



DIALOGICAL LEARNING STRATEGIES TO FORM CHARACTER IN THE ALTERNATIVE SCHOOL "QARYAH THAYYIBAH" IN KALIBENING VILLAGE, SALATIGA, CENTRAL JAVA



Fakhruddin^{1†} --- Utsman²

^{1,2}Lecture of Nonformal Education in faculty of Educational Science, Semarang State University, Indonesia

ABSTRACT

The study used a qualitative approach with the aim of exposing the dialogical learning management instill character values in the students. Sources of information obtained from the teacher/chaperone and manager of the Alternative School "Qoryah Thayyibah" in Salatiga with through interviews, observation and questionnaires and then analyzed thematically. The results showed that: (1) planning is done together with students, while the teacher/chaperone role as facilitators in achieving competence, (2) implementation of dialogical learning in instilling the values of religiosity, self-reliance, honesty, respect, responsibility, discipline and collaboration in learning is done through (a) the degree of integration work, (b) the casting idea or notion of learners in discussion and group work. Meanwhile, to build tolerance, social care carried out by involving learners in a variety of social activities, e.g. a party, celebration or died neighbor directly involved without seeing strata, social status and confidence. Then to reward achievement, hard work, creativity and independence of learners performed either by writing the work, document and even published works in collaboration with the publisher. Based on the recommended plan and implement problem-based learning, the determination of the focus remains the primary concern should be the teacher/chaperone so the learning quality is maintained and the rights of parents as the first and foremost educators are not neglected.

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Contribution/ Originality

The contribution of this study can make a referral by policy makers to develop an alternative model of character education to children in ways dialogical as is done on the subject of this study. Besides that, it can broaden the field of science education, especially the character education of children.

1. INTRODUCTION

Learning in a learning group is essentially a process of dialogue on various issues that are packed in the topic with the goal of learning experiences on achievement of competencies. The role of this dialogical reinforces the position/role of teachers and learners are not in a position above the bottom, but equal or equivalent in a process of mutual learning. There is no mutual dominance between the two sides, but mutually complementary. Teachers consider the matter again when learners express their perspective on the matter. The expected result of Problem Posing Method learners is not expected to simply accept its existence, but dare to critically question the existence, even change it. Problem Posing Method is considered successful when the students do not become an information

memorizer, but when he knew with the critical information they have, what the connection was with her information, and how to use them to make a change, so the learning does not have to be limited to the reading of "word", reading "text", but always believed that education should also include the practice of "reading context" and "reading the world" Freire [1]. Equality in the Alternative Education School "QaryahThayibah" inspired by exploiting nature, life, and the environment as a learning medium. The alternative school "QaryahThayibah" is an example of liberation and empowerment education that aims to create quality human resources, so it is not be separated from science received and studied by learners in school. Equality in education programs of the Alternative School "QaryahThayibah" introduces a method of education by dialogical method, which was built dialectical dynamics between educators and students in the face of the reality of the world.

Based on this, the problem studied are (1) what are the values which are transmitted through the design of learning on the learner is religiosity, self-reliance, honesty, respect, responsibility, discipline and cooperation in learning, (2) How do models of learning areas related to achievement, time management, tasks in learning activities and (3) How dialogical learning strategies that teachers do the following companion obstacles in the process of internalization of the values instilled. Character education includes the education equality not just teach what is right and what is wrong, it's more of a character education inculcate the habit (habituation) about good things so that learners into schools (cognitive aspect) of what is good and wrong, able to feel (affective aspect) good value and want to do it (psychomotor aspects), thus instilling character was closely related to the "habit" or continuous habit practiced and performed. Thus the essence of character education is the cultivation of the good capacity, both in the context of the individual as an individual and as a member of society. So how is the focus? In this case Berkowitz and Bier [2] explains that the capacity of a single dimensionless goodness, but rather involves the ability to think about right and wrong, moral engagement, moral goodness and showed a consistent tendency to act honestly, altruistic, responsible as well as other properties of the support function moral.

In the praxis of education, the value of the good application in the form of action or behavior attached to labeling such a person behaves lying, hypocritical, cruel or even greedy in many ways be regarded as ugly-characterized people, while the people who behave in an honest, concerned with others, like helping and just said to be of noble character. So the term is closely related to the personality of the character (personality) a person, where a person can be called a person of character (a person of character) if their behavior in accordance with the applicable rules and moral philosophy espoused. In formal education, especially related to experiential learning (curriculum) Berkowitz and Bier [2] states that, in practice, the integration of the charge character into the curriculum in general can be reached in two ways, namely by adding the charge of learning and provide a special session outside the formal learning to develop character specific. Accentuation which of the two types of these, which definitely requires a deal both the need to ensure that the character has become one of the focus in learning. Therefore, it must be ensured content appeared in the planning and implementation as well as the measurable outcome even in the form of textual description. In this study Wringe [3] set out the criteria that the successful learning of character is not when someone performs actions that are socially or morally acceptable. In other words, character education in elementary education settings should be able to grow a permanent morale boost in self-learners. More important than that all is of course true understanding of what is meant by character. Without a true understanding of character education is not only the potential to be one way, but the perpetrators did not get the certainty of the meaning of what they are doing. In The Science of Character Education, Berkowitz and Bier [2] advised, "it is a futile for us to make a good mouse trap without us ever know what such a rat". It presupposes on the one hand exploration of character that develops understanding among actors character education. On the other hand, systematic efforts are needed to ensure that they have the correct understanding. Character education as developed by the Ministry of Education and Culture, which includes the main 18 (1) religiosity, (2) fair, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independent, (8) democratic, (9) curiosity, (10) the spirit of nationality, (11) patriotism, (12) the achievements, (13)

friends / communicative, (14) love peace, (15) likes to read, (16) care about the environment, (17) social care, (18) a sense of responsibility.

Education learning activities in schools especially have a very large role in shaping the personality or character of the students, although the study of students can learn with or without a teacher, he is still learning, so that learners become managers for himself in the study, because the nature of learning indeed is how learners perform activities in changing himself, from not knowing to knowing, from unskilled become skilled, and so on. If the concept of learning is actually implemented, the task of a teacher is not to be lighter, but it becomes more severe. Teachers must be able to perform various activities in choosing the design and learning strategies that learners' learning process continues with or without his presence. To assure the occurrence of this, teachers must be able to prepare a learning atmosphere conducive, which gives the possibility for learners to enjoy learning without being limited in the classroom and outside the classroom. For this purpose, professional teachers are required to master a variety of approaches to managing learning.

Based on these assumptions, it is important to conduct a study conceptually (red line) on the theory of teaching and learning. Learning theory is basically the concepts and principles of learning that is both theoretical and experimentally verified. As a descriptive science, learning theory serves to explain what, why and how learning occurs in the process of learning and this is what gave rise to the learning theory such as behaviorism, cognitivism, humanism, and so on. Learning-oriented learners how to behave, giving meaning that learning is a collection of individual processes, which change the stimuli from the environment into a number of information a person, which in turn can lead to changes as a result of learning. [Slavin \[4\]](#) states that learning is usually defined as a change in an individual caused by experience. This opinion confirms that learning is essentially a change in the individual acquired through experience. [Galton \[5\]](#) confirms the important thing is how the cognitive processes children use to process the information that has been obtained. Based on these opinions, learned contains elements that; (1) a change in behavior at the individual, (2) changes occur because of experience or information obtained.

From exposure to the many theories that examines the most important lesson for educators is how to understand the theory, how it works, where and how to focus on learning by modifying the design and accommodates most suitable to the characteristics of learners, the purpose of the material, classroom situations and learning path implemented, because in practice there is no theory of the most superior, but the eclectic will complement and enhance. In line with this, the process of character education in an alternative school is expected to produce learners who have extensive knowledge, high commitment to cultural values and have good manners in everyday life. Thus the goal of character education not only in the aspect of knowledge or knowledge alone, but rather the behavior and characteristics as defined by [The Ministry of National Education \[6\]](#) which covers religiosity, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, a sense of pride, patriotism, recognize excellence, friendly, peace-loving, fond of reading, environmental care, social care, and responsibility. Learning as proposed by Paulo Freire dialogue should be done or known as the Problem Posing Method or method of filing a problem with the aim to raise awareness of reality. Dialogic learning involves the learners/learners in all important activities that help in linking between academic learning with real-life context that they face. By linking the two, meaning the students involved in the school work. The purpose of dialogue is a learning process so that students raise awareness of reality. Dialogic learning as an approach emphasizes the process of full engagement of learners to be able to find the materials studied and relate it to real life situations that encourage learners to be able to apply it in their lives.

From these concepts, there are three things that need to be understood (1) Dialogic learning emphasizes the process of civic engagement learning to find the material, meaning that the learning process is oriented to the process of direct experience. The learning process in the context of dialogue not just expect people to learn a lesson, but the process of searching for and finding himself the subject matter, (2) learning Dialogic encourages residents to learn in order to find the relationship between the material being studied with real life situations. This means that the learners are required to be able to capture the relationship between learning experiences in school to real life. It's no longer

just memorization of information, yet functionally meaningful, (3) learning Dialogic encourages residents learn to apply in life, meaning that students not only understand the material, but how the learning materials that can color their behavior in everyday life. Based on the study, thought and study of dialogic learning strategies ranging from planning and implementation in instilling character of the learners will be very important. Learners with different characteristics are how to develop the potential in the form of actual behavior itself (learning to be) and in the context of living in harmony with the environment (learning to life together).

2. METHOD

This study used a qualitative descriptive approach, with a focus on the planning and implementation of dialogic learning or problem posing method known. Conducted research is conducted at the Alternative School “QaryahThayyibah” Kalibening village of Salatiga. To obtain information used observation, interview and documentation. In order to evidence the findings of the information or the validity of the results of the examination field with triangulation and further through the reduction and presentation will be concluded.

3. RESULTS AND DISCUSSION

3.1. Lesson Planning

Planning learning in the alternative school “QoryahToyyibah” not textually must be poured by Syllabus and Lesson Plan as a national curriculum, but the meaning of the syllabus content associated with the competency to be achieved remains a major concern. In terms of providing opportunities for learners in the learning plan turns out there is a difference; lesson plans for grade 1 was 50 percent helped by the teacher/chaperone. It is to change the child mindset of teaching and learning be learning together. While the grade 2 has little independent due to previous experiences in the classroom. The grade 3 is completely independent of what they want to learn.

Based on the conclusions obtained in the Alternative School “Qaryah Thayyibah” national curriculum is only used as a reference or references in the learning activity, with variations on the high grade left entirely to the students, while the teacher's role in low grade/learning companion in planning between 25-50 percent. With these models, expected every child to have the freedom to determine the content of the material or what topics will be studied. Strategies for planning lessons jointly conducted with the involvement of the students indicated that the planting character of students who are creative, independent and responsible is a major concern. In addition, through the planning is done jointly or group will be able to create characters care about others and cooperation.

3.2. Implementation of Dialogic Learning

Implementation of the Alternative Learning School “QaryahThayyibah” formally demonstrated no uniform, order and schedule subjects remain, but there is only scheduled study time. The observation that has been done, the teacher/chaperone English is taking an important role in designing English language materials are given in English Morning sessions are always a learning activity every day opener. Before starting the study, they have to get used to pray in the English language. Despite of the village children, they are trained to be able to hear, read, write and communicate in English. Furthermore, in the phase II study were studied material tailored to the lesson plan that had been developed by the child on the first day of each week. While phase III and IV occur incidentally children grouped according to their respective interests.

The result of Interview with the school manager in applying the analysis of dialogic learning is that the learners have a religious character, creative, independent, social care and have the confidence and respect of achievement is to hold a large memorial day with the title of the work of integrating learners. Then to instill honesty handed to students how the idea or ideas without having to make a canteen or suggestion box. E.g. there is a missing item simply taped announcement. In the growing level of creativity in learners, obtained from observations on biological materials with

project learning, when it took place in the area of rice fields owned by anyone even wallow in the trash to look for second-hand goods study of organic and inorganic waste material to be something helpful.

Based on interviews and observations, it can be affirmed that the place they learned based on the agreement between children and companion. If they are not happy to learn face-to-face in the classroom, these activities can be moved to the open air outside the classroom. When children and companion agreed that certain materials should not be done in the classroom, they will not learn in class, but they will learn outside the classroom, both individually and collectively based on the competencies that must be controlled according to the material. This is the principle of learning in "QaryahThayyibah" is that basically can be done anywhere and anytime as long as people want to keep learning. If learning glued to the room and other facilities that then when all the facilities are not already, so learning activities will be hampered.

Findings related to the planning and implementation of learning, it can be argued that the learning plan drawn up by the teacher at the Alternative School "QoryahToyyibah" based on the real needs of learners who puts children really as the main actor sustainability learning activities. Lesson plans arranged weekly based on the national curriculum which is only used as a reference or referral by insisting that every child has the freedom to determine the content or subject matter to be studied. Everything uphold the principles that intrinsically children as subjects students are free actors have unique interests, background, potential, talents, different abilities that must be developed in accordance with the needs and preferred by children. This is in line as stated [Baharudin \[7\]](#) that the learning will be effective if the learning materials are selected based on the needs of the students (Student Learning Center) has three benefits: (1) learning materials based on the needs of the students will make learning more meaningful, (2) learning materials based on the needs and be motivating to learners pleasure in following the learning process, (3) learning based on the needs of the students had educational benefits that the impact termed accompaniment (nurturing effect) give an example to they live humanist. They are given an example of an attitude to respect the wishes of others, do not impose the will when faced with the desire of many people. The same thing also expressed [Salirawati \[8\]](#) describes the character education in schools is also strongly related to the management or the management of the school is how character education is planned, implemented and controlled in educational activities in the form of curriculum, teaching, assessment, teachers and , and other related components.

Learning plan as presented [Freire \[1\]](#) which gives freedom to the students to know and to design their own learning systems, look for yourself what will be learned, ask questions and even question the reality of the self and the surrounding environment. Teachers in this activity only serve as a companion as well dynamist learning. In the context of local-based education, is used with the locality rule. This rule is intended that the integrated components son, companion, managers, administrators, parents, and community work together and participatory friendship forged in the system. For those who have adequate educational background serve as the school committee. For children in the Alternative School "QaryahThayyibah" is a place to play with the community, the village as a laboratory for learning, as a provider of wide knowledge without depending on the availability of facilities. The presence or absence of instructional media does not become a barrier to the child's learning. Schools have a tightly closely with the community and with the natural optimally utilized with all the potential that exists as a medium of learning.

Implementation of the Alternative Learning School "QaryahThayyibah" used problem-solving method with the hope to master the competencies that must be mastered. This is different in our schools tend to use a more conventional approach in which the teacher-centered learning, more one-way communication from the teacher to the learner, the learning method uses more lectures, learning materials and more on mastery of concepts instead of competence. [Freire \[1\]](#) which states thatchoose the best response, test them-selves, act, and change in the very act of responding. Therefore, students will only be able to know when faced with real problems, so that the learning process is always embedded in an understanding not rote-memorization and knowing not the same as knowledge swallow raw. The problem-solving method in a dialogical education is used to displace the storytelling methods

(lectures) are commonly used in the banking system of education. Fill narrated lessons both about values and empirical aspects of reality in the story even become stiff and do not tend to live.

Some forms of dialogical learning is used through integration work degree will give the possibility to the students to be independent, creative, self-confidence and sense of responsibility.

In addition, through the independence of learners to manage their own and in groups will give students the possibility of cooperation, caring with friends and even discipline in accordance with the commitments agreed with the group. In terms of integration with the local environment is a community of learners as a learning laboratory.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the above description, it can be concluded (1) Planning dialogical learning in the Alternative School “QaryahThayyibah” is designed based on the needs and agreement between learners and teachers. The draft national curriculum learning still refers to the procedure of each learner make a proposal for the topic material to be studied, then summarized and agreed the material topics that will be studied for determining priority learning needs, (2) learning approach used in instilling character in the students with the problem-solving methods based on thematic or theme based on the needs of each subject studied.

Through brainstorming learners are given the widest opportunity to pose a problem or question in accordance with the agreed material (problematic).

Based on these results, it needs to be recommended, among others; (1) In the problem-based learning plan, the determination of the focus remains the primary concern should be the teacher/chaperone so the learning quality is maintained, (2) implementation of learning as one of the practical implementation exemption on learners, especially with the enactment of hours of learning that is not limited, it is feared would deprive the family as the first and primary education.

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Authors' contributions:

Fakhruddin conception of the study, the data collection, analysis and interpretation of results, drafting of manuscript;

Utsman - conception of the study, the data collection, review of manuscript and interpretation of results.

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