



Developing Character Education with 4C Skills in Muhammadiyah Schools

Mengembangkan Pendidikan Karakter dengan Keterampilan 4C di Sekolah Muhammadiyah

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The intracurricular learning process tends to lack high character values, especially Al-Islam and Muhammadiyah characters at Muhammadiyah Elementary Schools. Students only focus on the learning process with knowledge output. Attitudes and skills are often forgotten in the teaching and learning process. Students have not yet installed the 4C skills (critical thinking, collaboration, communication, creativity). This research is to develop a character education model in the intracurricular learning process, namely the Al-Islam and Muhammadiyah character education model for Muhammadiyah elementary school students. The AIK character education model will be developed with 4C skills (critical thinking, collaboration, communication, creativity) as the latest outcome that 4C skills are able to help and develop students' AIK character in thinking creatively and facing problems. It is hoped that the AIK character model based on 4C skills will be able to score AIK character scores with 4C skills in the intracurricular learning process at Muhammadiyah elementary schools. Learning steps are integrated with 4C skills and AIK characters. In each learning process, 4C skills and AIK characters will emerge to foster Elementary School characters. This learning model is expected to be absorbed and implemented in Junior High Schools, Senior High Schools, and Universities.

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Proses pembelajaran intrakurikuler cenderung tidak memiliki nilai-nilai budi pekerti yang tinggi, khususnya karakter Al-Islam dan Muhammadiyah di Sekolah Dasar Muhammadiyah. Pelajar hanya fokus kepada proses pembelajaran dengan output pengetahuan. Sikap dan kemahiran sering dilupakan dalam proses pengajaran dan pembelajaran. Pelajar masih belum memasang kemahiran 4C (pemikiran kritis, kerjasama, komunikasi, kreativiti). Penelitian ini bertujuan untuk mengembangkan model pendidikan karakter dalam proses pembelajaran intrakurikuler, yaitu model pendidikan karakter Al-Islam dan Muhammadiyah untuk siswa SD Muhammadiyah. Model pendidikan karakter AIK akan dibangun dengan kemahiran 4C (pemikiran kritis, kolaborasi, komunikasi, kreativiti) sebagai hasil terkini bahwa kemahiran 4C mampu membantu dari mengembangkan watak AIK pelajar dalam berfikir secara kreatif dan menghadapi masalah. Model watak AIK berdasarkan kemahiran 4C diharap dapat menjaringkan skor watak AIK dengan kemahiran

4C dalam proses pembelajaran intrakurikulum di sekolah rendah Muhammadiyah. Langkah pembelajaran di integrasikan dengan keterampilan 4C dan karakter AIK. Dalam setiap proses pembelajaran akan muncul keterampilan 4C dan karakter AIK untuk memupuk karakter Sekolah Dasar. Model pembelajaran ini diharapkan dapat diserap dan di Sekolah Menengah Pertama, Sekolah Menengah Atas dan Perguruan Tinggi.

Kata kunci: pembangunan karakter, kompetensi 4C, AI Islam muhammadiyah

INTRODUCTION

The most crucial factor in producing high-caliber human resources that can compete on a worldwide scale with resources sourced from outside our country is education. Education is the most valuable investment in the form of improving the quality of human resources which will later be used to build a nation into a great and advanced nation. Because the progress of a nation can be measured through education and the extent to which its people receive the education available in that country. Realizing high-quality human resources that can compete on a global scale with resources from outside our country requires education above all else. One way that a nation's progress can be achieved is by instilling character education.

Character education is basically an educational process that aims to build the character of students (Chairunnisa C., 2019). Education is a deliberate and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation, and state. This is based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Tabroni et al., 2022). Explain the two main goals of education, namely helping people become intelligent and good. Therefore, education is not enough just to make children smart but it must also form children with good character so as to strengthen their dignity and make them useful to others. Education can be provided when a person is 6 months old until the end of life. education is given first in the family environment, then continued with education given in the school environment. Apart from developing potential, education itself also aims to shape the character of each individual so that the individual has moral values and norms embedded in each individual (Irmaningrum et al., 2023). Education's primary goal is to develop character, which is demonstrated by a student's fundamental consistency in behavior and outlook on life (Nabila, 2021). Since character education has the power to influence a person's personality, behavior, and attitudes toward peers, elders, and younger people, it is the most significant type of education. Character education not only helps humans develop excellent morals, but it also changes a person's mindset to value and care for plants and animals more. Character education not only helps humans develop excellent morals, but it also changes a person's mindset to value and care for plants and animals more. (Jasmana, 2021).

Regarding character education, currently Indonesia is experiencing a multi-dimensional crisis, including the problems that arise in this country are moral deviations such as: free sex, student brawls, speeding on the streets of students, drug users, alcohol, gambling, cases of corruption, robbery, terrorist suicide bombings and others (Fauzi et al.,

2023). One thing that is evident is that Indonesians have forgotten about national character education as a result of the current effects of globalization. In actuality, character education is crucial to the country's basis and should be ingrained in kids at a young age. Makes us aware of how important it is to instill character education from an early age. These events show that Indonesian society is capable of carrying out acts of violence that previously would have never been imagined. Because of the material "fullness" that globalization has brought about, there is now an imbalance between economic growth and local cultural traditions. (Irmaningrum, RN, Zativalen., & Khasanah, 2023).

Students' character values have an impact on the state of education today. In the field of education, the curriculum is a crucial instrument for student success. In essence, the curriculum is a plan that serves as a guide in carrying out the educational process. He becomes a guide who directs where the students will be taken and how the process is carried out and then the results are assessed (Alimuddin, 2023). The curriculum is the comprehensive plan of all the activities that the school implements and arranges, both within and outside of the classroom, to meet the intended learning objectives. As part of the Merdeka Curriculum, students must be able to cultivate virtue, good dispositions, and the ability to lead worship in a way that influences the next generation. Character education must be developed from an early age, starting in elementary school, since good student character may propel our country forward not only in terms of knowledge but also in terms of attitudes and skills.

The world of education at Kemuhammadiyah Elementary School emphasizes character education. Students must be able to create characters, particularly Muhammadiyah and Al-Islamic figures. (Wakit et al., 2023). They must be able to have balanced abilities in the aspects of knowledge, attitudes and skills. Students' attitudes can be honed from daily habits. The habituation of students to become students with character begins with the teacher providing examples of attitudes and actions during the learning process. The subject/field of study of Al-Islam and Muhammadiyah (AIK) is one of the lessons/fields of study that must be given to students in all Muhammadiyah educational institutions, especially in elementary schools. One of the character education that students need to have is the character of Al-Islam and Muhammadiyah. As a social organization that is based and has an Islamic character. The Muhammadiyah Association designs character education which is applied in Al-Islam and Muhammadiyah Education subjects or courses. This education is mandatory for all students at all levels of Muhammadiyah education (Brown, 2019). In addition to being developed through science, Al-Islam and Muhammadiyah education, which is an autonomous application of Islamic religious instruction in schools, also forms students' personalities through the study of the

Qur'an, Aqidah, morals, worship, mu'amalah teaching materials, and Muhammadiyah. (Djahuri, 2021) . Al-Islam and Muhammadiyah (AIK) character education basically contains material about characters who understand religion and the ideology of the Muhammadiyah movement. This view emphasizes that Al-Islam and Muhammadiyah character education is expected to be internalized in every student so that the religious morals and Islamic values they possess can become a bulwark in facing the waves of globalization in every subject that students study. Apart from that, it is hoped that in the future students will be willing to voluntarily practice various principles of belief and ideals of the Muhammadiyah organization.

Al-Islam and Muhammadiyah character education students tend to lack character in every learning process. Students do not possess the 4C skills (Critical Thinking, Communication, Collaboration, and Creativity); instead, they just complete the knowledge portion of the learning process. The Merdeka curriculum should instill more 4C skills, especially in Al-Islam and Muhammadiyah character education. 4C Proficiency To create students who are qualified, competent, and have life-long abilities, instructors are advised to include the 4C competencies into every learning activity (Calkins et al., 2020) . The character education process for elementary school students does not tend to be monotonous and is able to achieve the expected character values. If students do not receive proper character education, it will have a negative impact on the character attainment of elementary school students.

Al-Islam and Muhammadiyah character education is able to collaborate with skills, namely 4C skills (Critical Thinking, Communication, Collaboration, and Creativity) (Anton & Trisoni, 2022) . Since these are 21st century talents that students need to acquire, the 4C skill components must also be included in the learning process. One of the 4C skills that students need to develop is critical thinking. Without it, they cannot solve problems analytically, analyze information with precision and accuracy, think critically, or articulate arguments based on what they have learned.. Students can be trained in communication skills by providing them with opportunities to express their ideas, suggestions, and opinions throughout class, both in group discussions and in discussions with the teacher (Kurniasih MD, 2022) . Collaboration is a collaboration skill that is one of the abilities that helps students to create relationships with other people and be responsible for themselves and others. Students need to be taught the creative and inventive thinking skills of creativity in order for them to become accustomed to being receptive and open to receiving and sharing new ideas, concepts, or viewpoints with others (Meilani et al., 2020) .

The introduction of 4C into the elementary school autonomous curriculum was explained by a number of earlier studies. Particularly in class IV primary school, 4C abilities in applying the independent curriculum can be educated in learning. In order to generate students who are

competent, qualified, and have life-long abilities, instructors are advised to incorporate the 4C competencies into every learning task. The journal also added that 4C competencies to face the 21st century era can be trained in learning. 1) Students can be trained in critical thinking by using a teaching strategy that teaches them how to solve problems. Problem-based learning, project-based learning, inquiry-based learning, cooperative group inquiry, and others are the learning methodologies that are employed . 2) Methods of collaborative learning can be used to train cooperation or teamwork. Cooperative techniques incorporate moral principles such as respect for the group, individual and group accountability, fun learning, working in pairs and groups, and the chance to succeed together. Furthermore, by highlighting the moral principles inherent in cooperative learning, other instructional approaches can be utilized to develop cooperation abilities while maintaining group projects. 3) Compiling activity results reports, project assignment presentations, group/class discussions, online learning, and other activities that foster contact between students and faculty members can all be used to instruct students in communication or communication skills. other campuses or schools. 4) Through problem-based learning, project-based learning, cooperative group research, and inquiry-based learning, creativity can be developed. Difficulties arise while applying this strategy, such as varied approaches to issue solving that require considering the subject from multiple angles. Other research also explains that the application of critical thinking skills in learning is carried out by making literacy a habit of reading every morning in the reading corner which aims to provide an understanding of problems, solve problems and draw conclusions so as to create students who think critically. Apart from that, this is done by providing problems in the storybook and then students try to solve these problems. The application of collaboration skills in learning is to emphasize group culture, both between students and teachers. The teacher's efforts to apply collaboration skills by forming study groups are formed randomly. The teacher will provide full direction regarding the characteristics of good groups so that students are able to practice cooperation and respect opinions well. Building creativity is implemented by making various handicrafts, with the aim of training children to explore their knowledge and imagination which is then expressed in real crafts. Apart from being able to express students' imaginations, making crafts will also be meaningful learning because students will be directly involved in the learning. The teacher will give awards in the form of grades, applause, or crafts displayed on the wall as a form of appreciation. The culture of cultivating communication skills in learning is to have curiosity and self-confidence. Students should practice good communication skills in order to become open and self-assured. In addition, the teacher should always invite students to show their work to the class at every chance for learning.

SD Muhammadiyah 1 Babat is an Islamic-based elementary school in Lamongan Regency, East Java Province. Because it is under the umbrella of Muhammadiyah, an Islamic institution, it uses character education to help elementary school students develop their moral character by teaching them about Muhammadiyah and Al-Islam.. For this reason, teachers need to make efforts to form students' character through learning Al-Islam and Kemuhmmadiyaan, not just an aspect of knowledge but also being able to have the 4C skills (Critical Thinking, Communication, Collaboration, and Creativity) so that they can form students who have character, competence, quality and have skills that can be used in everyday life.

METHOD

The Al-Islam and Muhammadiyah character education methodology is founded on the 4C (Critical Thinking, Communication, Collaboration, and Creativity) model. Two validators were given the content validity test. Content validation indicators include material content, language and depth of material. Data collection regarding the practicality of Critical Thinking, Communication, Collaboration, and Creativity) was carried out in small-scale trials and large-scale trials (Sugiyono, 2013) . The instrument used was a teacher response questionnaire regarding the use of books. Indicators of teacher response are the quality of the content of the model explanation, ease of application, appearance of the book, suitability of the steps in the book. The trial phase research was carried out in 2 stages, namely, small scale trials and large scale trials (Sugiyono, 2011) . The trial was carried out in class IV elementary school in semester 1 of August 2024. The small-scale trial was carried out at SD Muhammadiyah Sidoharjo with 5 students randomly selected. A large-scale trial was carried out at SD Muhammadiyah 1 Babat in the 1st semester of September 2023 with 2 classes with 30 students in each class.

Developing a model of Al-Islam and Muhammadiyah character education based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*) in research using the methodology development model adapted from Plomp (1997). The development model adapted by Plomp has five main stages, namely: (1) Preliminary investigation *or* initial study; (2) Design , (3) Realization/Construction (*realization/construction*); (4) Expert validation test, trial, evaluation, and revision (*test, evaluation, and revision*); and (5) Implementation (*implementation*). (X Plomp, nd)

[Figures 1. about here]

The following are the stages of developing a 4C-based Al-Islam and Muhammadiyah character education

model (*Critical Thinking, Communication, Collaboration, and Creativity*) :

1. Preliminary Investigation (*Preliminary Investigation*)

Preliminary investigations or initial studies were carried out to examine and analyze the conditions related to the implementation of the learning process for class IV students and the theories related to its implementation, which include: a) the current elementary school level curriculum, namely the independent curriculum, one of which is intracurricular learning which refers more to the character values of students, b) the educational model implemented in extracurricular activities in class IV students, c) the learning components used in the form of student books, teaching modules, worksheets as supporting learning tools needed in implementing the educational model, d) the condition of students at school The place of study is students in class IV of Elementary School Semester

Al-Islam and Muhammadiyah character education as well as 4C skills will be analyzed in the pupils that will be the subject of the research., e) identifying the needs of students and teachers in implementing educational models, and conducting a study of existing educational theories and models. supports the development of models related to issues discovered in initial investigations.

2. Design

A design model for Al-Islam and Muhammadiyah character education based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*) was prepared . The model design in this study includes: (1) model book design; (2) design of learning components (student books, teaching modules, LKPD); and (3) instrument design to obtain data in the model development process.

The design of the model book includes a description of: (1) rational model of Al-Islam and Muhammadiyah character education based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*) ; (2) supporting theories; (3) model components; and (4) instructions for implementing the model. The learning model's components are designed as follows: (a) student textbooks; (b) instructional modules; and (c) student worksheets (LKPD). The teaching module is designed by considering several things, namely: (a) emphasizing the creation of understanding (*meaning*), not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge regarding the character of Al-Islam and Muhammiyahan as well as 4C (*Critical Thinking, Communication*) skills. , *Collaboration,*

and Creativity). The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) model effectiveness.

[Figure 2. about here]

[Figure 3. about here]

3. Realization/Construction (*realization/construction*)

The results of the model design are then described in detail so that it becomes the realization/construction of the initial model or *prototype*. Model realization/construction is the result of model development before testing the model's validity. The results of the realization/construction of this model include drafts of: (1) model book; (2) student books; (3) LKPD; (4) Teaching Module; and (5) model assessment instruments.

A model book is a successfully developed learning model packaged in book form (Zavalenten, O., Irmaningrum, RN, 2019). The model book realized in developing this model consists of three chapters. In chapter 1, the theoretical basis for the Al-Islam and Muhammadiyah character education model based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*) is explained, which includes: background; learning model; learning approaches; learning strategies; learning methods. The relationship between models, approaches, strategies and methods can be seen in Figure 2.2. In chapter 2, the 4C-based Al-Islam and Muhammadiyah character education model (*Critical Thinking, Communication, Collaboration, and Creativity*) is described, which includes: study of Al-Islam and Muhammadiyah character education based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*), basic principles of the Al-Islam and Muhammadiyah character education model based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*); and components of the Al-Islam and Muhammadiyah character education model based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*), which includes syntax; social system; reaction principle; support system; as well as the instructional impact and accompanying impact (a description of the five components of Al-Islam and Muhammadiyah character education based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*)) can be briefly seen in Figure 2.1. In chapter 3, instructions for implementing Al character education model learning are outlined. -Islam and Muhammadiyah based on 4C (*Critical Thinking, Communication, Collaboration, and Creativity*) which includes: designing learning objectives, implementing learning; (*Creativity*); assessment; preparation of learning tools (teaching modules and LKPD) as well as examples of teaching modules and LKPD (Kurniasih MD, 2022)

4. Expert validation tests, trials, evaluations, and revisions (*test, evaluation, and revision*)

There are several tests that will be carried out, namely: (1) Expert validation test, namely assessing the validity of the model and model components (student books, lesson plans, LKPD). (2) After successfully assessing the validity of the model and its components as well as revising the model, a trial of the model and its components is then carried out to obtain results on the practicality and effectiveness of the 4C skills-based Al-Islam and Muhammadiyah character education model. (3) The analysis's findings, namely those related to the desired student character—Al-Islam and Muhammadiyah—are the foundation for evaluating the model's efficacy. (4) The skills obtained are *Critical Thinking, Communication, Collaboration, and Creativity* (Sholikha & Fitrayati, 2021).

5. Implementation (*implementation*)

The stage of implementation involves using the outputs of the Al-Islam and Muhammadiyah character education model, which is based on 4C skills developed during the implementation of the intracurricular learning process for elementary school students in fourth grade, to instill character in students. (Tabroni et al., 2022).

The research flow diagram for the development stage of the 4C skills-based Al-Islam and Muhammadiyah character education model is shown in the following figure:

[Figure 4. about here]

FINDINGS AND DISCUSSION

A. Findings

Findings Which obtained from results study explained in a subchapter which clearly discusses the subject matter found from findings in the field, as follows:

The feasibility of the product from the model being developed cannot be separated from the development model which is in accordance with the Plomp (1997) development approach, which is divided into five stages: (1) preliminary inquiry or preliminary study; (2) design; (3) realization/construction; (4) expert validation test, trial, evaluation, and revision (test, evaluation, and revision); and (5) implementation.. The following are the stages of

developing a 4C-based Al-Islam and Muhammadiyah character education model (Critical Thinking, Communication, Collaboration, and Creativity):

1. Preliminary Inquiry or Preliminary Study

The initial or preliminary study was carried out to examine and analyze the conditions related to the implementation of the learning process for class IV students and the theories related to its implementation, which include: a) the current elementary school level curriculum, namely the independent curriculum, one of which is more intracurricular learning. refers to students' character values (Kemdikbudristekdikti, 2022) . b) the educational model implemented in extracurricular activities in class IV students, c) the learning components used in the form of student books, teaching modules, worksheets as supporting learning tools needed in implementing the educational model, d) the situation of students at the school where the study was conducted, namely class IV students Elementary School Semester 1. The student analysis that will be researched is Al-Islam and Muhammadiyah character education as well as 4C skills, e) identifying the needs of students and teachers in implementing educational models, and conducting a review of educational theories and models that support the development of models related to problems discovered in the initial investigation.

2. Design

Communication, Collaboration, and Creativity) was prepared . The model design in this study includes: (1) model book design; (2) design of learning components (student books, teaching modules, LKPD); and (3) instrument design to obtain data in the model development process.

The design of the model book includes a description of: (1) rational model of Al-Islam and Muhammadiyah character education based on 4C (Critical Thinking, Communication, Collaboration, and Creativity); (2) supporting theories; (3) model components; and (4) instructions for implementing the model. The design of the learning model components includes: (a) student books; (b) teaching module; and (c) student worksheet (LKPD). The teaching module is designed by considering several things, namely: (a) emphasizing the creation of understanding (meaning), not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge regarding the character of Al-Islam and Muhammiyahan as well as 4C (Critical Thinking, Communication skills, Collaboration, and Creativity). The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) model effectiveness.

The results of the model design are then described in detail so that it becomes the realization/construction of the initial model or prototype. Model realization/construction is the result of model development before testing the model's validity. The results of the realization/construction of this model include drafts of: (1) model book; (2) student books; (3) LKPD; (4) Teaching Module; and (5) model assessment instruments.

A model book is a successfully developed learning model packaged in book form. The model book realized in developing this model consists of three chapters. In chapter 1, the theoretical basis for the Al-Islam and Muhammadiyah character education model based on 4C (Critical Thinking, Communication, Collaboration, and Creativity) is explained. which includes: background; learning model; learning approaches; learning strategies; learning methods. The relationship between models, approaches, strategies and methods can be seen in Figure 2.2. In chapter 2, the 4C-based Al-Islam and Muhammadiyah character education model (Critical Thinking, Communication, Collaboration, and Creativity) is described. which includes: study of Al-Islam and Muhammadiyah character education based on 4C (Critical Thinking, Communication, Collaboration, and Creativity), basic principles of the Al-Islam and Muhammadiyah character education model based on 4C (Critical Thinking, Communication, Collaboration, and Creativity); and components of the Al-Islam and Muhammadiyah character education model based on 4C (Critical Thinking, Communication, Collaboration, and Creativity). The five elements of Al-Islam and Muhammadiyah character education are described as follows: syntax, social system, reaction principle, support system, and instructional impact and accompanying influence (Critical Thinking, Communication, Collaboration, and Creativity) is 4C can be briefly seen in Figure 2.1. In chapter 3, instructions for implementing Al character education model learning are outlined. -Islam and Muhammadiyah based on 4C (Critical Thinking, Communication, Collaboration, and Creativity) which includes: designing learning objectives, implementing learning; Creativity); assessment; preparation of learning tools (teaching modules and LKPD) and complete with examples of teaching modules and LKPD.

[Figure 5. about here]

[Figure 6. about here]

[Figure 7. about here]

3. Realization/Construction (realization/ construction)

4. Expert validation tests, trials, evaluations, and revisions (test, evaluation, and revision)

There are several tests that will be carried out, namely: (1) Expert validation test, namely assessing the validity of the model and model components (student books, lesson plans, LKPD).

[Table 1. about here]

Obtaining validation results from model component experts shows that the RPP/Teaching Module, LKPD, Student Book components are at an average of 2.75 for assessor I and assessor II. With criteria 1 is not good, 2 is good, and 3 is very good. This shows that the validation results show that 91.7% of the model components can be used or are feasible in model development research.

the model is deemed feasible. This is proven by the implementation of the 4C-based Al-Islam and Muhammadiyah character education model (*critical thinking, collaboration, communication, creativity*), carried out by the teacher. This results in increased student learning outcomes.

After successfully assessing the validity of the model and its components as well as revising the model, a trial and implementation of the model and its components was then carried out to obtain results of the effectiveness of the 4C-based Al-Islam and Muhammadiyah character education model (*critical thinking, collaboration, communication, creativity*). Next, a practicality test is carried out by looking at student responses, namely:

[Table 4. about here]

5. Implementation

The implementation stage is the stage of using the production results of the 4C skills-based Al-Islam and Muhammadiyah character education model which has been created during the implementation of the intracurricular learning process for fourth grade elementary school students to instill student character. Students in class IV at SD Muhammadiyah 1 Babat will be divided into two study groups, A consisting of 23 students and B consisting of 25 students, to test the growth of the 4C-based Al-Islam and Muhammadiyah character education model. Two of the author's partner's observers observed the fourth-grade teacher at SD Muhammadiyah 1 Babat for this study.

[Table 2. about here]

Based on teacher observations using the 4C-based Al-Islam and Muhammadiyah character education model, it shows that the average is 8.33 with a presentation of 93%. Teacher observations to see the effectiveness of learning. This teacher observation has several criteria, namely application, practicality and teacher understanding. This shows that the teacher's response to using the Treffinger model based on *hybrid learning* is suitable for use.

Student Learning Outcome Tests (THB) in classes A and B are seen from the increase in Meetings I and II to see the effectiveness of learning

[Table 3. about here]

Learning outcomes tests I and II showed that there was an increase from meeting I to meeting II. Evidence of an increase is shown by the average result at meeting I, namely 75.5 and meeting II, namely 88.8 and in class B, meeting I, namely 73.4 with an increase at meeting II, namely 97.4. The increase in THB in class A is by a percentage of 82% and class B is 85%.

Based on teacher observations and student learning outcomes tests, it is proven that testing the effectiveness of

Based on student responses to see the practicality of the Al-Islam and Muhammadiyah-Free 4C character education model (*critical thinking, collaboration, communication, creativity*) shows that it is feasible. with criteria 1 less, 2 suitable, and 3 very suitable. With 23 students in class A and 25 students in class B. This is proven by the average response, namely 2.82 with a percentage of 94% of the criteria of being interesting, fun and flexible. The expert validity test of the model components achieved a percentage of 91.7%, according to research data that form the basis of this study's discussion. The model's effectiveness test was seen from teacher observations and student learning outcomes were declared adequate with a teacher observation percentage of 93% and student learning outcomes with an average percentage of 83%. The practicality test of the model shows that it is feasible, seen from student responses with a percentage of 94%.

Critical thinking, collaboration, communication, creativity Al-Islam and Muhammadiyah character education model *to improve children's character* in the validity test, effectiveness test and practicality test is declared feasible. The research's findings can address the issues raised by the 4C (*critical thinking, cooperation, communication, and creativity*) model of Al-Islam character education and the 4C (*critical thinking, collaboration, communication, and creativity*) model of the Free Muhammadiyah. These results show that in accordance with existing theory, namely according to (Anton & Trisoni, 2022) in their journal, the 4C competencies in implementing the independent curriculum can be trained in learning, especially in class IV elementary school. Educators are advised to incorporate the 4C competencies into all learning activities in order to develop students who possess the qualities of character, competence, qualification, and employable skills.

Learning can be trained to acquire the 4C competences needed to face the 21st century. 1) Students can be trained in critical thinking by using a teaching strategy that teaches them how to solve

problems. From the research results, it is proven that the 4C competencies can become the latest output model for elementary school students in improving student character.

[Table 5. about here]

Based on the findings of large group trials with 17 students divided into 3 groups, each with 6 pupils: 2 groups of 6. And 1 group consists from 5 person student obtained a result of 87.47% with a percentage obtained in the interval 81%-100% is included in the very feasible qualification.

Following summary from percentage average from expert assessment media, expert material, test try groups small And test try large groups can be seen in table 1.6.

[Table 6. about here]

The results of the summary of the assessments above, obtained an average score for the four assessments of 87.89% which if categorized including into the category very worthy. Therefore, the application is named Satu Dalam Discussion.

Critical Thinking, Collaboration, Communication, Creativity Al-Islam and Muhammdiyaan Character Education model to improve the character of elementary school students. Shall be developed utilizing the Plomp development model, which is broken down into five stages: (1) preliminary investigation or initial study; (2) design; (3) realization/construction; (4) expert validation test, trial, evaluation, and revision; and (5) implementation. The results of the research that has been carried out show that the results of the expert validity test of the model components are declared feasible with a percentage of 91.7%. The effectiveness test of the model was stated to be good by looking at the results of teacher observations and learning outcomes tests. These results show a percentage of 93% in teacher observations and 83% in student learning outcomes. The practicality test was declared good by looking at the student response results, namely 94%. Based on the validity test, effectiveness test and practicality test, the development of the 4C-Free Al-Islam and Muhammdiyaan Character Education Model (*Critical Thinking, Collaboration, Communication, Creativity*) to Improve the Character of Elementary School Students is suitable for use.

CONCLUSION

In essence, character education is a teaching method that seeks to develop pupils' moral fiber. Current educational progress is influenced by the value of character in students. The Independent Curriculum requires students to be able to develop characters that are able to change the next generation to be virtuous, have good attitudes, and be able to carry out worship well. Good student character is able to

advance our nation to become more advanced, not only in terms of knowledge, but in terms of attitudes and skills. One of the character education that students need to have is the character of Al-Islam and Muhammadiyah. As a social organization that is based and has an Islamic character. The Muhammadiyah Association designs character education which is applied in Al-Islam and Muhammadiyah Education subjects or courses. Al-Islam and Muhammadiyah character education is able to collaborate with skills, namely 4C skills (*Critical Thinking, Communication, Collaboration, and Creativity*). Students need to master these four 21st century talents in order to generate students who are qualified, capable, and with abilities that they can apply in their daily lives.

Implementation of the Al Islam and Muhammadiyah Character Education model based on 4C skills is very effective in 21st century learning. The following is the implementation for teachers who will apply the education model, namely:

- 1) First, make sure you know the character and initial skills of students by observing at the beginning of learning activities
- 2) Second, make sure to create an environment that encourages collaboration and active thinking. Utilize the values of faith and morals to involve the character of AIK students in the 4C skills used in the learning process
- 3) Third, keep learning objectives flexible and encourage students to achieve the character of worship with 4C skill activities without any obstacles
- 4) Fourth, provide lots of character habits of muamalah dunyawiyah values to be able to explore, experiment, and reflect on students
- 5) Finally, make sure to provide adequate support related to student character throughout the process of critical thinking, cooperative, communication, and creative skills, so that they can fully achieve the character of Al Islam and Muhammadiyah through daily habits.

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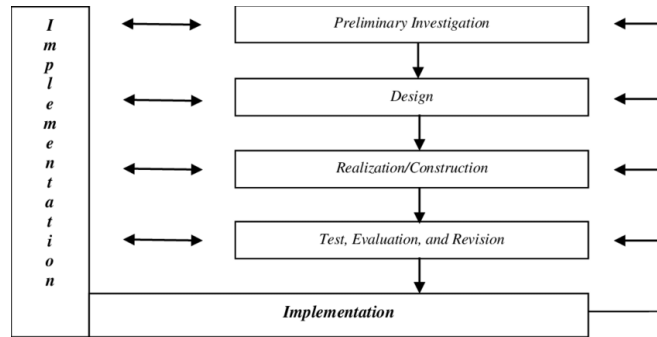
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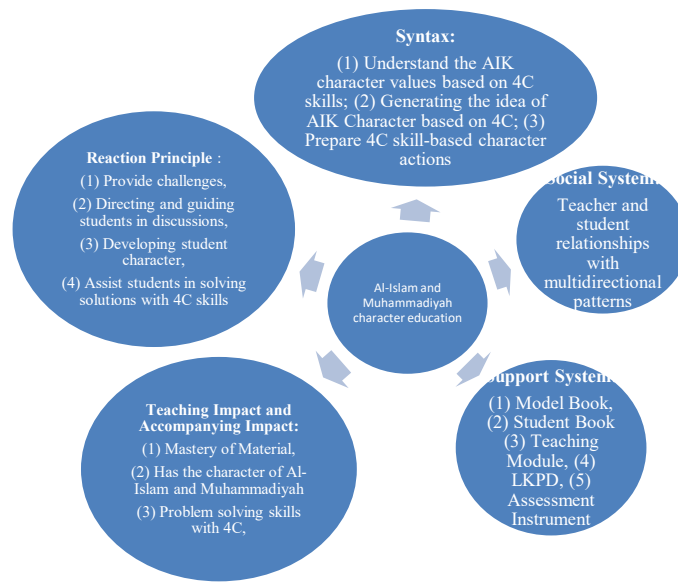
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Figures 1 / Design ADDIE

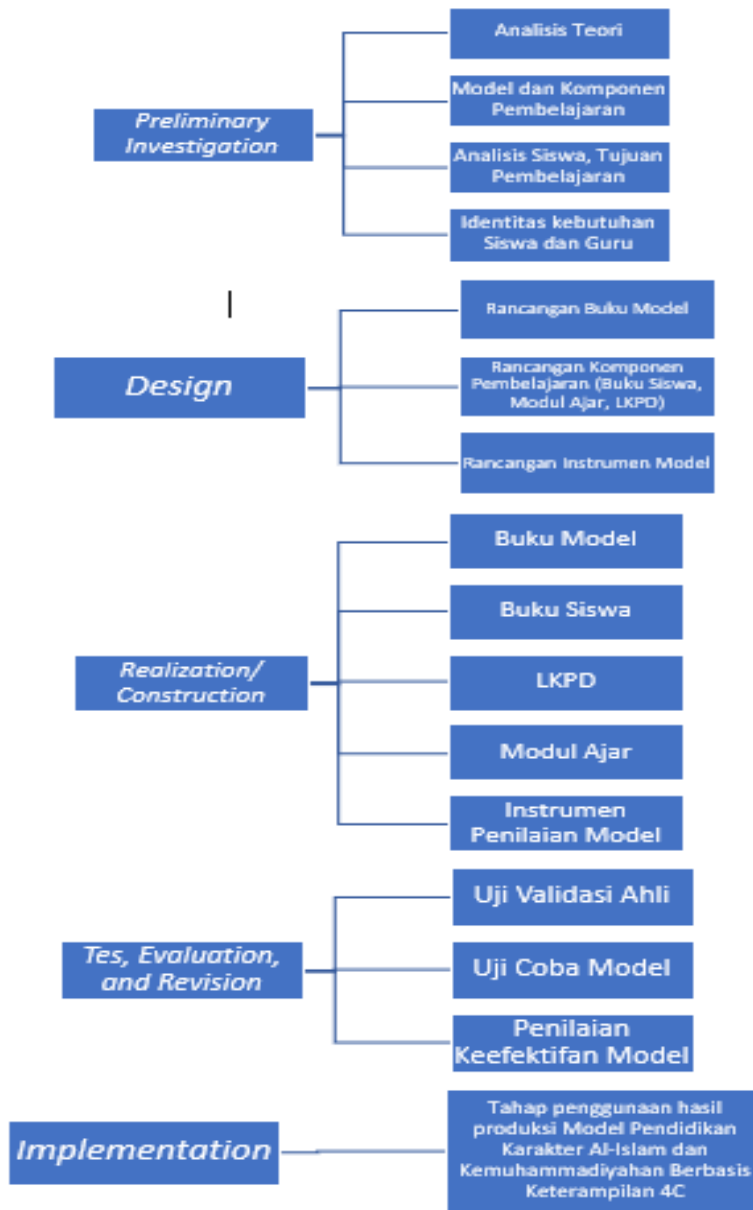
(X Plomp, T. (nd)



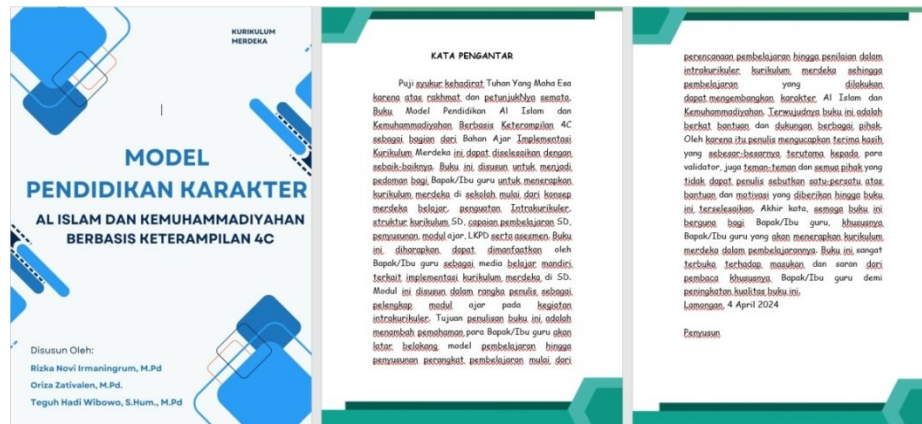
Figures 2 / AI-Islam and Muhammadiyah character education model 4C skills based

The Al-Islam and Muhammadiyah character education model is based on 4C skills	Learning approaches (Student Centered/ Constructivist)
	Learning strategies (Project Based Learning, Creative Problem Solving, Inquiry, Cooperative)
	Learning methods (Lectures, Questions and Answers, Discussions, Assignments, Projects, Problem solving, etc.)

Figures 3 / Relationship between Models, Approaches, Strategies and Methods



Figures 4 / Flowchart for Development of the 4C skills-based AI-Islam and Muhammadiyah character education model



Figures 5 / ISBN Cover of Character Education Model Book

BAB 1
PENDIDIKAN KARAKTER

A. Pengertian pendidikan karakter

Pendidikan karakter adalah suatu usaha manusia secara sadar dan terencana untuk mendidik dan memberdayakan potensi siswa guna membangun karakter pribadinya sehingga dapat menjadi individu yang bermanfaat bagi diri sendiri dan lingkungannya. Pendidikan karakter adalah suatu sistem pendidikan yang bertujuan untuk menanamkan nilai-nilai karakter tertentu kepada siswa yang di dalamnya terdapat komponen pengetahuan, kesadaran atau kemauan, serta tindakan untuk melakukan nilai-nilai tersebut. Pendidikan karakter (*character education*) sangat erat hubungannya dengan pendidikan moral dimana tujuannya adalah untuk membentuk dan melatih

kemampuan individu secara terus-menerus guna penyempurnaan diri kearah hidup yang lebih baik.

Guru sangat berperan dalam pelaksanaan pendidikan karakter bagi anak didiknya dimana guru harus mencantumkan apa yang disampaikan dan akan ditiru oleh anak didiknya. Keteladanan yang dicontohkan oleh guru akan memudahkan penerapan nilai-nilai karakter bagi peserta didik. Guru adalah seseorang yang diagami dan ditiru. Dianggap diartikan adalah apa saja yang disampaikan oleh guru, baik lisan maupun tulisan dapat dipercaya dan ditirai kebenarannya oleh siswa. Sedangkan ditiru artinya sebagai seseorang guru harus menjadi suci tauladan dalam setiap perkataannya. Sehingga dapat disimpulkan bahwa guru dijadikan panutan dan teladan bagi semua anak didiknya.

Pada hakikatnya pendidikan karakter diharapkan dapat membentuk manusia secara utuh (holistik) yang berkarakter, selain untuk membentuk pembelajar sepanjang hayat yang selajutnya akan mampu mengembangkan semua potensi siswa secara seimbang (spiritual, emosional, intelektual, sosial, dan jasmani) dan juga secara optimal. Hal ini menyalah pendapat yang selama ini menganggap bahwa pendidikan hanya memberi penekanan dan berorientasi pada "aspek akademis" saja dan tidak mengembangkan aspek sosial, emosi, kreativitas, dan bahkan motorik. Siswa hanya dipersiapkan untuk dapat nilai bagus, namun mereka tidak dilatih untuk bisa hidup.

Pada dasarnya, esensi dari pendidikan karakter bermula kepada terbentuknya siswa yang memiliki keadilan dan keseimbangan.

Figures 6 / Draft ISBN for Character Education Model Book



Figures 7 / Simple IPR Draft Learning Tools

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4. Results Student Responses to See Efficiency	8

Table 1 / Results of Expert Validation of Model Components

Component	Criteria	Appraiser I	Assessor II
RPP / Teaching	TP suitability	3	3
Module	Suitability of Learning Steps	3	3
	Conformity Assessment	3	3
	fill	3	3
LKPD	presentation	3	2
	language	2	3
	graphics	2	2
Student book	Language	3	2
	Contents	3	3
	Effectiveness	3	3
Total		28	27
Average		2.75	

Table 2 / Test Results from Teacher Observations

Criteria	Percent Score	
	Teacher I	Teacher II
Application	8	8
Practicality	8	9
Teacher Understanding	9	8
Total	25	25
Average	8.33	

Table 3 / Test Student Learning Outcomes

Class	Meeting	Average Results
A	I	75.5
	II	88.8
B	I	73.4
	II	97.4

Table 4 / Test Student Responses to Determine Efficiency

Criteria	Score Results	
	Class A	Class B
Interesting	65	66
Pleasant	63	62
Flexible	67	68
Total		135
Average		2.82