

Consideration Learning Model in Character Education

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Abstract: *In the era of increasingly demanding human resources able to compete, it turns out the people in it actually only busy filling emptiness only with intellectual or cognitive activity alone and forget about the affective aspects, including characters. This study will examine in depth the learning model considerations in fostering positive thinking attitude as part of character education learners SMP Al-Falah Assalam. This research uses a qualitative research approach phenomenological approach. After carrying out research in SMP Al-Falah Assalam, to discuss the learning model considerations in character education, especially in efforts to foster positive thinking, it was found that the process of learning in SMP Al-Falah Assalam always integrated with character education through consideration learning model. Learners always advised to communicate with words that are positive and always imagine success and eliminate negative thoughts, like the shadow of failure. The learning model is applied in order to realize the vision consideration SMP Al-Falah Assalam, namely the realization of students' morality and perform optimally.*

Keywords: learning model considerations, character education, positive thinking

1. Preliminary

1) Background

In the era of increasingly demanding human resources able to compete, it turns out the people in it actually only busy filling emptiness only with intellectual or cognitive activity alone and forget about the affective aspects, including characters. Character is the personal attitude of the stable as a result of the integration process and action statements (Khan, 2010). Characters can also be interpreted as a character, character, character or personality that comes from the internalization of the various virtues and used as a basis to think, act, and act (MONE, 2010). Good character includes knowledge about the good that will bring the commitment (intentions) kindness, until finally doing good (Lickona, 2015).

Hadiyanti, et al., (2016) suggested that the formation of student character can not be separated from the learning process that they receive at school. The learning process is said to be good if it can guides how students learn, how students can collaborate in the study group, how the students interact with the entire class, and how the students were able to develop all their potential in terms of cognitive, psychomotor, and affective thus indirectly can the empowerment aspect of the character of the students themselves.

This research was done for the interest of researchers to determine the extent of the contribution of Indonesian subjects able to contribute to the character education in junior high school. Consideration that emphasizes learning through affective assessment of students. Thus it can be taken later attempts primary teacher Indonesian teacher is able to instil in students' character education. This is in line with the vision of SMP Al Falah Assalam, the authors examined. That vision is the realization of students' morality and performs optimally.

Through this noble vision, the researchers wanted to give an optimal contribution through character education. The pillars

of character education by Lickona (1997) are prudence, justice, fortitude, self-control, compassion, positive attitude, hard work, sincerity, gratitude and the last pillar is always humble. Of all the pillars of the pillars of the writer took a positive attitude. He took the positive attitude have every reason in the narrow sense that we as humans are able to demonstrate the behavior, actions, all the efforts can be taken positively, or in Islam statutes of God to us let always kind thought. With the creation of positive climate is expected to cultivate gratitude, optimism, do not give up easily, and the important thing is taking a positive attitude to the learning received. If the attitude is achieved then the pillars of character education that others will follow.

Positive thinking is a way of thinking that is more emphasis on things that are positive, both to oneself, others and the situation at hand (Authority, 2010). Individuals who think positively are individuals who have hope and positive ideals, understand and be able to utilize the advantages and disadvantages that are owned and positively assess all the problems. The individual will direct his thoughts to positive things; will talk about success than failure, love instead of hatred, happiness rather than sadness, confidence rather than fear, satisfaction than disappointment that the individual will be positive in dealing with problems.

Researchers assume that the performance of learning in SMP Al-Falah Assalam can lead researcher as Instructional Technology students explore learning model consideration. The consideration model was developed by Mc. Paul, a humanist (Prianggita, 2016). Paul assumes that the moral formation is not the same as the development of rational cognition. Moral learning student thinks is not the intellectual development of personality formation. Rahmadani (2005) in his dissertation argues that the purpose of the consideration is to help establish a model student behavior to mature, carry out those relationships and develop problem-solving abilities. So with this learning model application consideration in research, the expected goal of researchers is students become more concerned with their own health better health and environmental health.

This study will examine in depth the learning model considerations in fostering positive thinking attitude as part of character education learners SMP Al-Falah Assalam. This study will involve all stakeholders in SMP Al-Falah Assalam includes principals, vice-principals, teachers, homeroom, student representatives, janitors, security officers, and parents / guardians of students to dig up information on how the character of positive thinking student can be grown in SMP Al-Falah Assalam.

2) Research focus

From the description of the background, can be described focus of the research is to describe social reality and a subjective interpretation of the experiences associated with efforts to cultivate an attitude of positive thinking in the context of SMP Al-Falah Assalam. Based on the focus of the study as described above, we propose the following research questions:

- 1) How the community in SMP Al Falah Assalam Sidoarjo?
- 2) Is the purpose of education leading to the achievement of positive thinking?
- 3) Are policies leading education stakeholders even support these goals?
- 4) How does the experience of educators about positive thinking?
- 5) Is the learning principles are used by educators to cultivate an attitude of positive thinking?
Is the teaching methods used by educators it can foster positive thinking?
- 6) What is the reaction or the student experience and parties associated with the school (parents, alumni, citizens, stakeholders) on character education that can foster a positive attitude?
- 7) Is the learning model can grow consideration of positive thinking?

3) Theoretical Basis

a) Learning model

The learning model is part of the learning process as a guide teachers in implementing the learning process in the classroom. Reigeluth (1983) defines learning model as a complete set of components of the strategy are on the learning outcomes more riding under certain conditions. The learning model is also defined as a conceptual framework that is used as a guide in implementing learning (Joyce & Weil, 1982). Additionally, Degeng (1997) suggested that learning model provides flexibility and freedom for designers and developers to develop the idea and put it in the real work on product development. Degeng learning model (1989), developed the basis of the variables that affect learning. The learning model Degeng consists of seven steps, among others: (1) analysis of objectives, (2) the characteristics of the field of study, (3) analysis of the characteristics of learners, (4) establish learning objectives and learning content, (5) established the strategic delivery of learning content, (6) establishing learning management strategies, and (7) hold a measurement procedure development and learning outcomes.

b) Consideration Learning Model

Prianggita (2016) states that the consideration model developed by Mc. Paul, a humanist. Paul assumes that the moral formation is not the same as the development of rational cognition. Moral learning student thinks is not the intellectual development of personality formation. Humans often selfish, more caring, concerned and busy taking care of him. Fundamental human needs are to get along in harmony with others, give and accept each other with love and affection. Therefore, this model emphasizes the learning strategies that can shape the personality. The goal is for students to become human beings who have a concern for others so that they can get along, work together, live in harmony with others, and be able to feel what the other person.

Djuwita (2001) suggested the assumptions underlying the model considerations, namely: (1) moral behavior is strengthening (self-reinforcing), (2) the moral education should be directed to the personality as a whole (the total personality), (3) students appreciate the adults who made himself a "role model concern" (consideration), (4) students open to learning, but hated authoritarianism, domination, bondage, (5) a teenager is gradually evolving toward maturity in social relationships (the ability to care for and help others). On the basis of the above assumptions, the teacher must be a model in the class treats every student with respect, away from the authoritarian attitude. Teachers need to promote unity, mutual trust, mutual respect, and so forth.

Prianggita (2016) argued that prior to the application of the learning model consideration in the learning process is applied, there are some things that need to be prepared, including:

- 1) Provide information to students about learning model implementation plan and the establishment of rational considerations. In this information needs to be explained what the purpose and intended use of this affective learning model so that all understand why the learning model and the establishment of rational considerations are important.
- 2) Determining the time of implementation of the model and the establishment of rational consideration consistently.

Stages in applying the learning model consideration by Sanjaya (2007) are as follows:

- 1) Exposes students to a problem of conflict, which often happens in everyday life. Create a situation "if the student is in issue".
- 2) Asking students to analyze the problem by looking not only looks, but also implicit in these problems, for example, feelings, needs, and interests of others.
- 3) Ask students to write responses to the problems faced. It is intended for students to examine their own feelings before he heard the response of others to be compared.
- 4) Invites students to analyze the response of others as well as create a category of each response given student.
- 5) Encourage students to formulate a result or consequence of any action proposed students. In this stage, students are encouraged to think about all the possibilities that

will arise in connection with his actions. Teachers need to ensure that students can explain the argument in the open and can respect the opinions of others. Strived for dissent grew excellently correspond to a different point.

- 6) Invites students to look at problems from different perspectives (interdisciplinary) to increase knowledge so that they can weigh a certain attitude in accordance with its value.
- 7) Encourage students to formulate their own actions to be performed in accordance with its choice at its discretion. Teachers should not judge right or wrong on the student's choice. What is needed is teachers to guide them decide which option is more mature according to its discretion.

c) Character building

Character is the personal attitude of the stable as a result of the integration process and action statements (Khan, 2010). Characters can also be interpreted as a character, character, character or personality that comes from the internalization of the various virtues and used as a basis to think, act, and act (MONE, 2010). Good character includes knowledge about the good that will bring the commitment (intentions) kindness, until finally doing well (Lickona, 2015).

According Lickona (1997), character education is a deliberate attempt to teach virtue. Virtue is objectively good human qualities. To develop the character of students, teachers should help students to know what virtue, to appreciate their interest and wish to have it, and put it into practice in their daily behavior.

Once educators understand the concept of a comprehensive character, they are ready to design a comprehensive instructional program. A comprehensive character education confirms that effective character education should cover the whole moral life of the school and classroom. A comprehensive approach recognizes that all interactions in schools, the way adults treat students, the way people treat adults, how the students are allowed to treat each other, how the administration treats the staff and parents, and how exercise is done, the conflict is resolved, and rated, send moral message and influence the character development of students. Both explicit moral instruction (such as explanations and advice) and the implicit moral teaching (through the modeling process, discipline, and cooperative learning) is part of the moral life of the school.

Hadiyanti, et al., (2016) suggested that the formation of student character cannot be separated from the learning process that they receive at school. The learning process is said to be good if it can instructed how students learn, how students can collaborate in the study group, how the students interact with the entire class, and how the students were able to develop all their potential in terms of cognitive, psychomotor, and affective thus indirectly can the empowerment aspect of the character of the students themselves. Empowerment of the student's character cannot be separated from the application of good learning strategies in the learning process (Usman, 2014). Several research studies have reported that there are effects of the application of learning strategies to empower the student's character.

d) Positive Thinking and Its Application in School

Positive thinking is a way of thinking that is more emphasis on things that are positive, both to oneself, others and the situation at hand (Authority, 2010). Peale (1996) said that positive thinking individual is always based on the fact that every problem there is a solution and the right solution is always through a healthy intellectual process.

On the other hand, Kholidah and Alsa (2012) states that positive thinking is a cognitive skill that can be learned through training. In principle, through positive thinking training is expected subjects experienced cognitive skills learning process in view events experienced. Limbert (2004) of the research concluded that positive thinking has a role to make people accept the situation faced by a more positive way.

According to Albrecht (1980) think positively associated with positive attention (positive attention), and also a positive word (positive verbalization). Positive means focusing attention on things and experiences were positive, whereas positive words is the use of words or phrases that are positive for expressing his thoughts, it will generate a positive impression in the mind.

Albrecht (1980) stated that the positive thinking included the following aspects.

- 1) **Positive expectation** is to do something with more focus on success, optimism, problem solving and distancing them from the fear of failure.
- 2) **Self-affirmative**, which is focusing on strengths, see themselves positively. In this case the individual replaces self-criticism by focusing on its own strengths.
- 3) **Non-judgment talking**, which is a statement that describes the state rather than assessing the situation. Statement or assessment is intended as a replacement when one tends to give a statement or a negative assessment. This aspect will be very instrumental in the face of circumstances that tend to be negative.
- 4) **Realistic adaption**, which recognizes the fact and immediately tried to adjust from remorse, frustration and blame.

e) Research Benefits

Research in the natural context performed with a qualitative research design with a phenomenological approach these deals:

- The learning model considerations that have relevance to the impact of character education as accompanist (nurturing effect), in addition to the direct achievement of learning (instructional effect).
- The learning model is unique and interesting, the model of learning is not only consideration is the successor information stagnant / barren and empty of meaning, but also able to build the character of students, so they can have a significant impact.

2. Research Methods

1) Approach and Types of Research

This study uses qualitative research to take research model of field research (field of study) which is based on qualitative observation as opposed to quantitative (Moleong,

2000). This study uses a natural setting that portray investigators as a data collection instrument, using inductive analysis, and focuses on the meaning according to the perspective of the participants by using multi data.

This study emphasizes the approach of phenomenology (Phenomenological approach). According Moleong (2000), in view of phenomenological research seeks to understand the meaning of an event and linkages to people in certain situation. Chosen this type of research because phenomenology. The main objective to observe and understand the behavior of a person. The realization that human beings have always focused on the world and this involves a horizon of meaning which is referred to as the living world. In that context, an understanding of human consciousness to be found.

2) Researchers Attendance

The presence of investigators in this study must be carried out, or was always there at the time of conducting the research. In this study, the presence of researchers and informants known by the subject, but sometimes unknown to her. The presence of investigators at the study site aims to create a good relationship with the subject of research. Meaning here, investigators openly or overt act through participatory observation and directly observing the learning process at school sites.

3) Research Location

The location of this research is SMP Al Falah Assalam Tropodo Sidoarjo. The author chose that location because the school is located marginal and unique. The uniqueness views of the students come from the middle class, while the parents of the majority as an entrepreneur. The marginalization layout associated with the proximity to the plant environment, in which the proximity effect on learners, especially said talk / actual linguistic learners and attitudes of learners (Brown, 2007: 281).

4) Data Source

Moleong (2000) suggested that the primary source of data in other research is qualitative words and actions; the rest is additional data such as documents and others. In this regard, in this section the data type is divided into words and actions, the written data, photos, and statistics. Therefore, a study limitation was seen as early guidance for researchers, possible changes in the focus of research, because this research seeks to build and generate the data from the bottom (grounded theory). The main source of this research is the information to be extracted from the stakeholders of the school, the principal, vice principal, homeroom, educators, class president, representatives of students, janitors, security guards, and the parents / guardians of the students.

5) Data Collection Procedures

Data collected through field observations (observation), interview (interview), and documentation. The equipment used is the field notes, stationery, tape recorders, cameras, and video cameras.

6) Data Analysis

This study uses a qualitative description of the data analysis.

Milles and Huberman (2007) suggested that the analyzed data derived from the answers informant against proposed questions by researchers. This study was conducted in an interactive so as to obtain the data up to the saturation point; the cycle of this research is data collection, data presentation, data reduction, and conclusion / verification.

7) Checking the Validity of Findings

To check the validity of the data, the chosen few techniques to measure the validity of the data obtained on a number of specific criteria. With reference to the opinion Moleong (2000), there are four criteria used, namely credibility, transferability, conformability, and triangulation. The criterion used for the validity of this research is:

- *credibility*, that the data can be justified.
- *transferability*, the researchers provide data description.
- *confirm ability*, which recognized empirical data accuracy by participants.
- Triangulation, the researchers tried to be diligent and detailed.

3. Research Findings And Discussion

1) Delivery of Education in SMP Al-Falah Assalam

SMP Al-Falah Assalam own vision of "the realization of students' morality and achieving optimal". To achieve this vision, SMP Al-Falah Assalam proclaimed mission "to realize the propaganda-based schools, benefit the environment and become an example for schools in the vicinity". In order to realize the noble student, SMP Al-Falah Assalam always aligns learning with character education. Character is the personal attitude of the stable as a result of the integration process and action statements (Khan, 2010). So the character can be defined as distinct from one individual to another individual who comes from individual mental qualities such as character, morals and manners. Characters can also be interpreted as a character, character, character or personality that comes from the internalization of the various virtues and used as a basis to think, act, and act. Good character includes knowledge about the good that will bring the commitment, until finally doing well (Lickona, 1997).

In this study found the advantages of SMP Al Falah Assalam Tropodo related to character education and the cultivation of positive thinking, including (1) maintaining the neatness and cleanliness (clothes, nails, hair, etc.), (2) the integration of values KBM and Islam in daily life, (3) learning fun (joyful learning), (4) engage all learning styles (visual, auditory, and kinesthetic), and (5) serves a student multiple intelligences. With the advantages of SMP Al-Falah Assalam, it became evident that the school environment is deliberately designed to foster positive thinking character. Students are encouraged to dress up and look neat and maintain the cleanliness of the surrounding environment is an attempt to foster positive thinking that the clothes and neat appearance is a reflection of the personal establishment. The integration of Islamic values in the learning process and everyday life also teaches students the importance of honesty, courtesy, pious, and other Islamic values. Realizing fun learning (joyful learning) is also beneficial to the students' growth positive thinking. Students will no longer think that learning is difficult and tedious, and even students will think that

learning is fun and very useful in later life. Additionally, with the service to the differences in learning styles and multiple intelligences, all students will feel comfortable in learning and more easily understand the subject matter and the intelligence of different students will also be honed entirely, so that students achieve the expected learning goals.

The most important provision of education is a learning process that is guided by the teacher. Teachers play an important role in the implementation of school education. Professional teacher is absolutely necessary for students to achieve optimal academic performance and has a good character, in accordance with the vision of SMP Al-Falah Assalam. The majority of teachers in SMP Al-Falah Assalam are graduates from leading universities in the field of educational expertise. Lickona (1997) propose a comprehensive character education model that consists of 12 supporting components, one is a teacher as a nanny, a model of moral and moral mentor. The quality of a teacher with student relationship is the basis of everything that might be a teacher wants to do in character education. In their relationships with students, teachers give positive moral influence in three ways complementary. Abourjilie (2002) confirmed that the teacher plays an important role in shaping the character of students. Teachers are required to have integrity and be a role model for students to show character expectations of hard work, responsibility, gratitude, and perseverance that you place on them. In the process of learning, teachers need to provide enough feedback to students while evaluating their work. This suggests to students that their work is important and teachers are interested in the improvement and success.

In general, SMP Al-Falah Assalam has organized with an excellent education, not only emphasizes on academic achievement, but also the formation of character and Islamic values. This is reflected in their support programs, extracurricular, and achievement accomplishments that have been achieved by the students of SMP Al-Falah Assalam.

1. Educational Objectives SMP Al-Falah Assalam

The purpose of education SMP Al-Falah Assalam is a derivative of vision (performing optimally through efforts to create a school-based propaganda, beneficial for the environment and become an example for schools in the vicinity. Looking at the above facts, what to expect the vision and mission of the school could be in line with positive thinking. Positive thinking is how to think logically which looks at things in a positive way either for themselves, others and their environment. By doing so, someone who thinks positively able to find a way out when confronted with a problem. Think positively contains three components: a change of mind, the use of the mind, and control the mind. This is a proof that the foundation of positive thinking can be implemented outline to realize the vision and mission of SMP Al-Falah Assalam.

2) The Policies of Education Stakeholders

Based on the exposure data and findings of the study, it was found that the SMP Al-Falah Assalam always devise a program of activities each school year. A permanent program is achievement motivation training (AMT). AMT program is needed to build confidence students for

achievement. Programs related or nurture students and teachers to cultivate an attitude of positive thinking, which is a program for students, include Achievement Motivation Training, Jalasah Ruhiah, superclass, and others. The efforts made to cultivate an attitude of positive thinking, which are (1) use positive words, (2) always think positive and eliminate the negative thoughts, and (3) always imagine success and eliminate the shadow of failure. This is in accordance with what is stated by Lickona (1996), one of the eleven principles of character education is schools need to develop ways to increase the intrinsic motivation of students to be committed to the core values. Thus the program Achievement Motivation Training (AMT) should continue to be implemented to ensure that the students of SMP Al-Falah Assalam are highly motivated to learn and for achievement.

In addition, also found their way administration of education in SMP Al-Falah Assalam very regular. It is evident from the memos in the context of the implementation of the preparatory meeting of the school accreditation. With the memos is also an effort school leaders cultivate an attitude of positive thinking for the entire school community, that education and the establishment of school policies conducted openly so that the public disclosure in SMP Al-Falah Assalam can be realized.

3) Learning Process In SMP Al-Falah Assalam

The process of learning in SMP Al-Falah Assalam always integrated into the education of character. Efforts to educate students to become human character carried out by SMP Al-Falah Assalam are to put up posters about character education in the school environment. Besides the integration of learning with character education also looks at students' progress reports (report), which are spiritual values and social attitudes accompanied by a description. This indicates that character education is actually implemented in SMP Al-Falah Assalam, so the homeroom can describe spiritual attitudes and social respectively its students during the learning process in the first semester to be reported to parents / guardians of students at the end semester. Lickona (1997) suggests that teachers require a clear understanding of what it is character education. Character education is the deliberate attempt to teach virtue.

In order for learning activities in SMP Al-Falah Assalam takes place with the orderly and smooth, has set school rules, governing the terms of school, students obligation, prohibition students, students' rights, clinics and enrichment subjects and others. This is consistent with the character education model Lickona (1997), which comprehensively includes 12 supporting components, one of which is moral discipline. Discipline, if it is to serve the development of character, should be more than just control the crowd. It should help students develop moral reasoning, self-control and respect for others. The rules should be made such that it allows students to see the value or moral standards (such as courtesy and care) behind the regulation. Lickona (1996) also outlines the principles of character education, that schools should be proactive and systematic in teaching character education and not just waiting for the opportunity.

4) Principles of Learning To Grow Attitude Positive Thinking

Riyanto (2014) states that the principles of learning are concepts or principles (basic rules) that must be applied in the learning process. Principles of learning is a cornerstone of thinking, a stepping stone and a source of motivation, with the hope of learning objectives are achieved and the growth of a dynamic learning process and directed. Dimiyati and Mudjiono (2002) adds that the principles learned generally include (1) the attention and motivation, (2) the activity, (3) the direct involvement / experienced, (4) the repetition, (5) challenges, (6) the inverse and reinforcement, (7) individual differences.

The principles study that looked at SMP Al-Falah Assalam during the study period, including (1) the teacher always pay attention and to motivate students to continue learning, (2) the existence of supporting programs, students are required to actively participate learning and extracurricular activities at the school, (3) the teacher aware of differences in the characteristics of the students in implementing the learning process.

The principle of learning that looked implemented in SMP Al-Falah Assalam is to give full attention to their students, especially for students with outstanding achievement. Each student won an accomplishment or win a race, the school made banners congratulating the students concerned for his achievements. With the achievement billboard, it is hoped the students who won the race able to think positively that they are capable of achievement and the need to study harder. While for other students, the billboard is expected to be triggered impetus to student learning in order to also win a competition. This means that SMP Al-Falah Assalam earnestly prioritize character education for students. Full attention to students with outstanding achievement made by SMP Al-Falah Assalam in line with what was stated by Abourjilie (2002) that in order to educate the character needed some way, such as (a) students need to recognize achievements such personal achievements go beyond past or meet predetermined objectives, and (b) teachers able to use the morning announcements, school and classroom bulletin boards, and school newsletters to highlight various achievements, especially oriented character of the students and the school community.

5) Methods Learning To Grow Attitude Positive Thinking

So that the objective can be achieved in an optimal learning, teachers must have the ability to select and apply methods of learning. The learning method is a way to teach or how to convey the subject matter to students who are learning. There are many methods / ways cultivate an attitude of positive thinking for school teachers, which shows the Islamic values, linking the subject matter with Islamic values, and provide motivation according to what they should do. This is consistent with the character education model Lickona (1997), which comprehensively includes 12 supporting components, one of which is a cooperative learning. Cooperative learning is a learning process that gives students sustainable practices in developing social competence and moral importantly, the ability to take the perspective, the ability to work as part of a team, and the

ability to respect others when they learn academic material.

One of the goals of character education is to foster positive thinking attitude. Teachers need to inculcate positive thinking in the learning process in the classroom. Wibowo (2010) asserts that positive thinking can be nurtured through training. Positive thinking training is a structured learning process with the application materials on ways of thinking about focusing on the positive aspects of a state of self, others and the problems encountered. The method used is lectures, exercises, group discussions, assignments and review every beginning training.

6) Experience Related Parties (Parents, Alumni, Citizens, Stakeholders) Regarding the Character Education To Grow Attitude Positive Thinking

Based on existing research findings, the majority of parents are satisfied the learning outcomes of their son / daughter studying in SMP Al-Falah Assalam. In addition to the maximum academic achievement, parents feel the impact of character education that is applied in SMP Al-Falah Assalam. Most of the students of SMP Al-Falah Assalam easy to be given the advice to be consistent in worship. This is in accordance with the principles of character education Lickona (1996), that parents and communities must be partners in character education in schools. Additionally, Abourjilie (2002) suggested several ways to educate the characters, in this case relating to the role of parents, is the school (teachers) need to try to tell parents about student misbehavior through notes, phone calls, and personal visits. Communication with parents about the proper way they can help students with their school work, and often share the school's vision and high ideals to students with parents.

7) Learning Model Consideration To Grow Attitude Positive Thinking

Mc. Phail and C. Rogers created a considerations learning model with the aim to develop the child's personality and authentic human being creative, so that children become more concerned. Learning model that emphasizes consideration to moral education and character education has been carried out in SMP Al-Falah Assalam. The findings of this study mention that the custom of homeroom to create positive thinking attitude is providing advice relating to *akhlakul karimah*, always remind obligations as the five daily prayers and help their parents at home. This is consistent with the character education model Lickona (1997), which comprehensively support consists of several components, including:

a) Teachers as a nanny, a model of moral and moral mentor.

The quality of a teacher with student relationship is the basis of everything that might be a teacher wants to do in character education. In their relationships with students, teachers give positive moral influence in three ways complementary.

b) Creating a classroom community that cares

How teachers can build respect and consideration as operating in a peer group norms?. If teachers do not take the initiative to establish a culture of positive peer and support that they want to teach virtue, culture peers often develops in the opposite direction.

c) Creating a democratic classroom environment

Create a democratic classroom is to involve students, regularly and in an appropriate manner; In a joint decision increases their responsibility to make the classroom a good place to be and learn. Democratic class contributed to the character because it provides a forum in which any needs or concerns can be addressed groups. It also provides a self-supporting structure that advises moral best students by making them responsible for the norms of respect and responsibility.

The results of this research was supported by the results of research Hidayah (2012) which states that there is a significant effect on the ability of learning model considerations talk fifth grade students at SDN Ketawanggede 1 Malang in understanding aspects of the contents of the conversation, the quality of ideas, and vocabulary. While the research results Arifin (2010) showed that the application of the learning model considerations on the subject of civics lesson provincial government system grade II MI Ma'arif Ngering can improve student learning outcomes.

Based on the research findings as well as the description above, it is clear that the learning model considerations have been done in SMP Al-Falah Assalam, mainly carried out by the teacher (a cleric and cleric) who directly confront and interact with learners. With the implementation of the learning model considerations, not only the formation of the character of the students is the main goal, but the balance between optimal academic performance and also the character and morals began as the output of the education system in SMP Al-Falah Assalam.

4. Cover

1) Conclusion

After carrying out research in SMP Al-Falah Assalam, to discuss the learning model considerations in character education, especially in efforts to foster positive thinking, produced a conclusion that the process of learning in SMP Al-Falah Assalam always integrated with character education through learning model consideration. Learners always advised to communicate with words that are positive and always imagine success and eliminate negative thoughts, like the shadow of failure. The learning model is applied in order to realize the vision consideration SMP Al-Falah Assalam, namely the realization of students' morality and perform optimally. In addition, it was found that learners continue to give full attention to each learner. This was done in recognition that each learner has different characteristics that need shelter and full attention by the learner.

2) Implications and Follow-up Research

Based on the conclusions of this study, it can be argued implications and follow-up are the stakeholders (stakeholders) at the unit level of education, including school principals, teachers, school administrator, parents or guardians of students, need to be consistent to collaborate in educating character and cultivate an attitude of thinking positive learners. Teacher (learner) needs to improve its ability to apply learning model considerations, so that the learning outcomes are achieved learners balanced between

cognitive achievement with the affective learning outcomes in the form of the character and attitude of thinking positig. In addition, learners also need to maintain and even increase their full attention to each learner in order to learn and achievement motivation always is within learners.

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