



The Effectiveness of Textbook Character Education-Based in Madrasah Aliyah at Gorontalo

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Abstract: The objective of this study is to find out the effectiveness of character education in Madrasah Aliyah at Gorontalo. Four Madrasah Aliyah are used as research settings such as MAN Insan Cendekia, Madrasah Aliyah al-Khairaat, Madrasah Aliyah Muhammadiyah, and Madrasah Aliyah al-Yusra. The number of subjects in this study was 221 students divided into two groups of control groups as many as 114 students and experimental groups of 107 students. In addition, researchers also involved four lecturers of the poetry appreciation universities. This study used an experimental method with an independent t-test model that compares the difference between the pre-test and post-test values of the control class and the experimental class. The result of the analysis shows that the average score of the experimental group is 15.68 and the control group average is 10.86. Then an independent t-test result of the t-count is 5.087 along with a significance value of 0.000. Due to the significance of $0.000 < 0.05$, the H_0 was rejected and there was a significant difference between the pretest and the post-test, the experimental group and the control group. Thus, the character-based education is effectively used in higher education.

Keywords: *Effectiveness; textbook; character-based education; higher education.*

Article Info:

Received: 14 June 2023

Accepted: 25 August 2023

Published: 31 August 2023

How to cite:

Mantau, B. A. K. (2023) The Effectiveness of Textbook Character Education-Based in Madrasah Aliyah at Gorontalo. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 8(2), 189–199.

<https://doi.org/10.30603/al.v8i2.3862>



A. INTRODUCTION

Leming (1993) outlines two approaches that measure the effectiveness of a modern character-based education program. The first consists of an informal evaluation based on anecdotal evidence or surveys from administrators and teachers regarding their perceptions of the program. From the reviewed study for this script, the first six measures only the perceptions of character-based education participants (students, lecturers, or staff). In contrast, there is variability in these studies for requested research questions and outcome measures applied (Hoge, 2002). Character education is a blatant or conscious effort to influence the development of desired individual traits or qualities. Although some definitions and interpretations of character education are found in the literature, the content of the program usually parallels the principles and values of generosity, kindness, honesty, tolerance, trust, integrity, loyalty, justice, freedom, core equality, and respect for diversity (Brooks, 2001).

Character education is a genuine effort to help people understand, care, and act based on the core foundations of ethical values. Furthermore, characteristic psychological education should include the dimensions of reasoning pertaining to morale, the moral sense, and the moral-based behavior. In character education, the formation of a child rests on the capability to judge what is good, maintain sincerely what is said well, and manifest what is believed to be good even in a stressful situation (full of external pressure) and full of temptations that arise from the heart itself (Lickona, 2013). Character education is an effort to encourage learners to grow and develop with the competence of thinking cling to moral principles in life and having the courage to do the right thing, despite being faced with various challenges. Three important components of character education are emphasized in that sense, namely thinking competence, moral principles, and the courage to do what is right. This emphasis actually leads to the development of cognitive, affective, and psychomotor aspects simultaneously and integrally (Creasy, 2008). Character education has become a part of education in the USA beginning in the early history of the nation, and it began in the mid-1600s (Vardin, 2003) and by the late 1800s two approaches had developed (Howard; Berkowitz & Schaeffer, 2004).

This definition embodies what Lickona refers to as a comprehensive approach toward character development in that it emphasizes the cognitive, affective, and educational behavioral domains. This comprehensive vision of character education also includes concern for the impact of school climate, leadership, partnerships, curriculum, and home-schooling on the development of good character in youth (Battistich, 2003; Berkowitz & Bier, 2004;



Greenberg et al., 2003; Leming, 2000; Lickona, 1991; Schultz, Barr. & Selman, 2001; Schultz & Selman, 2004; Stetson; Hurley & Miller, 2003). The character is regarded as a recognized word with a special connotation. In other words, when a person has a good character, he or she has some other qualities such as trust, integrity, passion, and reliability (Pike, 2010).

B. RESEARCH METHOD

This research used an experimental method and the research design was used to test the efficacy of a final product. The experimental procedures are stated as follows: a) taking measurements of dependent variables to measure the validity of the instruments concerning the student's ability to appreciate the character education-based poetry; b) determining the pairs of participants based on the scores and measurements obtained from the first step (determining the control class and the experimental class); c) treating two classes of research into two groups, namely the control group and the experimental group; d) designing and providing the treatment for the subject, i.e., the control group obtains from the teaching using conventional textbooks, the experimental group obtains instructions by using a predefined character education-based textbooks; and e) making measurements of the independent variables of each half-group, then comparing the results (Cohen et al., 2000: 216).

Table 1: The model design of non-equivalent before-after design

Quasi-experimental Designs	Treatment	Information
Non-equivalent (before) design	control-group O1 X1 O2	O1 = pre-test O2 = post-test
Non-equivalent (after) design	experimental-group O1 X2 O2	X1 = the treatment/teaching using old textbooks X2 = the treatment/teaching using new textbooks

Test instruments

To test this instrument, the validity and reliability were measured. Testing the validity of the test was rationally carried out to measure the content validity. Validity is the accuracy of interpretation made from the results of measurement or evaluation (Gronlund & Linn, 1990). The test as a measuring device can be said to have comparable validity if the test at the same time period is accurately able to indicate a unidirectional relationship between the first test and the next test. The reliability test is then performed. Reliability is the precision of the results obtained from a measurement (Gronlund & Linn, 1990).



Research Sample

Total samples

The sample of this study was selected from four Madrasah Aliyah at Gorontalo are used as research settings such as MAN Insan Cendekia, Madrasah Aliyah al-Khairaat, Madrasah Aliyah Muhammadiyah and Madrasah Aliyah al-Yusra. The number of subjects in this study was 221 students divided into two groups of control groups as many as 114 students and experimental groups of 107 students.

Sampling technique

To determine the sample in this study, the purposive technique was used. This sampling technique was applied because it was adapted to the nature of the homogeneous sample and its research objectives (Cohen, et al., 2000: 103-104), i.e., to test the efficacy or effectiveness of the prescribed and tested feasibility model of the textbook. The purposive technique was a purposive sampling technique, that is, researchers determined the sample to be taken because of certain considerations. Therefore, the samples were taken not randomly, but determined by the researchers. By using a purposive technique, it is expected that the sample criteria were really in accordance with the research that would be used.

Table 2. Purposive Sampling

The Name of University	Control class		Experimental class	
	Class	Number of students	Class	Number of students
MAN Insan Cendekia	XII	11	XII	12
Madrasah Aliyah al-Khairaat	XII	24	XII	24
Madrasah Aliyah Muhammadiyah	XII	44	XII	44
Madrasah Aliyah al-Yusra	XII	31	XII	31
		110		111

Data collection technique

The data collection techniques in this study involved documentation and test techniques. Documentation was used to collect data concerning the research object, students' documents at MAN Insan Cendekia, Madrasah Aliyah al-Khairaat, Madrasah Aliyah Muhammadiyah and Madrasah Aliyah al-Yusra. Researchers used written tests of multiple-choice types and administered the pretest and the post-test to assess the students' ability before and after using textbooks meet the character education standards.

Data analysis technique

The data analysis technique was a t-test, that is, a test used to know the average difference between two groups of research data. The t-test used in this study included an



independent t-test (an independent sampling t-test). The independent t-test was to test the average difference between the control group and the experimental group.

C. FINDINGS AND DISCUSSION

Pretest scores and post-test scores

The pretest and post-test values consist of two groups, namely the control group that uses a conventional textbook and the experimental group that uses a textbook on the character education. The control group had respondents of $N = 114$, with a pretest average score of 51.82 and the standard deviation of 9.918, a mean score of 62.68 and a standard deviation of 9.905. The experimental group had respondents of $N = 107$, with a pretest average score of 50.41 and the standard deviation of 8.829, a mean score of 66.09 and the standard deviation of 10.310, as described in the following table.

Table 3. Pretest and post-test of the character education-based poetry appreciation

Group	N	Pre-test Mean	Std. Deviation	Post-test Mean	Std. Deviation
Control	114	51.82	9.918	62.68	9.905
Experimental	107	50.41	8.829	66.09	10.310

The control group used conventional textbooks, and the experimental group used textbooks based on the character education standards.

Test of Requirement Analysis

Normality test of pre-test data

Table 4. Pre-test data of normality test

	Research Group	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pretest Score	Control	.075	114	.142	.976	114	.036
	Experimental	.076	107	.151	.988	107	.456

a Lilliefors Significance Correction

The normality test of pretest data in the experimental group based on the kolmogorv smirnov statistic value was 0.075, along with significance of 0.142. Since the significance value is $0.142 > 0.05$, then the H_0 is accepted. Thus, the pretest data of the experimental group are normally distributed. The normality test of pretest data in the control group obtained from the kolmogorv smirnov statistic value was 0.076, along with the significance value of 0.151. Because the significance value is $0.151 > 0.05$, the H_0 is accepted. Consequently, the pretest data of the control group are normally distributed.



Normality test of post-test data

Table 5. Normality test of post-test data

Research Group		Kolmogorov-Smirnov (a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Post-test Score	Control	.064	114	.200(*)	.980	114	.079
	Experimental	.074	107	.190	.981	107	.141

* This is a lower bound of the true significance.
 a Lilliefors Significance Correction

The normality test of experimental data in the experimental group obtained from the kolmogorv smirnov statistic value was 0.064, and the significance value of 0.200. Since the significance value is $0.200 > 0.05$, then the H_0 is accepted. Thus, the post-test data of the experimental group are normally distributed. The normality test of post-test data in the control group obtained from the kolmogorv smirnov statistic value was 0.074 and the significance value of 0.190. Since the significance value is $0.190 > 0.05$, then the H_0 is accepted. Therefore, the post-test data of the control group are normally distributed.

Homogeneity test of variance

In terms of the testing criteria, the H_0 is rejected since it turns out that the calculated result has a significance value of < 0.05 . Conversely, if the calculated result has a significance value > 0.05 , then the H_0 is accepted.

Table 6. Test of homogeneity of variance

		Level Statistic	df1	df2	Sig.
Pretest Score	Based on Mean	2.932	1	219	.088
	Based on Median	2.808	1	219	.095
	Based on the Median and with adjusted df	2.808	1	218.960	.095
	Based on trimmed mean	2.909	1	219	.089

The variance homogeneity test of pre-test data has a value of 2.932 and a significance of 0.088. If the significance value turns out to be > 0.05 , then the H_0 is accepted. Thus, the pretest data between the study groups are homogeneous or have a similarity of variance.

Table 7. Test of variance homogeneity

		Level Statistic	df1	df2	Sig.
Post-test score	Based on Mean	.002	1	219	.966
	Based on Median	.001	1	219	.977
	Based on the Median and with adjusted df	.001	1	216.007	.977
	Based on trimmed mean	.002	1	219	.965



The result of the calculated variance homogeneity test of post-test data shows a value of 0.002 which has a significance value of 0.966. If the significance value turns out to be > 0.05 , then the H_0 is accepted. Thus, the post-test data between the study groups are homogeneous or have a similarity of variance.

Hypothesis Testing

Print test differences tests

The different pretest score deals with a test of the respondents' ability before the treatment was given to the experimental group. The test was conducted by using an independent t test, that is, to test the difference of mean value between the experimental group and the control group. The test results are different from the average pretest score, as obviously seen in the table below.

Table 8. Independent samples test

Level's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Pretest Score	Equal variances assumed	2.932	.088	1.116	219	.266	1.413	1.266	-1.082	3.909
	Equal variances not assumed			1.116	218.396	.266	1.413	1.262	-1.073	3.900

The different pretest score or the score before the experiment shows the t-count value of 1.116, along with its significance value of 0.266. Because the significance value is $0.266 > 0.05$, then the H_0 is accepted and there is no significant difference between the study groups. Thus, the ability of students before the given experiment is not significantly different.

Test difference of post-test score

The different post-test score was taken to know the difference in post-test score between the experiment group and the control group. The test was performed by using an independent t-test. The test results can be seen in the table below.



Table 9. Independent Samples Test

Level's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test Score	Equal variances assumed	.002	.966	2.507	219	.013	-3.409	1.360	-6.089	-.729
	Equal variances not assumed			2.504	216.673	.013	-3.409	1.362	-6.093	-.726

The different post-test score or the score after the experiment shows the t-count value of 2.507, along with its significance value of 0.013. Because the significance value is 0.013 < 0.05, the Ho is rejected and there are significant differences between the research groups. Thus, the ability of students after the given experiment performs differently.

Test difference of pretest-post-test scores

The test difference of pre-test-post-test score was conducted to find out differences in scores of pre-tests to post-test between the experimental group and the control group. The test was performed by using an independent t-test. Test results can be seen in the table below.

Table 10. Pretest and Post-Test Differences Of Independent Samples Test

Level's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-post Differences	Equal variances assumed	2.946	.000	-5.088	219	.000	-4.823	.948	-6.691	2.954
	Equal variances not assumed			-5.059	207.508	.000	-4.823	.953	-6.702	2.943



The difference test of pre-test-post-test scores or the difference of scores before the experiment and after the experiment shows the t-value of 5.087, along with the significance value of 0.000. As the significance value is $0,000 < 0,05$, the H_0 is rejected and there is a significant difference in terms of the pre-test-post-test scores between the experimental group and the control group.

Discussion

The research findings show the differences of the pretest and the post-test between the control group (that is using conventional textbooks) and the experimental group (that is using the textbooks of character-based education). This study used an independent t-test that compares the difference between the pre-test score and the post-test score between the control group and the experimental group. Research textbooks on the poetry appreciation of character-based education are applied to odd and even semester students. The character education shows that the experimental group has an average value of 15.68 which is higher than the average value of 10.86 for the control group in using conventional textbooks.

The results of this study are similar to Aldera's article (2017) in terms of the impact of foreign cultures (L2) on EFL students in Saudi universities. Investigations have been conducted on the basis of the study of theoretical backgrounds, the analysis of the prescribed textbooks, and the L2 attitudinal survey of learners. The study sample included two books only, *Access and Interaction 1* published by McGraw-Hill Education, and a student from the English Department of Najran University, KSA. An in-depth analysis of the contents of the series shows that textbooks largely ignore local culture (L1) and include culture and culture from other mainly foreign countries. The overall results of the survey show that L2 learners disagree with the dominance of foreign culture in their books. They simultaneously exhibit a very positive attitude towards a foreign culture that is not contrary to Saudi social values. This article, therefore, seeks to overcome cultural bias in textbooks and grassroots due to dissatisfaction among L2 students. The findings of this study are expected to help both ELT specialists and relevant authorities at KSA to select and design textbooks that are suitable for effective pedagogy and are reasonably compatible with L1 values and cultures: index requirement-textbook, content analysis, L2 culture, teaching, and pedagogy.

Thus, there is a significant difference between the control class and the experiment class in terms of how the textbook is effectively used for learning in Madrasah Aliyah at Gorontalo.



D. CONCLUSION

In pursuit of character education, they seek to perpetuate values because presented in the book ignite creativity, enthusiasm, collaboration, and other core values. It can be seen from the results of different pretests and post-tests in the Madrasah Aliyah at Gorontalo; the experimental class score using the textbook of character education is higher than that of the control class using the conventional textbook. All in all, the based textbook of character education is effectively used in Madrasah Aliyah and is worth considering as a prime textbook in Madrasah Aliyah at Gorontalo.

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