# IMPROVING STUDENTS' LITERACY ABILITIES THROUGH CHARACTER EDUCATION IN COLLEGE KNOWLEDGE -BASED PAI AI

**Boby Astika Putra**

*IAIN (Institut Agama Islam Negeri) Kerinci*
E-mail : bobyastikaputra@iainkerinci.ac.id

## ABSTRACT

The purpose of this study is to determine the implementation, improvement, and how much the comparison of the increase in students' literacy skills before and after implementing character education -based lectures. In this study the author used a quantitative approach. A quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions on a survey to determine the frequency and percentage of their responses. While the type of research chosen is quasi-experimental research. According to Sugiono "Quasi-experimental research is a research method used to find the effect of certain treatments on others under controlled conditions." In line with that, pre-experimental research results are dependent variables not solely influenced by independent variables. The author's reason for choosing a quantitative approach with a pre-experimental design in this study is that the way to measure literacy skills is through its indicators, so that through these indicators, measurable statement items are created. The measuring instrument is presented in the form of a questionnaire. The research design used in this experimental study is the Control Group Pretest-Postest Design, namely before the treatment is given the sample is first given a pretest (initial test) and at the end of the lecture the sample is given a posttest (final test). This design is used to determine the increase in students' literacy skills in the PAI lecture process integrated with AI knowledge after attending character education lectures. The results of this study indicate that there is an increase in students' literacy skills in each indicator from the initial condition to the final condition. Thus, it can be concluded that there is an influence of character education in lectures, to improve students' literacy skills.

**Keywords :** *Literacy Skills, Character Education, Integrated Islamic Education with AI Knowledge, IAIN Kerinci*

## INTRODUCTION

PAI integrated with AI knowledge as a form of Islamic religious knowledge can keep up with the development of science and technology, and natural phenomena that occur at this time. The competency of PAI integrated with AI knowledge that is expected to meet these demands is to be the foundation of vocational competency. The lecture process at IAIN Kerinci has been running well, but there are still several classes that have an average score below the minimum completion criteria standard of 75. This is caused by the low ability of students in problem solving, so that students have difficulty in acquiring new knowledge. The fundamental thing of this problem is the low score achieved by class A Semester V students on each indicator of literacy ability, an average of less than 60%. Literacy skills are a necessity that individuals must have in the era of globalization. Technological advances require individuals to adapt creatively (Munandar, 2019). This condition requires countries in the world to have creative individuals, one of which is Indonesia. As a developing country, Indonesia needs creative individuals who are able to contribute to the development of science and technology. This is because creative individuals have self-confidence, independence, responsibility and commitment to tasks, do not run out of ideas in solving problems, are rich in initiative, and are more oriented towards the present. and the future rather than the past (Greenstein, 2018).

Given the importance of literacy skills, the government has integrated literacy skills into the education curriculum. Literacy skills can be improved through the selection of character education. Character education is an innovative lecture model that emphasizes product development where students undertake complex activities such as organizing group learning activities, conducting studies or research, solving problems and synthesizing information (H Sofyan, 2017). This statement shows that in solving the problem in this study, namely low literacy skills, can be solved with character education. Based on relevant research, it was found that there was an increase in literacy skills in classes that implemented character education (RN Antika, 2017). This is in line with other studies that stated that character education has a significant influence in improving student learning outcomes and literacy skills (S Fatimah, 2018). Therefore, researchers feel the need to investigate student literacy skills with character education, so this is what the researchers studied in this study.

## METHODS

### A. Research Approaches and Types

In this study, the author used a quantitative approach. A quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of questions on a survey to determine the frequency and percentage of their responses (Creswel, 2020). Meanwhile, the type of research chosen is quasi-experimental research. According to Sugiono, "Quasi-experimental research is a research method used to determine the effect of certain treatments on others under controlled conditions" (Sugiyono, 2020). In line with that, pre-experimental research results are dependent variables, not solely influenced by the independent variable. The author's reason for

choosing a quantitative approach with a pre-experimental design in this study is that the way to measure literacy skills is through its indicators, so that through these indicators, measurable statement items are created. The measurement tool is presented in the form of a questionnaire.

**B. Research Design**

The research design used in this experimental study is the Control Group Pretest-Postest Design, which means that before the treatment is given, the sample is given a pretest (initial test) and at the end of the lecture, the sample is given a posttest (final test). This design is used to determine the improvement in students' literacy skills in the PAI lecture process integrated with AI knowledge after using the character education lecture model. The research design begins with a quantitative problem and limits the existing problems to the problem formulation. The problem formulation is stated in a question sentence, then the researcher uses theory to answer it. The research design must be specific, clear and detailed, determined firmly from the beginning, becoming a step-by-step guide28. The research design connects the independent variables and the dependent variables.

**C. Data Collection Techniques**

Data collection is a systematic and standard procedure for obtaining the required data31. The data collection techniques used in this research are as follows:

1. The questionnaire used in this study was a written test. The written test was used to determine literacy skills. The test format used in this study was a questionnaire using a Likert scale because it made it easier for researchers to identify the problems that were the focus of the research.
2. Documentation in this study is used to support and complement primary data, namely observations. Documentation in this study can take the form of images or other notes related to the research. In conducting documentation, researchers use tools that can be used to collect data in the form of documents, such as photos of activities and final student grades in the first semester, which are used as considerations for decision-making. samples for conducting interviews and other data as attached in the appendix.

## RESULTS AND DISCUSSION

The theoretical study has been presented clearly, so this stage will examine the suitability of the research results with the theoretical studies presented. Based on the research method used, the influence of character education in improving literacy skills was studied using an experimental approach. This discussion will explain the results achieved in the study, the limitations encountered, and several alternative solutions. The initial steps taken through analysis include: preliminary analysis (curriculum analysis), student analysis, and material analysis. Through this analysis, conclusions are formulated from the lecture. The results of the analysis will form the basis for selecting variations in the lecture model to be implemented. The results at this planning stage have been in accordance with expectations that the objectives of the planning stage can be achieved well. In the curriculum analysis, a review was conducted of the curriculum used by IAIN Kerinci. The curriculum used by IAIN Kerinci is the 2019 curriculum.

In accordance with the needs of this research, the researcher will use class X as the subject of this research by implementing the 2019 curriculum. This analysis is adjusted to the basic needs of lectures. Student analysis is conducted to determine student competency achievement and the problems they face in their studies. This problem analysis is a process characterized by data collection to identify problems and potential development opportunities (Brown, 2018).

The analysis of student performance showed that the low competency achievement was due to low literacy skills. Based on this analysis, IAIN Kerinci students had low literacy skills. Therefore, a lecture model that can improve literacy skills is needed to foster understanding of the material being taught.

Character education is a form of lecture model that organizes teaching in such a way that students are not presented with lessons in their final form, but are expected to organize the lessons themselves (Ministry of Education and Culture, 2019). In character education, lectures are conducted by students based on teacher instructions in understanding a problem. The instructions given are generally in the form of guiding questions. In project-based lectures, students are required to solve the problems presented by digging up as much information as possible, then analyzing and finding solutions to the existing problems. The solution to these problems does not necessarily have one correct answer, meaning students are also required to learn creatively. Students are expected to become individuals with broad insight and are able to see the relationship between lectures and aspects of their environment.

The scientific approach is a golden bridge for the development of students' knowledge, attitudes, and skills. The lecture process with 50 scientific approaches must be guided by the rules of the scientific approach. This approach is characterized by emphasizing the dimensions of observation, reasoning, discovery, validation, and explanation of a truth. With scientific principles or criteria. This approach is expected to encourage students to think scientifically, logically, critically, and objectively in accordance with existing facts and can produce productive, creative, innovative, and affective students through strengthening knowledge, attitudes, and skills. Motivating students to learn Islamic Religious Education (PAI) integrated with AI knowledge is if the concepts and principles of PAI integrated with AI knowledge are taught in simple language and linked to everyday life. In addition, students also need appropriate teaching materials and learning models to improve their literacy skills. Student literacy skills using character education are better than those using conventional lecture models (Ningsih, 2011).

Based on this analysis, the author chose to implement character education in lectures. After conducting this analysis, the author designed the Student Assessment System (SAP) by applying the Character Education lecture model. The first step in designing the SAP was to develop a test based on the criteria for formulating assessment indicators for the SAP. These indicators were formulated based on the criteria to be measured. The quality of a learning tool can be determined based on validity, practicality, and effectiveness (Roza, 2016). Therefore, all 51 components of the Student Worksheet (LKPD) developed were assessed in terms of validity, practicality, and effectiveness. The lecture steps compiled in the SAP refer to character education with a scientific approach to improve students' literacy skills. This aims to help students achieve their goals in accordance with the objectives set in the analysis of course objectives.

Before implementing SAP in lectures, the following stages are carried out:

1. Validity Test

Based on the research results presented, it was found that the developed SAP is valid. The SAP has been developed in accordance with the indicators established in the SAP validation instrument. Furthermore, the character education-based SAP meets the validity measurement aspects (content validity, construction validity, and language validity). The SAP development has met the content validation criteria because it was based on the theory that served as a guideline for the formulation and preparation of the SAP. SAP development is adjusted to the references set by the curriculum.

2. Practicality Test

A practicality test was conducted to determine the level of practicality of the SAP. The SAP implementation test results were ≥90%, with 52 categories being very practical. In general, the lecture activities outlined in the SAP were implemented during the lecture process. This means that the lecture steps used in the SAP can be implemented during the lecture process.

3. Learning Outcomes

In the assessment of student knowledge, 79% of the total number of students have mastered more than 70% of the set course objectives with an average score of 76. This shows the success of students in finding problems and solving PAI problems integrated with AI knowledge in lectures. In addition, the character education step has also succeeded in guiding students in mastering the material by fully involving students in the learning process. Based on the results of the knowledge assessment, it can be said that character education-based lectures are used in lectures to improve student learning outcomes.

4. Literacy Skills

This is because the application of character education in lectures in the steps of finding problems, developing work structures, and defining problems can give rise to cognitive conflicts that give rise to indicators of fluency aspects. In the steps of collecting and sharing information, finding solutions, determining the best solution, and presenting solutions can give rise to indicators of flexibility, originality, and elaboration aspects. Thus, it can be said that students' literacy skills have been fulfilled by the application of character education in lectures. This is in line with the opinion of Ningsih (2015), one of the factors that influences the emergence of literacy ability indicators is character education. Research Limitations The hope of getting perfect results is not easy to realize. Although the applied lecture model has been created based on appropriate approaches, procedures, preparation requirements, and research shows an increase in student competence in each meeting. However, mastery of prerequisite material can affect the character education. It can be seen in the first meeting, students achieved a percentage of completion ≤ 50% indicating that their completion achievement is far from good. This was due to the fact that the apperception activity during the first lecture was only carried out as necessary, as the teacher did not know the students' level of understanding of the prerequisite material. The teacher did not evaluate the prerequisite material because a mid-semester exam would be held. Consequently, this reasoning was a limitation of the research.

## CONCLUSION

Based on the research results presented in the previous chapter, the following conclusions can be drawn:

1. The implemented SAP is valid. The validator's assessment results indicate that all aspects assessed fall into the valid category. Therefore, this SAP can be implemented in classroom lectures.
2. The results of the SAP implementation for each meeting are in the very practical category, both in terms of the preliminary stage, core activities, and closing.
3. The average student learning outcome score for knowledge competency is in the good category. At the first meeting, it was found that out of 21 students, 8 completed the course, and 13 did not complete it because their scores were below the Minimum Competency (KKM).
4. There was an increase in students' literacy skills across all indicators from the initial to the final condition. Therefore, it can be concluded that character education in lectures has an impact on improving students' literacy skills.

## REFERENCES

Abidin. (2017). Lecture System Design in the Context of the 2019 Curriculum. Bandung: Refika Aditama

Ministry of National Education. 2018. Big Indonesian Dictionary, 3rd Edition. Jakarta: Gramedia D. Sahida. Development of Student Worksheets (LKPD) based on Problem Based Learning assisted by Comics to Improve Students' Creative Thinking. West Sumatra: UNP

Greenstein. 2012. Assessing 21st Century Skills A Guide To Evaluating Mastery and Authentic Learning. United States Of America Journal: Corwin. Vol. 3, (Accessed 14 April 2016)

Gregor. 2017. Developing Thinking Developing Learning. Polish Journal : Open University Press. Vol. 3, (Accessed 14 April 2016)

Hake, RR 2017. Analyzing Change/Gain Scores. [Online]. Available: http://www.physics.india.edu/~sdi/analyzingchange-gain.pdf. (Accessed August 16, 2019)

Hamalik, Oemar. 2020. Teaching and Learning Process. Jakarta: PT Bumi Aksara, Ministry of Education and Culture. (2019). Minister of Education and Culture Regulation No. 65 concerning Standards for Elementary and Secondary Education Processes. Jakarta: Ministry of Education and Culture

Ministry of Education and Culture. (2019). Ministerial Regulation No. 81A concerning Curriculum Implementation. Jakarta: Ministry of Education and Culture

Mulyasa, E. 2017. School-Level Curriculum. Bandung: PT. Remaja Rosdakarya

Munandar. 2019. Developing School Children's Talents and Creativity. Jakarta: Pt Gramedia

Ningsih. 2011. Comparison of Students' Mathematical Literacy Skills Using Humanistic Mathematics Lectures and Problem-Based Learning in the Innomatts Training Model Setting. Semarang: Semarang State University

Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2017 concerning Academic Qualifications and Teacher Competency Standards. Jakarta: BNSP

Government Regulation No. 19 of 2005 concerning National Education Standards. 2005. Jakarta: BNSP
Minister of National Education Regulation No. 20 of 2017 concerning BNSP Education Assessment Standards. Jakarta: BNSP
Suparman. 2015. Improving Literacy Skills through Character Education. Bio Education. Vol 3
Sugiyono, 2019. Educational Research Methods. Bandung: Alfabeta
Sudjoko. 2021. Helping Students Learn Science. Yogyakarta: Faculty of Mathematics and Natural Sciences, UNY
S. Arikunto. 2020. Research Management. Jakarta: Rineka Cipta