

Efforts To Improve Students' Character Understanding Through Skills-Based Learning Methods On Character Development and Ethics Materials

Marthaliana Muda^{1*}, Lutfi Hardiyanto¹, Nor Khakim¹
¹Civic Education, STKIP Kusuma Negara, Jakarta, Indonesia
[*lutfi_h@stkipkusumanegara.ac.id](mailto:lutfi_h@stkipkusumanegara.ac.id)

Abstract

This study investigates the implementation of skills-based learning methods to enhance the character values of students within the framework of character and ethics development. The research focuses on how active and experiential learning activities can foster the internalization of key ethical values, such as integrity, responsibility, respect, and empathy. The study was conducted in a secondary school setting, involving students from various grade levels. A mixed-methods approach was used, combining quantitative assessments of students' character development with qualitative observations and interviews to gather in-depth insights into their moral reasoning and behavior changes. The skills-based learning methods involved role-playing, collaborative problem-solving, and real-world scenario analysis, allowing students to engage directly with ethical dilemmas and practice decision-making in a controlled environment. The findings reveal a notable improvement in students' ability to articulate and apply ethical principles in both academic and personal contexts. Furthermore, the study highlights the importance of providing continuous feedback and reflection opportunities to reinforce the character-building process. The results suggest that skills-based learning not only enhances cognitive understanding of ethical concepts but also significantly contributes to the development of students' moral and character values. This approach is recommended as an effective strategy for educators aiming to integrate character education into their curriculum, ensuring that students are equipped with the necessary skills and values to navigate ethical challenges in their future endeavors.

Keywords: character understanding, ethic material, skills-based learning

1 INTRODUCTION

In recent years, the growing emphasis on character education within educational institutions has highlighted the critical need to develop students' ethical values alongside their academic achievements. The rapid advancement of technology and the increasing complexity of societal challenges have further underscored the importance of fostering strong moral foundations in the younger generation. As future leaders and responsible citizens, students must be equipped not only with intellectual capabilities but also with the character strengths necessary to navigate ethical dilemmas and contribute positively to society.

Traditional teaching methods, often centered on rote memorization and passive learning, have proven inadequate in effectively instilling ethical values and character traits in students. These approaches typically fail to engage students in meaningful ways, limiting their ability to internalize and apply ethical principles in real-life situations. Consequently, there is a growing recognition among educators and researchers of the need for more dynamic and interactive teaching methods that can better facilitate character development.

One promising approach is the implementation of skills-based learning methods, which emphasize active participation, hands-on experiences, and real-world applications. Skills-based learning shifts the focus from passive reception of information to active engagement, where students are encouraged to explore, analyze, and practice ethical decision-making

in a variety of contexts. By simulating real-life scenarios and encouraging collaborative problem-solving, this method provides students with opportunities to develop and reinforce their character values in a practical, tangible manner.

The present study aims to explore the effectiveness of skills-based learning methods in enhancing students' character values, particularly in the context of character and ethics development. Through a carefully designed curriculum that incorporates role-playing, group discussions, and reflective exercises, this study seeks to determine how these interactive learning strategies impact students' moral reasoning, ethical awareness, and overall character formation.

Furthermore, this research addresses a significant gap in the existing literature by providing empirical evidence on the impact of skills-based learning on character education. While previous studies have primarily focused on cognitive outcomes, such as academic performance and knowledge retention, this study delves into the affective domain, examining how skills-based learning influences students' attitudes, values, and behaviors. The findings of this research are expected to contribute to the broader discourse on educational methods and their role in character formation, offering valuable insights for educators, policymakers, and curriculum developers. Ultimately, the goal is to enhance the effectiveness of character education programs, ensuring that students are not only academically competent but also morally grounded and prepared to face the ethical challenges of the future.

2 RESEARCH METHODS

In this research, the research method used is classroom action research. According to Kemmis and Taggart, classroom action research is collective self-reflexive research carried out by participants in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding (Atmazaki et.al., 2023; Ardhi et.al., 2024) to those practices and to the situations in which these practices are carried out. Kemmis and Taggart, Classroom Action Research, (Padmono, 2010). The aim of classroom action research is to change teacher teaching behavior, student behavior in the classroom, increase or improve learning practices, and/or change the framework for implementing classroom learning taught by the teacher so that there is an increase in teacher professional services in handling the learning process (Utami & Vioeza, 2021; Wulan, 2024; Utami, 2024).

This classroom action research uses the Skill Based Learning method, this research consists of three cycles, in cycle I the researcher held three meetings while in cycles II and III the researcher only held one meeting. Each meeting includes planning, implementation, observation or observation and reflection. To find out about the implementation of these two methods, you can see the discussion on the presentation of the results of the Skill Based Learning method which is used to provide understanding and increase the character values of SMAK Ignatius Slamet Riyadi students.

Based on the results of observations of the learning process in cycle I, there were still several deficiencies in each meeting. Several incidents that occurred in the learning process included: at the first meeting of cycle I, students still looked confused and applied character values and were still confused about the previous material, even though at this first meeting the teacher had to apply the Skill Based Learning method

Based on the researcher's observations at this first meeting, there are still many things that still need to be improved and improved, for example the teacher's voice must be louder than the noise of the children, apart from that, interaction and manners between teachers and students must also be improved, although there are still many In general, the disturbances and obstacles at the first to third meetings went smoothly

The role in increasing students' character values and activeness in cycle II has increased, the group discussion atmosphere is conducive, and students listen and follow the learning process of their group discussions with a new layout atmosphere using the letter U position

facing all groups, so that all students take an active role in the learning and material presented by each group takes turns. Students have the courage to appear and maintain character values in asking questions in discussion presentation groups, the level of activity, independence, politeness and concentration of students is starting to grow quite well. So sometimes you still feel the need to get used to the Skill Based Learning method so that you can get the most out of it

So, in cycle III, the researcher saw that students were very enthusiastic about following the learning process on Civics subject matter and all students took an active role and character values in learning through the Skill Based Learning method by delivering the material with PPT, pictures and videos to other group members so that there were activeness and increase in character value is maximal.

The results of the pre-cycle test assessment show that the lowest score obtained by students was 50, the highest score was 82, with the average score of students only reaching 65.3. This has not yet reached the Minimum Completeness Criteria score = 75. These results show that the students who completed reached 8 students (33%) while the students who did not complete reached 21 students (67%), so we can see that most of the student character improvement results are still low, although there are some students who reach the KKM.

From the results of the first cycle test above, the lowest score obtained by students was 57, the highest score was 85, with an average score of only 72.13. When referring to the Minimum Completeness Criteria = 75, these results show that only 20 students have completed (71%) while 8 students have not completed (29%)

3 RESULT AND DISCUSSION

This classroom action research uses the Skill Based Learning method, this research consists of three cycles, in cycle I the researcher held three meetings while in cycles II and III the researcher only held one meeting. Each meeting includes planning, implementation, observation or observation and reflection. To find out about the implementation of these two methods, you can see the discussion on the presentation of the results of the Skill Based Learning method which is used to provide understanding and increase the character values of SMAK Ignatius Slamet Riyadi students. Based on the results of observations of the learning process in cycle I, there were still several deficiencies in each meeting. Several incidents that occurred in the learning process included: at the first meeting of cycle I, students still looked confused and applied character values and were still confused about the previous material, even though at this first meeting the teacher had to apply the Skill Based Learning method.

3.1 Self Confidence

Teaching using the Skill-Based Learning method to increase cooperation in groups runs well and is effective in helping students develop collaboration, communication and responsibility skills. Although there were some challenges associated with group division and time, students generally showed progress in working together to achieve common goals. With some adjustments, this method can be more effective in increasing students' understanding of the cooperative character in the future.

3.1.1 Sub of sub-Result 1

From the results of the cycle 1 character improvement assessment above, the lowest score obtained by students was 55, the highest score was 85, with an average student score of 72.13. When referring to the minimum completion criteria of 75, the results show that only 20 students have completed (71%) while 9 students have not completed (29%)

3.1.2 Sub of sub-Result 2

From the results of the cycle II character improvement assessment above, the lowest score obtained by students was 62, the highest score was 87, with an average student score of 76.38. When referring to the minimum completion criteria of 75, the results show that only 21 students have completed (79%) while 8 students have not completed (21%).

3.1.3 Sub of Sub Result 3

Based on the of cycle III learning test results, the lowest score obtained by students was 6.5, the highest score was 93 with an average student score of 84.67. If you apply to the Maximum Completeness Criteria = 75, with 27 students who have completed (92%), while 2 students have not completed (8%)

3.2 Discussion

Teachers' efforts to increase understanding of character in SMAK Ignatius Slamet Riyadi students in real action are that teachers must be real examples of good character values by showing consistent attitudes, such as: honesty, discipline and empathy in daily interactions, teachers also provide a strong role model for students. A teacher's positive attitude and work ethic can motivate students to imitate this behavior. Conducting regular reflection sessions and discussions about character values in class helps students reflect on their experiences and how they apply these values to their lives. Teachers can facilitate group discussions about the challenges students face and how character values can help them overcome these challenges. And also encourage students to get involved in extracurricular activities so that it can help them develop character values.

3.3 Table Assessment Results Increase Understanding of Pre-Cycle, Cycle I, II And II

Criteria	Pre-Cycle	Cycle I	Cycle II	Cycle III
Number of Values	1567	1731	1836	2032
Average Value	65,3	72,13	76,38	84,64
Number of Students Complete	8	9	21	27
Number of Students is yet not Complete	21	20	8	2

3.4 Picture



Picture 1. Learning Process



Picture 2. Group Division Process

4 CONCLUSION

The application of the Skill-Based Learning method at SMAK Ignatius Slamet Riyadi has succeeded in improving students' practical skills and character values. Despite several

challenges, the results obtained indicate that Skill-Based Learning (SBL) is an effective approach to character education. By integrating skills-based learning into the curriculum, schools can play an important role in forming a generation of young people who are not only academically intelligent, but also have strong moral and ethical integrity.

This success emphasizes the importance of innovation in teaching methods, as well as the need to continually evaluate and adapt educational strategies to suit the demands of the times and student needs. Further research is needed to expand on these findings and develop best practices in the implementation of Skill-Based Learning (SBL) in various educational contexts.

The Skill-Based Learning method applied at SMAK Ignatius Slamet Riyadi has proven to be effective in improving students' practical skills and character values. This success shows that with the right approach, character education can be effectively integrated into the school curriculum, providing students with not only academic but also ethical provisions for their future lives

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