Student's Character Building through Guided Discovery Learning with Probing Prompting Strategy

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ABSTRACT

Moral crisis that happens on children, teenagers, even adults nowadays is a serious problem that has to be done. That condition depicts that our civilization's character is endangered. Because of that, the problem encourages us to know how important the character education is in every part. Education is one of many ways that is appropriate to form or implement the civilization character especially to the student of every level. As mathematic education students, it is necessary to be equipped with the choosen strategy, model or approach that can build or implement the student's character. One of the learning that can be used is guided discovery learning with probing-prompting strategy. This learning begins with presenting problems. The students work in group to solve the worksheet and the lecturer as a facilitator gives them guidance and questions that can dig and lead them to the correct answers. From this learning, we expect that the student's character can be formed.

Keywords: *character education, guided discovery, probing-prompting*

INTRODUCTION

Moral crisis that occurs in the various dimensions of this now causes unrest and anxious community in our nation. These incidents indicate that there are problematic characters in our society. This leads to the emergence of a discourse to address the problems of a moral crisis through character education. Character education is generally the responsibility of all in the scope of the family, community, and nation. One of the pathways that can be achieved is education at all levels education with no exception. Through education, it is expected that a better new generation will be born to build a better nation and provide a good character in various aspects of life. The increase of quality of young people in various aspects will reduce or minimize the problems of moral crisis happening now. One of the real forms of government concern is inserted in the curriculum 2013. National Character Education in each school level is reflected in the Core Competencies 1 and 2.

Character education is not only taught as a subject but also understood, socialized, exemplified and sustained. Higher Education as a part of the community has an important role in the formation of student character. Character education in college, not to mention the Mathematics Education Program can be implemented through the learning process and should be integrated in all subjects. Through the learning process, it can be implanted various values of characters, including the character of an honest, disciplined, responsible, driven and other characters.

Mathematics Education Program provides the vision for mathematics teachers and professional morality. It is also in accordance with the opinion of Hidayatullah (2010) that universities have a picture of the output characteristics: character, mastery of science and technological aids, and performance accountability. Students who enter the Mathematics Education Program are quite diverse when they are viewed from the origin, majors of high school, as well as their motivation. The diversity of students as the input will affect the learning process.

There are still a lot of difficulties or obstacles in the student experience during the learning process. In addition, during the implementation of the study, it is also found that many students: (1) lack discipline; (2) lack preparation to join the class; (3) lack flexibility; (4) lack bravity in the argue or answer; (5) look tense when learning; (6) are less able to link the concept that already has a new concept that is being studied; (7) work in a less scrupulous way; (8) just memorize that eventually gives the problems whose the plot are different, the students are unable to completely surrender. During the learning process, the student's activity is less than required. Sometimes they only silence, play handphone, if they are late, they do not say hello. At the time, they just take some notes without trying to understand the problem, and if they are asked to work groups, only a few students are actively pouring their idea. It is perceived that coming to college is just to abort obligations. They do not realize that the search for Science in the Islamic view is a reward if it is performed with the aim of achieving the blessing of Allah SWT. They are still behaving dishonestly when they are prompted work on the problems individually. This indicates that the character of the student is still not formed or developed well.

These deficiencies are not solely the fault of the students. The main factor is the tendency of lecturer in teaching with the following nature: (1) they tend to explain everything to students (one-way), if the student is asked to do a task and have difficulty; (2) the lecturer immediately gives the correct answer that is less giving students the opportunity to explore the material being studied; (3) in the classical learning that involves students, they learn less actively so that participation in learning is less than expected; (4) the learning process is less interesting or boring because almost in every meeting, the lecturer teach in the same patterns that cover the description of the material and presentation of examples and exercises; (5) lack of notice on the student experience which is essential that the student has the ability to start and flow different think.

A lecturer is expected to know about how students think, how they use prior knowledge, and what strategies they can use. A lecturer at least knows well the things which have been possessed by students and put in the aspect of development. It also needs to be understood that the class is a learning community in which there is a form of cooperation, participation, responsibility and attention. A lecturer acts as a motivator, facilitator and manager of learning. Given the primary purpose of education is to create a human being intelligent and well behaved (Lickona, 1991), it is necessary through the. hands of faculty who are full of caring, careful, skilled, creative and innovative in instilling character values. Lecturers should be able to choose the appropriate learning strategies. One alternative models of learning that can be applied that can establish or reestablish the student character is Guided Discovery Learning with Probing-promting Strategy

DISCUSSION

1. Students Character Building

Character is defined as a way of being and behaving that are typical of each individual to live and work together, both within the family, community, nation and state. Character is the quality or power of mental or moral, morals or manners is a special personality to drive and drive, as well as the difference with another individual (Hidayatullah, 2012). According to Samani (2011), character education is a process of providing guidance to the students to become fully human dimension of character in the heart, thought, sense, intention and spirit. Character education can also be interpreted as a deliberate attempt to make the students know, care about, and the values so that students behave as a perfect man, the human being who has a perfect character who know and are aware of themselves, others, the environment and God (Mujib, 2012).

School is one of the pathways of education that is considered effective to cultivate the character for their students through the learning process. Similarly, at the level of Higher Education, character education is still needed in order to reshape and rebuild, equip and strong character formed at the level of previous education. (Asyani, 2012). This has an impact we need to develop methods and strategies effective character education can be implemented in schools and universities. Sofyan Sauri (in Asep, 2010) describes in detail the approach, methods, strategies and techniques in school learning character. The approach in the process of character building through transfer of value from educators to students, among others:

a. Through emotional approach, educators are trying to activate the affective domain of students, because every child is born into the world to bring positive traits.
b. Fostering positive behavior of students who performed repeatedly. Behavior that are repeated more and more deeply embedded, becomes a habit, the nature or character and eventually become part of the personality.

Developing of character is done since of organizing the curriculum, teaching materials development, classroom management and school or campus, as well as systemic coaching to all educational stakeholders, so that there is unity of programs, measures and actions of mutual support between the activities in the classroom, in the environment school and around the school (Hakam, 2012). According Machmuni (2012), character education can be integrated in the learning in each subject. Subject matter related to norms or values in each subject should be developed, made explicit context associated with everyday life. Therefore, either elementary, junior high, high school, or university, syllabus and lesson plans or SAP all subjects or courses pasted character education.

According to Munir (in Majid and Andayani, 2011) the most important factor impacting on the character of a person in addition to the genes of other factors, namely food, friends, parents, and the goal are the strongest factors in the character of a person's coloring. In other words the character can be formed. Building a character can be defined as:

a. An ongoing process to establish the nature, character, and mental traits based on the spirit of devotion and togetherness.
b. Enhance the existing character to realize karkater expected.
c. Fostering character that displays character conducive to the life of society, nation and state are based on the values and philosophy of life.

Mulyasa (2011) said that character education aims to improve the quality of educational processes and outcomes that lead to the formation of character and students morale as a whole, integrated, and balanced in accordance with the competency standards. Through character education, the student should be able to independently increase and use knowledge, study and internalize and personalize the values of character and noble character so manifest in everyday behavior.

Teachers or lecturers as a substitute for the parents in the school need to have an awareness, understanding, caring and commitment in guiding students into the humans who are pious and devoted. Caring nature and love of teachers to students has prompted many efforts to make students become better beings. The task of the teacher or lecturer is not only to convey information to students, but also to be facilitators who work to provide the ease of learning to the student to learn in a happy atmosphere, fun, energetic, do not feel anxious and uncomfortable and brave student expression. Sense of happy, excited, comfortable, full of passion, do not feel anxious and dared to express opinion is the basis of students so that they grow into formidable beings, ready to confront the challenges of the future.

The role of the teacher or lecturer as facilitator should be open, more listening to students, willing to accept the opinions and suggestions of students, increasing attention to students,

tolerance and respect even the slightest student achievement. Teachers / lecturers should be able to understand the capabilities, potential, interests, preferences, attitudes, personality, habits and family background as well as the activities of students in the school. Therefore, for the implementation of character education in schools can be run properly and effectively, as a teacher/lecturer filled with concern should consider the following things:

a. Understanding the basic competencies and being able capable to link them with other competencies.
b. In the learning process, using variation of method or strategy.
c. Understanding the characteristics of students, both from the aspect of ability, personality, potential and experience.
d. Reflecting on any learning that has been implemented e. Making changes towards the better in the learning process based on the results of reflection.
e. Selecting materials that are important and less important relation to the establishment of competency.
f. Following the latest developments.
g. Preparing a good lesson plan syllabus, lesson plans or SAP, worksheet, evaluation tools and instructional materials as a guide to implement the learning.
h. Motivating students to always obtain good results
i. Connecting the experiences of students who already possessed the competence to be developed.

The original concept of character education in Indonesia can be extracted from a variety of custom and culture in Indonesia, the teachings of the various religions that exist in Indonesia as well as the practice of leadership that has long been applied in Indonesia (Samani, 2011). The nature itself of character education is an investment value, requires exemplary and should be socialized, not taught.

2. Guided Discovery Learning with Probing-prompting Strategy

a. Guided Discovery Learning

Learning with discovery is an important component in the constructivist approach that has had a long history in education. Discovery learning can be divided into two, namely free discovery learning or often called open-ended discovery learning and guided discovery. In practice, Guided Discovery Learning more widely applied, due to the instructions of teachers, students will work more focused in order to achieve the goals set.

The idea of guided discovery learning arises from the desire to give pleasure to children or students in the "find" something by themselves, by following in the footsteps of scientists. In the

guided discovery learning activities, students are involved actively in the process of finding a solution by means of a critical, analytical, and scientific toward a conclusion.

Hamdani (2010: 184) argues that the discovery is a mental process when students assimilate a concept or a principle. The mental processes cover observing, describing, classifying, making conclusions. Teachers involve students in the mental process through exchanging opinions in the form of discussions, seminars, and so on.

Suprijono (2009: 69) suggests the learning process includes the process of information discovery, transformation, and evaluation. In process information stage, the students are to obtain information about the material being studied. In phase transformation stage, the students are to identify, analyze, transform information that has been gained into the abstract or conceptual form that later in turn can be used for things that are more extensive. Evaluation phase, at this stage the students assess their own information that has transformed it can be used to understand the symptoms or solve problems.

Guided discovery is the implementation of discovery with guidance from the teacher. According to the Hanafi and Suhana (2009: 77) implementation started from the core questions, the teacher asked questions that track, with the aim to direct students to the point that the expected conclusion. Furthermore, students conduct experiments to prove the opinion put forward.

According to Hamdani (2010: 185) the characteristics of guided discovery, namely:

1) The problem to be solved, a question or statement expressed in
2) Obviously the level or class
3) The concept or principle which must be discovered through these activities students should be written clearly
4) Equipment or materials need to be provided according to the needs of students in activities
5) Discussion of the briefing before students carry out activities
6) The method of the invention by the student in the form of an inquiry or trial or find concepts or principles that have been established
7) The process of critical thinking should be clarified to indicate a student mental operations, which are expected in the activity.
8) Need to develop questions that are open, which leads to student activities.
9) The teacher notes include an explanation of the difficult things and factors that may affect the results, particularly investigations that have failed or are not running as they should.

To obtain optimal results and meaningful steps guided discovery learning model are as follows (Markaban, 2006);

1) Teachers or lectrurer will formulate the problems presented to the students to taste. Formulation should be clear and precise and avoid statements that could lead to a misinterpretation of the direction taken so asiswa not wrong.
2) From the data provided by the teacher or lecturer, students prepare, process, organize, and analyze data. In this case, this guidance should lead students to go direction to the destination, through the questions, or the student worksheet (LKS).
3) Students formulate conjectures (forecasts or alleged) from the results of the analysis d performed.
4) If deemed necessary, the conjecture has been made by students is checked by the teacher or lecturer. It is important to convince students forecasts, so it will be f towards the direction to be achieved.
5) When have gained certainty about the truth of conjecture, the verbalization of conjecture is best left to the students to put them together.
6) After the students find what they need teachers should provide practice questions or additional questions to check if it's true discovery.

b. Probing-Prompting Strategy

In language the word "probe" means digging or track, whereas according to the terms of probing means seeking information clearer or more deep. Definition of probing in the classroom learning is defined as a technique to guide students to use the knowledge that already exists on himself in order to understand the symptoms or conditions are observed to form new knowledge (Sutawidjaja, 1997). Digging technique (probing) can be used as a technique to improve the quality and quantity of students' answers. The question was intended to lead students to the contents to find the answer more probing benar.Teknik begins with exposes students to new situations containing puzzles or real objects. New situation that makes students conflicted with the knowledge he has with him so as to provide opportunities for students to conduct assimilation, where the probing begin required.

In language "prompting" means "direct, demanding", while according to the term are the questions asked to give direction to students in the process berfikirnya. Form of prompting questions divided into 3 types: 1) Change the composition of the question with the words simpler that brings them back to the original question, .2) Asking questions with different words or more simply adjusted with knowledge of their students alone, 3) Provide a review of the information provided and questions that help students to remember or see the answer (Brown, 1993: 43). In other words prompting is another way to respond to (respond) students' answers when the student fails to answer the question, or the answer is less than perfect. Thus one form of prompting is to ask another question whose answer is more simple can be used to guide the students find the right answer.

So from the above it can be concluded that probing- prompting technique is learning with the teacher or lecturer presents a series of questions that are guiding and dig so that the process of thinking that links students' knowledge and experience with new knowledge that is being studied. Furthermore, students construct their own concepts into new knowledge, new knowledge thus not notified. With this teaching model as a question and answer process is done randomly., So inevitably every student must participate actively, students can not avoid learning process, because every time they would be involved in the process of question and answer.

From the above description, that meant Guided Discovery Learning with Probing - prompting Strategy in this study are as follows:

1) Lecturers give apperception: pray, motivating
2) Lecturers formulate the issues to be presented to the students to taste and divide students into small groups.
3) From the data given lecturers ask students to prepare, process, organize, and analyze data. Guidance of faculty aims to direct students to move towards the intended, through the questions, or the student worksheet (LKM) with a probing strategy-prompting. Lecturers dig prerequisite knowledge already possessed by students using Probing strategy-prompting
4) Students formulate conjectures (forecasts or alleged) from the results of the analysis performed.
5) Lecturer randomly pointing students to present their answers. Lecturer check conjectures that have been made by students. It is important to convince students of the forecast, so it will be towards the direction to be achieved. Here the role of guiding the strategy-promting Probing is needed again, if the student has not achieved the expected objective.
6) When students have gained certainty about the truth of conjecture, the conjecture verbalization is submitted to the student to put them together.
7) After the students find what they need, teachers should provide practice questions or additional questions to check if it's true discovery.

3. **Relation between Guided Discovery Learning with Probing-prompting Strategy and Character Students**

One of the strategies that can be applied to develop the character of students is the Guided Discovery Learning with Probing-promting Strategy. Based on the steps described in the previous section it appears that:

a. By the time the lecturer gives apperception, beginning with a prayer read short letters are there in the Qur'an and provide motivation to the learning objectives that must be sincere, gratitude, patience and resignation, sensitive, caring, maintaining cleanliness and beauty during the learning process.

b. At the time of formulating the problem lecturers will be presented to the students sufficiently aims to allow students to construct their own new knowledge.

c. At the time lecturer divide students into small groups of 4-5 people, then give problems or tasks to each group to solve the problems aims to enable the student interaction not only with lecturer, students with instructional materials, but students with a student, so will build cooperation, mutual help, empathy, compassion, cooperation and respect respect.

d. Assignment sheet given by lecturers arranged with Probing prompting strategy is intended that students find or build new knowledge itself, and also trains students in the ability to represent, abstract, representation and abstraction relations, evidence and creative perpikir.

e. By the time a student preparing, processing, organizing, and analyzing the data is to trainstudents disciplined, independent, optimistic / never give up. Overall the role of the lecturer as facilitator. Lecturers dig prerequisite knowledge already possessed by students using Probing strategy-prompting. During the learning process, provide exemplary faculty, including being polite in responding to student answers, be friendly, make the atmosphere fun (humor) and comfortable, always motivating to students unyielding in solving problems, giving students the freedom to explore, giving rise students creativity.

f. f. After students formulate conjectures (forecasts or alleged) from the results of the analysis carried out, and present it, but it still does not meet the expected goals, the role of guiding the probing-promting strategy needed again. If the student answers right then lecturer asks for feedback to students in other groups about the answer to assure that all students are involved in ongoing activities. However, if a student is experiencing congestion in charge in this case the answer is given less precise, imprecise, or silent, then the teacher asking other questions whose answers are clues to the completion of responsibility. Then proceed with the questions that require students to think at a higher level, to be able to answer the question in accordance with the basic competencies or indicators. It is intended that students should never give up or responsibility or optimistic and should be disciplined in completing the task.

g. g. By the time students have found the conjecture or problem resolution in accordance with the objectives are achieved, lecturers provide practice questions or additional questions to check if it's true discovery. It will train students honesty and trustworthy. Probing questions will help students to use their knowledge to get the facts or new knowledge, help students determine the next steps in learning, helping students understand their tasks (bringing the problem becomes more concrete and clear) and make decisions to solve problems / given task, will attract the attention of students with a variety of alternative approaches, methods and ideas that have been known previously, gives an overview of how a humble beginning students solve problems, and students can make the connection between concepts and can stimulate student thinking. Prompting question: will establish the extent to which knowledge and understanding of the safety of students, helping students to identify and correct errors they have made and to identify why so doing, encourage students to see their ideas and methods and seek ways to improve the completion of the work / their tasks, support students in

articulating their strategies and options, and the use of vocabulary and correct notation, students sharpen thinking, sharpen thinking skills and capable to hypothesize, test and justify.

CLOSING

Character education at the university level aims to establish, rebuild, and complement the character of the students who are already established in previous education so that manifested a strong student character. Lecturers are part of the university, to take responsibility in instilling character in any learning process. Character education should be integrated in any learning process for all subjects. A lecturer is expected to have concern in developing the character of students in each lesson. Lecturers need to be careful and capable of designing a strategy or method that the students build up with a solid character. One alternative strategy that can be applied is the Guided Discovery Learning with Probing -prompting Strategy.

Discovery Learning with Probing-prompting Strategy can help students to develop skills in readiness and mastery of cognitive processes students to acquire knowledge that can be understood individually and settles in his mind. In addition, the learning can raise students' motivation and passion to study harder, giving the opportunity to develop in accordance with the abilities and interests of each, strengthen and increase the self-confidence to find their own process, can actively participate in learning that is designed lecturer, grow at the same time cultivating an attitude of inquiry (search-find), support the problem solving ability of students, provide a vehicle for interaction between students and between students and faculty. All of them support students' character building. In addition, through the learning, character education principles that are understood, socialized, exemplified and sustained will be realized.

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