

**THE IMPLEMENTATION MODEL OF CHARACTER BUILDING BASED ON HONESTY CANTEEN IN A BASIC EDUCATION INSTITUTIONS
(A Review of Behaviouristics theory, on Islamic and West Perspective)**

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Abstract

The reform era has had an impact in the world of education, many students did lie in his behavior. This is not consistent with the objectives of the national education UUSPN No. 20, 2003. The existence of this law is to provide insight to the formal, informal and non-formal institutions in order to carry out the process of education and learning in shaping the character of the Indonesian nation. Honesty is one of the must-have character education of children to instill in children a wide variety of good action and behavior. Developing the honesty on children is done in various ways so that the values of character education, especially the character of honesty can be applied at any time. Character building in the theory of Islam is a moral education that should be applied to children from an early age by way of taqlid (imitation), ta'wid (habituation), and tajribah wa khatta' (trial and error). Formal and informal education institutions implement those character education to students through the implementation Honesty Canteen Program. This study was intended to describe the implementation model of Honesty Canteen, and to describe the execution management of Honesty Canteen.

Keywords: honesty canteen, character education, good behavior

INTRODUCTION

Learning is a primary need and play an important role in human life. This is because human beings are born not knowing anything, he only provided with physical and spiritual potentials (QS. An-Nahl: 78) so as to learn the individual is able to actualize these potentials maximally. Therefore, this learning is done by humans constantly, throughout life (life long education), in school or out of school, guided or not. Here it can be said that the quality of the human development process is highly dependent on what and how he learned. Because of learning, human have had a qualivied changes in individual behavior so as to develop. Meanwhile, the high and low quality of human development will determine the future of human civilization itself.

According to Berkson and Wettersten ideal thing that should happen in a learning process is not just the displacement (transfer), but also the transformation / change (transformation); on knowledge, skills, and values. Therefore, learning must touch three aspects, namely cognitive, psychomotor and affective. With these three aspects, learning is expected not only as a mere of intellectual fulfillment, but also able to function as a transformation of individual behavior.

However, not all changes and modifications that are caused by learning, because of the changes you want in the study consists of two things, namely; (1) changes in learning basically unconscious process. Learning is a process, not an outcome, therefore, learning takes place actively and integrative, and (2) changes that occur in essentially is on the aspects of personality (behavior, skills, attitude and attention) that constantly work on himself.

The good character or moral of children does not appear suddenly without going through the process of education. One of the ways in character education of children is implementing religious education to children from an early age. In Islamic religious education and psychology theories taught important principles, such as faith, exemplary, discipline, counsel, legal and rewards given early to children by parents in the family so that meaningful religious education gave birth to those who believe, worship and have a good characters. The three domains lead to the formation of good character.

DISCUSSION

Theoretical Basis

Learning theory is a set of general principles that are interconnected and explanation of some facts and discoveries related to the learning event. In West learning theory, there are three popular theories, one of which is the behavioristic theory. According to behavioristic theory, learning is a change in behavior which can be observed directly, which happens through relationships of stimuli and responses in accordance with the principles of mechanistic.

Proponents of this theory argue that it is sufficient for students to associate stimuli and responses by reinforcement when he gave the correct response. They have not question what was going on in the minds of students before and after the response is made. Behaviorist believes that every human child born without legacy of intelligence, talent legacy, legacy of feelings and theother heritage that are more abstract and regard man is mechanistics, that responds to the environment with limited control and has little role to itself. In this case the concept of behaviouristics view that individual behavior is the result of learning that can be changed by manipulating and creating a learning conditions and supported by a variety of reinforcement (reinforcement) to defend the behavior or the desired learning outcomes. All of those arises after humans in contact with nature and the social and cultural environment in the educational process. Then the individual will be smart, skilled, and have a more abstract nature depends on what and how he learned to his environment. While the models of behaviouristics learning theory are as follows:

1) Connectionisme or Bond Psychology (Trial and Error).

This behaviouristics Learning theory model pioneered by Thorndike (1874-1949) with his theory of connectionisme, also called by trial and error. In 1980, Thorndike did experiment with cats as subjects. According to him, learning is the establishment of a relationship (connection) between the stimulus to the response given by the organism to the stimulus earlier. How to learn the typical he showed is trial and error (try one). In addition, Thorndike also use the guidelines of satisfaction carrier (satisfiers) "when the subject doing the things that bring pleasure and" boredom carrier (annoyer) "when the subject to avoid unpleasant circumstances. From Thorndike's experiments, can be taken three laws of learning, namely:

- a) Law of readiness (law of readiness). Learning will be successful if the subject has the readiness to learn.
- b) Law of exercise (law of practice), a generalization of 'the law of use' and 'the law of disuse', ie if the acts are often trained or used, then the existence of such behavior would be stronger (Law of use). Conversely, if the behavior had not been trained, then the behavior will be getting weaker or not used at all (law of disuse). In other words, learning is successful with a lot of exercise or repetition.
- c) Law of effect, that is, if the response produce a satisfactory effect, the relationship between stimulus and response will be stronger. Conversely, if the response is unsatisfactory effect, then the weaker relationship between the stimulus and response will be. In other words, the subject will be eager to learn when it knew or get good results.

2) Classical Conditioning (Classical Habituation)

While Thorndike conduct research, in Russian, Ivan Pavlov (1849-1936) also produce learning theory of Classical Conditioning (Classical Habituation). According to the Terrace (1973), Classical Conditioning is a procedure of the creation of a new reflex by bringing the stimulus before the occurrence of these reflexes. In this case, the process of learning by Pavlovian experiment is subject to two laws, namely:

- a) Law of Respondent Conditioning (demanded habituation law), occurs when two kinds of stimulus (the relationship between the CS and the US, one of which becomes a reinforcer) presented simultaneously, then the third reflex (the relationship between the CS and CR) will increase. In this case, if the sound mentronom and feeding (as a reinforcer) presented together, the release of saliva as a desired response will increase.
- b) Law of Respondent Extinction (legal extermination demanded), occurs when a reflex that has been reinforced through respondent conditioning brought back without presenting a reinforcer, then the power will decrease. In this case, when the sound of mentronom as a stimulus is not accompanied by the provision of food serves as a reinforcer, the desired response, that is the intensity of the discharge of saliva will decrease.

3) Operant Conditioning (Habituation of Response Behavior)

In addition to the two models of behavioristic theory above, appeared Burhus Frederic Skinner (born in 1904) with his theory Operant Conditioning (Habituation of Response Behavior) conducted an experiments on mice. Response in operant conditioning occurs without preceded by the stimulus, but by the effects of reinforcer. Reinforcer is a stimulus that increases the likelihood of a particular response. Based on the theory it can be concluded that the learning process is given in two laws, namely:

- a) Law of operant conditioning, ie if the onset of operant behavior is accompanied by reinforcing stimulus, the strength of these behaviors will increase. That is behavior that wants to be accustomed to rise and survive when there is a reinforcer.
 - b) Law of operant extinction, ie, if the onset of operant behavior is not accompanied by reinforcing stimulus, the strength of these behaviors will decrease even destroyed. This means that the behavior wanted familiarized would not exist, if there is no reinforcer. In addition, Skinner also gave consequences on behavior whether that is fun (in the form of reward) and unpleasant (in the form of punishment).
- ### 4) Contiguous Conditioning (Habituation Association Close)

There are also Edwin R. Guthrie (1886-1959) with his theory Contiguous Conditioning (Habituation of Close Association) who assumes that the occurrence of learning is based on relationships between stimulus with a relevant response. Inside are Contiguity principles (contiguity) which means the closeness between stimulus and response. Therefore, according to learning outcome was not the result of a complex response to various existing stimuli, but because of the close association between the stimulus with a response that is required. For example, a student is given a stimulus in the form of the sum of $2 + 2$, then students will respond by 4. This shows the closeness between the stimulus to the response. So in the process of learning according to this model, there is a close connection between stimulus and response. However, in the learning process still requires a reward, while the punishment will be more effective if it causes students to learn.

5) Sarbon (Stimulus and Response of Bond Theory)

John B. Watson (1878-1958) was the first person in the United States developed the theory of learning of Ivan Pavlov with theory Sarbon (Stimulus and response Bond Theory). Watson believes that learning is a process of reflexes or responses conditional through substitute stimulus. According to him, humans are born with a few reflexes and emotional reactions such as fear, love, and anger. All other behaviors are formed by relations of new stimulus-response through a "conditioning". Thus, according to Watson, learning is seen as a way to instill a bond between stimulus and reaction (single associations) in the nervous system.

6) Social Learning Theory (social learning theory)

Albert Bandura is claimed as neo-behaviorism came up with his theory Social Learning Theory (social learning theory). This theory is a combination of classical and operant

conditioning theory. The most basic thing in this theory is the ability to abstract information from other people's behavior and make decisions about which behavior to be emulated which would then be carried out in accordance with the choice. This means that human behavior is not purely automatic reflex of the stimulus (S-R Bond), but also due to the reactions that occur as a result of interaction between the environment and human cognitive schema itself.

Social learning theory approach to the process of social and moral development of students is to conduct conditioning (habituation responds) and imitation (impersonation). In this conditioning is necessary to reward (reward) and punishment (penalty). While in costume, a teacher and parents play an important role as a model to be emulated his social behavior.

From the various behaviorist expert opinion, we could conclude that the opinion of each other, although essentially the same, all the experts agreed that the behaviorist learning is the relationship between stimulus and response. However, Thorndike use trial-and-error as the solution. While Pavlov and Skinner form of habituation behavior with the help of reinforcement (reinforcement). While Guthrie argued that the learning outcomes was not because of the relationship of stimulus and response, but because of the close relationship between the two. Watson on the contrary, considers that learning is a series of associations instill into the nervous system. While Bandura with social learning theory, emphasizes learning as a process of decision making in behaving in a way impersonation and habituation through information obtained from the surrounding environment.

Meanwhile, according to Islam there is a "Morals learning Theory" by the al-Quran and al-Sunna and the treasures of Islamic intellectual thought, the authors have studied the theory of this moral worth learning theory behavioristik. The formation of a noble character is one of the mission by the Prophet in spreading Islam. The writer tries to bring up the "Morals learning Theory" that comes from al-Quran and al-Sunna because morality is a standard measure in Islam about whether or not the individual.

"Morals learning Theory" is a learning theory that its main focus is the establishment of a Muslim individual behavior that after experiencing a learning process, individual Muslims is expected behave in accordance with the provisions of Islam. Morals are the actions or attitudes of individuals who carried out spontaneously to specific situations without consideration. So, the moral here is a reflexive behavior that has been established for so long, so that it becomes individual habits in response to certain conditions. For example, when someone was walking the his feet stumble a stones, so here will be seen, whether he would utter the words that good (praying), or was he cursing and saying dirty words. In the "Morals learning Theory", there are three models of learning:

- a) Taqlid (imitation). That learning process can run perfectly through imitation (impersonation). This theory is realized when someone impersonate others in doing something or pronouncing a word. Most human behavior and habits are the imitation result of people around him.
- b) Ta'wid (habituation). That is a theory of learning by way ta'wid (habituation). If there is a sensory stimulus is stimulating, it is when someone responds to a sensory stimulus which is called a response.
- c) Tajribah Wa Khata' (trial and error). That is a theory of learning through personal experiment. Someone will try independently to solve the problems that he faces. Sometimes several times he made a mistake in solving the problem, but he also made several attempts to do it again. Until he was eventually able to resolve the issue properly. This model is referred to trial and error.

This integrated learning theory implications on the learning process that is holistic, effective, and efficient.

Implementation Honesty In Schools

One of the character of the nation that needs to be developed is honesty. Honesty is a commendable trait that should be owned by every person. This is in accordance with the Prophet command in his hadith:

عَنْ ابْنِ مَسْعُودٍ رَضِيَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى: عَلَيْكُمْ بِالصِّدْقِ فَإِنَّ الصِّدْقَ يَهْدِي إِلَى الْبِرِّ وَالْبِرُّ يَهْدِي إِلَى الْجَنَّةِ. وَ مَا يَزَالُ الرَّجُلُ يَصْدُقُ وَ يَتَحَرَّى الصِّدْقَ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ صِدِّيقًا. وَ إِتَاكُمْ وَ الْكُذِبَ فَإِنَّ الْكُذِبَ يَهْدِي إِلَى الْفُجُورِ وَ الْفُجُورُ يَهْدِي إِلَى النَّارِ. وَ مَا يَزَالُ الْعَبْدُ يَكْذِبُ وَ يَتَحَرَّى الْكُذِبَ حَتَّى يُكْتَبَ عِنْدَ اللَّهِ كَذَّابًا. البخارى و مسلم و ابو داود و الترمذى و صححه و اللفظ له

Ibn Mas'ud RA said: Rasulullah SAW said: "You are obligated to be honest, because it brings the real honest to goodness, and goodness brings to heaven. And constantly someone who is honest and chose honesty, noted on the side of God as an honest man. And put away yourself from lies, because the real lie that leads to lawlessness, and the lawless one is brought to hell. And continuously serf was lying and choose the lie that is recorded with Allah as a liar ". (HR. Bukhari, Muslim, Abu Dawud and Tirmidhi). The nature of honesty needs to be instilled in a person as early as possible, because honesty is the moral responsibility of a person to the values and norms of religion and society. Developing the nature of honesty in schools (formal and informal) must be emphasized because the purpose of education is not only leads to an increasing of intelligence, but must also is accompanied by improving the quality of character. Developing honesty involves three main pillars, namely the family, school, and community. Schools are educational institutions which share responsibility in establishing positive behavior.

According to Hidayatullah honesty is part of the character values that should be instilled in children as early as possible, because the value of honesty are key of values in life. If the education of honesty can be done effectively means we have built a solid foundation founding of a nation. The Indonesian nation has experienced a crisis of honesty so that so many corruptions happen in this country.

One of the most important properties in the formation of a child's personality is honesty. These same nature in its development will be a harbinger for the future of his faith. Honest nature is the opposite of lies nature. While the nature of the lie characters regarded as the hypocrites are most prominent, just as described in the hadith of the Prophet:

آيَةُ الْمُنَافِقِ ثَلَاثٌ إِذَا حَدَّثَ كَذَبَ وَإِذَا وَعَدَ أَخْلَفَ وَإِذَا أُؤْتِمِنَ خَانَ

"The characteristics of hypocrites there are three, namely: when he says he lies, when he promises, he breaks it, and if believed, he was betrayed" (HR. Bukhari Muslim). The best way to shape the character of the children to be an honest personal is to give a good example and do not lie to children, as well as words of the Prophet. :

من قال لصبي : تعال هاك ثم لم يعطه فهي كذبة

"He who says to a child, let's ... come here, I give this palm, then he did not give him, then he has lied" (HR. Ahmad).

An Honest canteen as one of the government programs in terms infusing honesty for the younger generation is already getting positive response from the community. An honest diner is the canteen that sells snacks and drinks. This kind of honest diner do not have a seller and guard. Food or beverages were displayed and laid out and placed on a table in the cafeteria. In the canteen is provided cash box, which is useful to accommodate the payment of the purchase of food or drink. If there is a change, and calculate your own buyers took my change from inside the box.

In the cafeteria of honesty, awareness is highly demanded visitors or buyers to shop with pay and pick up my change if it is excessive, without having to be supervised by a cafeteria employee. One example of motto that should be implanted in the honesty canteen is "God saw,

angels noted". This might make the honesty canteen for students learn about the importance of honesty with themselves, which will give birth to a generation that respect the honesty well as come up an honest generations. Application of honesty canteen besides can train students honesty, it also can develop numeracy skills and moral. These capabilities are expected to be the basis to achieve the level of honesty in students. Implementation of honesty canteen is a very effective means to instill honesty. Students can learn how to be real on the actions taken. Fertilization honest attitude made on students will impact both for the future generation because honest attitude has been embedded in students. Application of honesty canteen to instill in students to be honest, this would reduce corruption in the future because since small children are embedded an honest attitude on him.

Canteen services related to the form, there are three (3) alternate forms of services, namely: 1) Self service system. The service system in which purchasers serve themselves food you desire; 2) Wait service system. The service system in which buyers wait canteen served by officers in accordance with the order; 3) Tray service system. The service system where the buyer is served canteen attendant, and presentation of the food by using trays or trays. Honest diner is a school cafeteria that use self service system. Diner honestly can provide opportunities to develop positive behavior and habits among students. Some indicators in the provision of honest canteen is a transaction that is applied in self-service, which means that the buyer serve themselves in the process of purchasing items needed. Buyers can freely take needs to be bought so that the application is no canteen sellers who maintain or supervise the process of selling-purchasing transactions. As for the price of a product just affixed a price tag so shoppers can find out.

Then in terms of arrangement of the room has been arranged in such an interesting, varied menu available, prices adjust to the economic conditions of students. Menus provided can be served on the table that has been organized and is also made in the form of price menu taped to the wall. The provision of honest canteen this must be supported by an effective and efficient management. That is, the implementation of the program honest canteen ranging from planning, organizing, implementation and evaluation should be conducted and directed toward the advancement and optimal results. The process of accounting records and reports must also be careful and meticulous. Equally important, the application of this honest cafeteria implemented or operated at certain hours which if not harm the interests of student learning. Some of the benefits that can be obtained from the canteen honest among others:

- 1) For students: to train the attitude of honesty and responsibility given and self-reliant attitude.
- 2) For the teacher / educator as a means to apply the values of honesty that has been taught in the classroom.
- 3) For an institution: the formation of honest behavior in the school / institution.

In an effort to achieve the objectives and benefits and the expected results of the implementation of honest cafeteria, student behavior changes are expected to occur. Therefore, teachers in charge of motivating students to buy snacks at the cafeteria honest in order to achieve the desired objectives and obtain the objectives, benefits, and desired outcomes. Motivation can provide tremendous spirit against someone to behave and can give directions to behave. Motivation is basically a desire (wants) which are to be met (satisfied), then he arise if there is a stimulus, either for their needs (needs) and interest (interest) against something. Teachers give students an understanding and confidence that their deeds will be recorded by the angels. If there are students who bought fraudulently then they will get the record of sin of the angels. With the understanding and belief that students are expected to carry out a transaction in honestly in the honest cafeteria, not cheating or lying.

Then for the purpose, benefits and expected outcomes of the canteen honest can be achieved, then the honest canteen manager should be required to be creative in negotiating the market share, the price of goods sold in the canteen of honesty should be lower than the market price so

it can be more interesting for students. In addition, it should be good co-operation with all the elements of school / educational institutions such as teachers and employees. The purpose of such cooperation when things happen that are not desirable, the parties involved can work together and quickly overcome them. Then to reduce the risk of students who do not pay, can be minimized by installing CCTV hidden in the honest cafeteria and teachers can impose sanctions or penalties for students who do not pay as a lesson.

Developing the values of honesty through honest canteen is social learning model simulation. This learning model considers the student as a system that can control the feedback (self-regulated feedback). The feedback control system has three functions, among others: 1) Generating a system's actions against the desired target (to achieve specific desired goals). 2) Comparing the impact of these actions, whether or not in accordance with the plan that should (detecting errors). 3) Utilizing of a mistake to reorient the direction / track. Thus it can be said that the honest cafeteria is a control system that can direct the actions of students and improve their actions by basing its actions on the feedback. So the honest canteen students as the simulator will be the perpetrator of self-correction (self-corrective behavior) in particular for self-correction in terms of their honesty when buying canteens honesty.

Hamzah B. Uno said that there are four steps in the application of social learning model simulation which can be done by teachers, among others: 1) Preparing students to become actors in the simulation. 2) Teachers prepare the scenario by introducing students to the rules, roles, procedures, objectives, and others. 3) Implementation of the simulation itself, the teachers carry out simulations in the form of honesty canteen. 4) Debriefing, teachers discuss the results of the simulation, by discussing the simulation results in the form of honesty to the student cafeteria. Simulations model of social learning for students more of a role as himself while doing an activity or task that is actually going to do.

While expressing Mulyatiningsih Endang educational models in children aims to shape the character. Children are still in play, and therefore effective character education model delivered through role playing, storytelling, the honesty canteen and others. One model that can be developed for the cultivation of character is through entrepreneurial learning. Entrepreneurship (entrepreneurship) is essentially the nature, characteristics, and the character of the individual who has the will to realize innovative ideas into real world creatively. Developed entrepreneurial learning in primary school shape student involvement in the management of the canteen to be honest. With the picket schedules for each grade level are expected to shape the character of the students are independent, strong, confident, hardworking and able to compete in the global era. Basic values of entrepreneurship that is expected to diinternaslisasi by the students there are six (6) the following principal values: independence, creative risk-taking, leadership, orientation of action and hard work.

Teachers are key factors in the successful implementation of the curriculum. Outstanding teachers often create poor quality of the resources with optimal performance. But the fact that many teachers are not adequately trained to be able to make the materials or media for effective learning. In each institution, the ability of teachers can vary according to a variety of dimensions, such as language proficiency, teaching experience, skills, expertise, training and qualifications, and motivation, teaching styles, beliefs and principles. The dimensions of the ability of teachers above has a contribution to the teacher's role in instilling the values of honesty learners. These roles include: Teachers provide honest in the school cafeteria for students.

Judging from the canteen objectives, then the school canteen can serve to: 1) promote the growth and health of students by way of providing a healthy, nutritious, and practical; 2) encourage students to choose the food was sufficient and balanced; 3) to provide social subjects to students; 4) to show students that emotional factors affect a person's health; 5) providing assistance in teaching the science of nutrition secaranyata; 6) teaches the use of manners correct

and in accordance with applicable in the community; 7) as a place to berdiskusi on lessons learned in school, and the wait if there is an empty hours. Meanwhile, the results of which can be expected from the implementation of honest cafeteria, among others:

- 1) The efficiency of anti-corruption education teaching system.
- 2) The negative perception of learners against corruption with the hope of learners do not commit corruption in the middle of the community in the future.

In addition to explaining the benefits that can be obtained from the canteen honest, teachers should also explain the losses that could be suffered by honest cafeteria. The losses are canteen honestly could go bankrupt if students do buy food with lying, cheating and dishonest. Teacher asks students what should be done by them to be honest cafeteria benefit can be achieved. This role is a reflective role played by teachers. Of course, the question is based on the provision of cognitive state or the student's knowledge.

CONCLUSIONS

Education is crucial to the formation of character, personality, character and moral person. Therefore, the phenomenon of crime, crime, sexual misconduct and drug use, both by society and students, the education is considered most responsible. In Indonesia alone, the various abuses and crimes are also common, ranging from corruption, drug abuse in the school environment and others. The occurrence of various abuses and crimes, marking the low morals, manners and character of the nation. Realizing that the government through the Ministry of National launched, one of which is a character education model to improve the character and manners of the citizens of the nation. This does not mean that previously had no character education but the government emphasizes character education in tersistem. The initial step starts from the government educational institutions by inserting the character values of the nation into the preparation and the learning process. Teachers in this case was key to the successful implementation of this character education, because the teachers that directly deal with students. Teachers in this case is required to set up a learning device and then implement character education among others through this honesty canteen. In principle of developing characters more effectively by habituation (ta'wid), pilot (taqlid) and tajribah wa khata (trial and error).

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