

# The Effectiveness Of Implementing SBT (Students Behavior Target) Books In Improving The Character Of Student Learning Responsibility

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**Abstract.** This study aims to determine the effectiveness of using SBT (Student's Behavior Target) Books in improving character of student learning responsibility. The book is basically a book used as an independent character control book used by students in internalizing the character values taught in the school. By implementing the book, students carry out a series of activities that allow students to stay in controlled activities. Students carry out planning of character target activities, Students plan character target activities, students actualize them and students conduct assessments or measurements on the achievement of the results of internalizing their respective character values, conduct evaluations and reflections to see their individual achievements. With this activity book, students can find obstacles or problems in internalizing values, so that in the end they come up with ideas to solve problems that arise independently. This type of research is field research. This type of research is field research. The method used in this study is the experimental method, quantitative data analysis approach, and through pretest and posttest design. The number of samples in this study was 45 students. The results showed that the difference between pretest and posttest value of responsibility scores shows an increased score. Pretest score the responsibility of the student is at a moderate/sufficient level, Posttest score at a high level of responsibility. This means the use of SBT Books proven to increase the value of student learning responsibility. As for the criteria for the effectiveness of the book be in the moderate category.

**Keywords:** SBT Books, Characters, Learning Responsibilities.

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## INTRODUCTION

Penguatan Pendidikan Karakter (PPK) is one of the main programs included in President Joko Widodo's Nawacita. This PPK policy as part of Gerakan Nasional Revolusi Mental (GNRM). Aspects of behavior that become the target of behavior change include aspects of changing the way of thinking, behaving, and acting to be better (Aziz, 2017). The main values that are carried out in PPK are religious, nationalist, independent, gotong royong, integrity. In order for the Nawacita to be properly realized, it requires the implementation of PPK through the national education system to make it easier to know, understand, and apply in all aspects of life both at school, family and in society (Azizah, 2014).

Education as an effort to prepare generations to play a strategic role in improving the quality of life of religion, nation and state. The role of education which is quite heavy has implications for the demands of education which are expected to be of higher quality and required to be able to form the characteristics of a nation that is intellectual, advanced in all fields, forms good behavior, ethics and morals as a provision to face the competitive era of globalization (Mujahidin, 2017, p. 45). To be able to realize these goals, education providers must formulate effective and efficient formulations (Kusuma, 2015)

Character education in various countries has become the main focus. UNESCO itself through its four pillars of education Learning to know, learning to do, learning to be, learning to live together clearly mentions aspects of character as a very important part of education. Character does not appear by itself, but through a long process resulting from human interaction with themselves and their environment from the time humans are born until their life ends (Astika: 2016).

In addition, it should also be emphasized that ideally education should function to develop all the potential of students in accordance with their will of independence (self control). As revealed by Suryadi (2014. p. 139) that education functions to form and develop all potential

students so that they have the basics of scientific thinking skills obtained through a systematic learning process (Nur'aini : 2017). The main thing is not the amount of knowledge transferred by the teacher and the amount of material absorbed by students as a measure of success, but what is more important is the basic skills and the ability to explore and research their own knowledge (Inquiry Method) which is useful through the learning process (Della : 2017). This skill needs to be developed in educational programs, curricula and educational management processes including character education. Especially now that there has been a generational shift from industrial society to a learning society (Darmiyati : 2001). As being one of the principles in our educational principles is the principle of independent learning. The embodiment of the principle of independent learning will place the teacher as a facilitator and motivator in addition to other roles as informer, organizer and others.

Also considering that currently Indonesia has a new leadership figure in education from the millennial generation (Nadim Makarim) who is aggressively calling for "Freedom to Learn", it is very interesting when there is a new strategy or model (including in character education) that can facilitate that discourse. One of the things that has been inaugurated is related to the abolition of the National Examination starting in 2020, where the determination of graduation is no longer determined by the results of the assessment of the subjects being tested but through a minimum competency assessment and through a character survey (detik news). This character survey as a determinant of graduation illustrates that character is still the most important part of the focus of education in Indonesia. Character development, supervision, and control must be designed in a systematic and measurable manner (Samani, et al: 2019)

In short, on the one hand character cannot be attached by itself to students but must be instilled, taught and fostered. On the other hand, character values in the current era are no longer relevant, given through an indoctrination process (Marzuki: 2018). However, other problems will arise if education gives students the freedom to seek and express their own character values in their own way.

From this description, the researcher is interested in creating a learning device that can function as a device for strengthening student character. The author named the device the Student Behavior Target (SBT) Book. Departing from that, the researcher raised research on the Effectiveness of Implementing the SBT (Students Behavior Target) Book in Improving the Character of Student Learning Responsibilities (Experimental Study at SMP Negeri 1 Parung). Some things to know in this research are; what is the SBT book?, what are the components in it?, how to use the SBT book and how effective is the SBT book in improving the character of learning responsibility?

## METHOD

The type of research used in this research is field research, the method used is the experimental method. The sample in this study was 45 grade 8 students at SMP Negeri 1 Parung. Data collection techniques were obtained through observation questionnaires, as well as implementing the SBT book as a tool to be experimented with. The research was conducted within 3 months (up to mid semester). The research instrument was in the form of sheets measuring the character of responsibility (pre-test and post-test). The number of questions in the pretest and posttest questionnaires is 34 items with scoring using a Likert scale, the highest score is 5 and the lowest score is 1.

**Tabel 1.** Interpretation of Pretest and Posttest Questionnaire Scores

Score Range	Category
143 – 170	Very high
116 – 142	High
89 – 115	Medium
62- 88	Low
34-61	Very Low

To obtain accurate data information related to the attitude of student learning responsibility both before and after implementing the model (pretest and posttest), the questionnaire measures the character of student responsibility first through the validity and reliability testing process. Validity test is a test used to show the extent to which the measuring instrument used in a measure measures what is being measured (Daulay : 2015). A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. To test this validity using the SPSS program. The testing technique that is often used by researchers to test validity is using Bivariate Pearson correlation (Pearson Moment Product). In this study the results of Cronbach's Alpha will be used as a basis for interpreting validity when the Cronbach's Alpha score is at a minimum score of > 0.60. For reliability, a questionnaire is said to be reliable or reliable if one's answers to statements are consistent or stable from time to time. High and low reliability, empirically indicated by a number called the value of the reliability coefficient. High reliability is indicated by the rx value close to 1.

Qualitative data were analyzed through triangulation of sources (Marlis : 2010), while quantitative data were processed through the stages of scoring, data tabulation, data measurement, and analysis of interpretation of measurement results. The stages of the research carried out are; 1) conducting preliminary research, this is done to determine the initial conditions of the character of student responsibility (pre-test), 2) implementing the SBT book set, 3) measuring results after implementing the model (post-test).

For quantitative data obtained from the results of the SBT scoring. Scoring and measurement in this study was carried out by looking at the results of students' checklists in the achievement column. In the achievement column there are five scales, each of which can be converted into a numerical score. The value scale is Very Good (SB), Good (B), Fairly Good (CB), Not Good (KB), Not Good (TB). The score is determined using the Likert scale scoring, namely: If students tick in the SB column they are given a score of 5, B is given a score of 4, CB is given a score of 3, KB is given a score of 2 and TB is given a score of 1. Achievement of the character value indicator, the score is converted into several effectiveness criteria. The classification of the average value is as follows:

**Table 2.** Classification of Value of Responsibility in SBT

No	Score Range	Category
1	21 – 25	Very high
2	17 – 20	High
3	13 – 16	Medium
4	9 – 12	Low
5	5 – 8	Very Low

The SBT book is measured for its functioning and effectiveness. To measure the functioning of the SBT book, it is done by looking at the differences in student scores before and after implementing the SBT book. In this case it is measured through the pretest and posttest (Barizi : 2014). If there is an increase in the value of responsibility, it means that the SBT book functions to increase the value of student learning responsibility. As for its effectiveness, it can be done by testing the N-Gain Score. The N-Gain Interpretation according to Sugiyono (2012):

**Table 3.** Interpretasi N-Gain Score

NGain Score	Interpretation	Effectiveness
-1,00 < g < 0,00	There was a decline	
g = 0,00	No Increase Occurs	
0,00 < g ≤ 0,30	Low Boost	Ineffective
0,30 < g ≤ 0,70	Moderate	Effective enough
0,70 < g ≤ 1,00	Height Increase	Effective

## RESULTS AND DISCUSSION

Muhaimin (2012:301) explains that within the scope of formal education the process of internalizing values goes through the following stages: 1) Value Transformation Stage, this first stage a teacher is tasked with providing information on values that are considered good and not good through mere verbal communication activities. 2) Value Transaction Stage, at this stage two-way communication or reciprocal communication occurs. 3) Value Transinternalization Stage, at this stage there is a reciprocal relationship between values and one another between teachers and students appearing in the form of characteristics that can provide value stimulus to each other.

Muhaimin (2012) added that there are several processes for cultivating values in schools including: a. Power strategy, cultivating character values is carried out through the management of "people power." Namely the deployment of all components of human resources in schools to control character culture. b. Persuasive Strategy. These values can be embedded in the school's vision and mission in educational units and in certain lesson units. c. Normative Re-Educative, is an effort to change the old paradigm into a new paradigm in the context of a value.

In this study the authors will focus on the character values in the character values of responsibility in junior high school (SMP) students. These values refer to the 18 character values proclaimed by the government in strengthening education on cultural values and national character, as shown in the following table: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Land Water, Respect for Achievement, Friendly/Communicative, Peace-loving, Love to Read, Care for the Environment, Social Care, Responsibility (Zubaidi: 2012).

Responsibility according to the Big Indonesian Dictionary is a state of being obliged to bear everything. Responsibility is an attitude and behavior of a person to carry out their duties and obligations towards oneself, society, the environment and the state and God Almighty (Wibowo, et al, 2015:171). The wide scope of the character of responsibility means that the writer only focuses on the value of responsibility which is adjusted to the capacity and status of the subject that the writer will examine, namely junior high school students. For this reason, in this study, the value of responsibility is narrowed to the responsibility of a student who is going through a formal education process.

To make it easier to conduct research, researchers explore several indicators of the value of responsibility, including;

**Table 4.** Responsibility Value Indicator

No	Responsibility Value Indicator
1	Progressive; Students take the initiative to find out/find information on tasks that must be completed
2	proactive; Students can work on learning tasks without waiting for orders/instructions (proactive)
3	Students pay attention to directions from the teacher about what to do
4	Students can accept the consequences of what has been done
5	Think before acting
6	Students can work on assignments independently (not relying on other people)
7	Optimum work; Doing the task as well as possible (optimally)
8	Tidy up and clean up the facilities and infrastructure that have been used
9	Complete Work; Trying to complete the task thoroughly (complete in work)
10	Self-control, careful and not careless
11	Thorough; Re-correct learning outcomes and completion of assignments
12	Coordinating; Able to establish coordination/cooperation on joint/group assignments
13	Effective; Trying to be timely in completing tasks

These character value indicators were developed to become benchmarks for measuring the value of student responsibility and serve as targets for achieving the character or attitude of student learning responsibility which will be written in the SBT book. The SBT book in this study is a tool that is being tested for its effectiveness in increasing student responsibility character

values. The following is an example of a page image that will be filled in by students in the SBT book;

Nama Siswa : .....  
Kelas : .....  
Karakter : .....

Rencana Aktivitas (RA)	Persetujuan		Pencapaian					Refleksi Diri
	Guru	Orang Tua	SB	B	CB	KB	TB	

**Picture1.** SBT Book page

Before implementing the SBT, the researcher first conducted a pre-test to find out the initial conditions for the value of student responsibility. as described above that to measure differences in students' conditions before and after implementing the model is by means of pretest and posttest (Efendy : 2006). The following are the results of the experimental class pretest questionnaire distribution data related to the attainment of the character of student responsibility. To find out in more detail the acquisition of the experimental class pretest scores related to the aspect of the value of responsibility as presented in the questionnaire score data tabulation above, we can break down this data into a frequency distribution list as shown in the following table:

**Table 5.** Frequency of Pre Test Values Responsibilities of Experimental Class

Score Range	Category	Frequency	Percentage
143 – 170	Very high	0	0 %
116 – 142	High	5	11,1 %
89 – 115	Medium	38	84,5 %
62- 88	Low	2	4,4%
34 – 61	Very Low	0	0 %

Based on the frequency distribution table for the pretest value of the responsibility of the experimental class, it is known that students who are in the very high category of responsibility are 0%, which means that none of the students have a very high responsibility character. There are 5 students or the equivalent of 11.1% of students who are in the high category, 38 students who are in the medium category of responsibility or the equivalent of 84.5%, 2 students or the equivalent of 4.4% of students who are in the low category and none of the students who are in

the very low category. Referring to the data interpretation scale guidelines as explained, we can conclude that the acquisition of an average student responsibility character score of 105.9 is in the range of scores 89-115 which is in the medium category. This means that the initial conditions of the experimental class students are in the medium category in the aspect of the value of the character of responsibility.

Next is to conduct experiments by implementing the SBT book. As for the activity steps carried out by students in this experiment, they are as shown in the following table:

**Table 5.** SBT Book Implementation Steps

Stage	Activity	Activity Description
I	Determination of Activity Plans	At this stage students write down the activity plans available in the SBT book. Students can write down several attitudes related to responsibility in learning. The attitudes written in the activity plan are attitudes or activities that students think need to be improved. As for the attitudes related to learning responsibility, we can see it in the indicators of the value of responsibility that have been developed previously. This activity plan is written at the beginning of the school year and tried to be realized during one semester or half a semester of the school year. Activities in this test are limited by writing only 5 activity plans. As a form of control in student activities, students need to ask for the approval of the teacher and parents to sign approval for the activities that have been planned.
II	Independent Measurement of Activity Achievement	After writing down the activity plan and trying to make it happen for one semester, students then take measurements independently. Independent measurement activities can be carried out in the achievement column in the SBT Book
III	Self Evaluation on Achievement	After measuring the achievement of the value of responsibility, each student reflects on the achievement of his character's target. Students write their self-evaluations in the self-reflection column provided in the SBT Book

## DISCUSSION

After the students carried out the activities as explained in the table of steps for implementing the SBT above, the researchers then measured the achievement of the results of the character values of the students' learning responsibilities. After testing through the implementation of the SBT book as an independent control book internalizing the character values of the responsibilities that students do, the researcher then analyzed the results of the achievement of these student targets. The following are the results of students' SBT in a large-scale trial of 45 students. To find out in more detail the acquisition of SBT testing activity measurements in the Trial related to the aspect of the value of responsibility as presented in the SBT score data tab above, we can break down this data into a frequency distribution list as shown in the following table:

**Table 7.** Frequency The test value of the SBT model device on a large-scale trial

Score Range	Category	Frequency	Percentage
21 - 25	Very high	3	6,7 %
17 - 20	High	29	64,4 %
13 - 16	Medium	13	28,9 %
9 - 12	Low	0	0 %
5 - 8	Very Low	0	0 %

Based on the frequency distribution table for the SBT Book test activity scores, the value of the responsibility of the experimental class is known to be that students who are in the very high category of responsibility are 6.7%. There were 29 students or equivalent to 64.4% of students who were in the high category, 13 students were in the medium category of responsibility or equivalent to 28.9%, and none of the students were in the low and very low categories.

Referring to the data interpretation scale guidelines as previously explained, we can draw the conclusion that the average score obtained for student activity plans in internalizing the character of student responsibility is 17.76 in the range of scores 17 - 20 which is in the high category. The average score is equivalent to 71.04%. This means that the condition of the large-scale trial sample of 45 students after implementing the SBT book as a tool for the HCM model that the researchers developed was in the high responsibility category. Thus, if you look at the results above, the implementation of the SBT model set that the researchers developed actually functions to condition students to internalize the value of responsibility.

Furthermore, the researcher conducted a posttest by giving questionnaires to students regarding the achievement of their responsible character values after they implemented the SBT book. The following are the results of the posttest for measuring student responsibility scores after implementing the SBT book.

To find out in more detail the acquisition of the posttest score for the experimental class on a large scale trial related to the aspect of the value of responsibility as presented in the questionnaire score data tab above, we can break down this data into a frequency distribution list as shown in the following table:

**Table 8.** Frequency of PostTest Values Responsibilities of Experimental Classes

Score Range	Category	Frequency	Percentage
143 - 170	Very high	0	0 %
116 - 142	High	44	98,8 %
89 - 115	Medium	1	2,2 %
62 - 88	Low	0	0 %
34 - 61	Very Low	0	0 %

At the validity testing stage, the validity test result data can be seen that out of the 34 question items given in the questionnaire questions, there are 31 questions that are declared valid and 3 questions that are declared invalid. As for reliability testing, it can be seen as the following SPSS output data:

**Table 9.** SPSS Output Reliability Test of post test questionnaire data results

Reliability Statistics	
Cronbach's Alpha	N of Items
.876	31

From the acquisition of the Cronbach's Alpha score in the table above it is known that the score shows the number  $0.876 > 0.60$ , which means the items are reliable or consistent to be used as a testing instrument. Based on the frequency distribution table of posttest grades, it is known that students who are in the category of very high responsibility are 0%, which means that none of the students have a very high responsibility character. There are 44 students or the equivalent of 98.8% of students who are in the high category, 1 student is in the moderate category of responsibility scores or the equivalent of 2.2%, 0 students or the equivalent of 0% of students who are in the low category and none of the students were in the very low category. Referring to the data interpretation scale guidelines as explained, we can draw the conclusion that the average score for the responsibility character of the Experiment class students is 125.8 in the score range 116-142 which is in the High category. This means that the final condition of the control class students is in the high category in the aspect of the value of the character of responsibility.

After knowing that there is an effect of implementing the model on increasing the value of student responsibility, the next step is to measure how effective the application of the model (Ermayani : 2015). To find out the level of effectiveness, we can use the test through the N-Gain Score Test. N-Gain Score Test, Normalized Gain Score. This test aims to measure the effectiveness of applying certain models in one group pretest posttest design and research using a control group (quasi experiment or true experiment). The N-Gain Score test is carried out by calculating the difference between the pretest and posttest scores.

**Table 10.** N-Gain Score Test Results

Descriptives					
Kelas		Statistic		Std. Error	
NGain_Persen	Eksperimen	Mean		30,7018	1,10853
		95% Confidence Interval for Mean	Lower Bound	28,4677	
			Upper Bound	32,9358	
		5% Trimmed Mean		30,9530	
		Median		31,0345	
		Variance		55,297	
		Std. Deviation		7,43623	
		Minimum		9,43	
		Maximum		47,89	
		Range		38,45	
		Interquartile Range		8,37	
		Skewness		-0,489	0,354
		Kurtosis		1,004	0,695

The results of the N-Gain Score test show that the N-Gain Score/N-gain Percent in the experimental class by applying the model treatment is 0.307018/30.7018%, which means that the N-Gain score is in the range of scores  $0.30 < G \leq 0,70$  where the effectiveness classification level is in the moderate/quite effective category.

## CONCLUSION

The character value of student responsibility can basically be done through conditioning activities. Conditioning of the value of responsibility and other values can be done by designing devices that allow them to be serious in order to achieve the desired character value targets. It should also be noted that the implementation of devices that provide student independence experiences needs to be made a priority. The use of the SBT Book in this study is one of the efforts to foster independent regulation of the internalization of certain character values for students. The SBT book in this study has been proven to increase the value of student responsibility. It is hoped that other researchers can try to develop more innovative similar devices so that teaching values can be done more interestingly and fun.

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