomena and events, and apply procedural knowledge to specific study midwives according to with his talent and passion for problem solving.

(b). Skills

Processing, reasoning, and presenting in the realism of the concrete and the abstract realism related to the development of those in school independently, and being able to use methods according to scientific principles.

Dimensions attitude have relevance to the education of character according to Creswell, JW. Plano C & Vicky L. (200 7), and Zubaedi (2011: 18) Character education in detail has five (5) objectives:

First, develop the mental / conscientious / affective potential of students as human beings and citizens who have universal values of national character. Second, develop the habits and behaviour of students is commendable and in line with the values of the Universal era and cultural traditions in a religious. Third, develop the spirit of leadership and responsibility of students as the next generation of the nation. Fourth, develop the ability of students to become independent, creative, and knowledgeable human beings as a safe, honest, creative, friendship, and national learning environment. Fifth, develop school environment as a learning environment that is safe, honest, full of creativity, friendship, the sense of nationhood that height and full strength.

In addition, character education has three (3) main functions. First, the function of forming and developing potential. Character education functions to shape and develop the potential of students to think well, have good hearts, and behave well in accordance with the Pancasila philosophy of life. Second, the function of repair and strengthening. Education characters work to improve and strengthen the role of family, school education, community, and government to participate and responsibility in the carrier and potential of citizens and nation building towards a developed nation, and prosperous. Third, the filter function. Character education is to sort out the nation's culture and filter out other ward cultures that are not in accordance with cultural values and dignified national character. Carr, W. (2008); Trisiana, A. (201 5)

Character education serves our own national cultural sorting and filtering cultures of other nations that are not in accordance with the cultural values and character dignified nation. These three functions are carried out through; (1) affirmation of Pancasila as the state

philosophy and ideology, (2) strengthening of the constitutional values and norms of the 1945 Constitution, (3) strengthening the commitment of the nation to the Unitary State of the Republic of Indonesia (NKRI) , (4) strengthening the values of diversity according to the conception of Bhineka Tunggal Ika, and (5) strengthening the excellence and competitiveness of the nation for the sustainability of life as a society, nation and state of Indonesia in a global context.

Character education must be able to adapt to the digital revolution. Learning innovation needs to be done in Citizenship Education. One alternative model that can be adapted is the use of the blended learning model with considerations including:

1) Improve the quality of student learning. Blended learning can make it possible to apply various kinds of learning strategies that cannot be applied in conventional learning. These learning strategies can increase student involvement and student learning outcomes in learning process.

2) Increase access and flexibility in learning. Blended learning can increase the access and flexibility of students in gaining learning experiences by expanding the range of learning resources that are not limited to the classroom area.

Increase efficiency in learning. Blended learning can also increase the efficiency the use of funds and time, both on the part of teachers and students.

2. Analysis of Nationalism- Based Paper Policy in the Framework of an Independent Campus Education Policy.

Independent Learning - Independent Campus is a policy of the Minister of Education and Culture, which aims to encourage students to master various useful disciplines to enter the world of work. Independent Campus provides an opportunity for students to choose the courses they will take. The concept of independent learning certainly aims to provide flexibility for students to study outside campus. This concept continues to be developed by the Ministry of Education and Culture as an effort to get quality future leaders.

Independent Campus provides challenges and opportunities for the development of student creativity, capacity, personality, and needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interactions, collaboration, self-management, performance demands, targets, and achievements. In order to prepare students to face social changes, culture, the world of work and rapid technological advances, student competencies must be prepared to be more relevant to the needs of the times. Link and match not only with the world of industry and the world of work but also with a rapidly changing future. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitude, knowledge, and skills optimally and always relevant.

Furthermore, a policy paper is an important document for the component of policy formulation, which can be used as material for direction, guidelines, as well as alternatives before policies can be implemented and evaluated. The following are the characteristics of the policy text, among others: it has a purpose in solving public problems; The existence of certain actions taken; Service as a manifestation of the decision process of the policy formulation that has been decided (Rian Nugroho, 2008). Nationalism-based Policy Paper is one of the alternative models of structured policies in evaluating the implementation of character education in higher education, by directing the values of the national spirit, as a form of love for the country. This further strengthens, the integration of the national character in the implementation of independent learning on an independent campus.

Conclusion

Comprehensive evaluation of character education can be carried out through internalization of the dimensions attitudes which are the results of the impact of accompanying learning. This will strengthen

the achievement of citizenship education competencies, and strengthen the integration of the nation's character during the digital revolution. For this reason, intellectual attitudes can determine the attitude of students in filtering foreign cultures that can damage the morals of the nation's future generations. Therefore, educational institutions must be able to be a good liaison in providing a comprehensive understanding of character education and producing policies as a reference for implementing the independent campus learning curriculum. The Blended learning model in Citizenship education is associated with the application of character education which touches aspects of moral values so that they have the maximum process to achieve the expected goals.

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