

The Evaluation of Students' Careness in Elementary School

Nady Febri Ariffiando

Universitas Pendidikan Indonesia, Indonesia

Abstract: *Someone is said to be moral when able to judge good and bad things (have moral awareness) and followed by good behavior, true and in accordance with values. Human morality has three components: cognition, emotions (feeling) and behavior. Moral cognition is formed through the process of value internalization. This study aims to measure and evaluate the caring value of students in the stages: information (recognizing and understanding), belief (feeling) and Attitude (tendency) . This research used quantitative descriptive research method. Participants in the study were 88 elementary students at primary schools from Bandung (West Java Province), Indonesia selected by purposive sampling. The sample are students from grade five (age 11). The results showed that 63% of students have scores above average, meaning that 56 students or 63% of students have knowledge about the caring value and its indicators, believe in or appreciate the caring value, and show how the tendency to be a caring person. A person's value knowledge is influenced by various factors. Environment, parents' role and family system, formal education, role taking and also, gender . Knowledge of value is certainly not enough to shape a person's careness. It takes role model and habituation of caring attitude in the long term. To increase knowledge about the caring value required learning process and teaching materials that are character-filled.*

Keywords: caring, value, careness, information, belief, attitude

1. Introduction

Caring is to treat others politely, to be polite, tolerant of difference, not to hurt others, to share, not to degrade others, to cooperate, to engage in community activities, to love human beings and others, to be faithful to peace in the face of the problem (Samani, M & Hariyanto 2012).

Caring means feeling a deep interest in or attention to someone or something (Stevenson, 2006). Moreover "Caring is looking out for others. It is a service of family, classmates, friends, an community. It is taking the time and effort to help others. It is attending to the needs of people, the environment and animals "(De Roche, 1999). In another words, caring means showing concern to others (Rich, 2008). Caring can also be interpreted as an action that cares about or has an interest in other people or situations. Caring means feeling or doing with togetherness, caring, or empathy (McElmeel, 2002).

Caring value can be done through the stage

- Show concern for people who are in pain.
- Do not be mean or cruel to anybody.
- Try to imagine what other people feeling.
- Be willing to sacrifice your own comfort to help others.
- Provide comfort to people who need it.
- Care for the earth and environment by recycling, not littering, and using natural resources wisely (Stevenson, 2006).

Characteristics of caring people who cares:

- Treat others with kindness and generosity.
- Help people who need help.
- Be sensitive to other people's feelings. (empathy)
- Never be rude or happy to hurt.
- Think of how your actions will be able to hurt or hurt others. (empathy)
- Always remember we will be people who care about deeds

based on caring. (Samani, M & Hariyanto 2012)

Someone is said to be moral when able to judge good and bad things (have moral awareness) and followed by good behavior, true and in accordance with values. There is unity between reasoning and moral behavior. Kohlberg (1969) calls this moral reasoning a moral cognition. According to Sigelman (1999) and Eysenck (2004), human morality has three components. (1) cognition: Thoughts and decisions about moral issues. Emphasized by Piaget and Kohlberg. (2) emotions: Feelings, such as guilt, connected to moral issues. Emphasized by Freud. (3) Behavior: How we behave, and the extent to which we behave honorably or not. Emphasized by social learning theorists.

Lickona insists that good character includes knowledge about good (knowing the good), and then generate commitments (intention) to good (desiring the good), and finally actually do good (doing the good). These are the three pillars of character that are expected to become habits, habits of the mind, habits of the heart, and habits of action. In other words, a character refers to a series of knowledge (cognitives), attitudes and motivation, and behavior (behaviors) and skills (skills) (Lickona 1991).

Kohlberg (1977) mentions that reasoning or cognitive morality is the deciding factor that determines the moral behavior. Moral cognition is the consideration or reasoning of a moral behavior and decision-making based on moral values. To have a good and righteous morality, a person is not enough to just take action that can be judged good and right. One can be said to be moral when all moral actions are based on moral values that are understood and believed. To understand and to believe, one needs to experience related to himself and others.

Knowledge of value, therefore, is very important to understand as a foundation in determining attitudes and

Volume 7 Issue 6, June 2018

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

behavior. It is difficult to be a characterless person without the knowledge of sufficient value. With regard to caring values, students must have knowledge of the concepts and characteristics of caring itself. This knowledge can be obtained through the process of value internalization.

The process of internalization is essentially an effort to present a value that originally exists in the external world into an internal property for a person or institution. Therefore, internalization of value means recognition of external values that are deemed necessary to belong to a person (Hakam & Nurdin 2016, p. 6). In other words, the internalization of values is the process of entering values or incorporating ideal attitudes previously thought to be outside, in order to be incorporated into one's thinking, skills and attitude. Internalization can also be translated by the collection of values or gathering certain attitudes in order to form into a whole personality.

Stages of value internalization (Hakam, 2016) :

- a) Information: Recognizing and understanding the value
- b) Belief: feeling the truth of value information.
- c) Attitude: tendency to do something in accordance with the belief of value.
- d) Character: a continuous value of being self-principle and actualized in life either in the form of words or deeds.
- e) Dignity: The value that is constantly maintained regardless of risk for the sake of the value.

To measure the value of a person can be done with the observation and filing questions related value. Stages of information, can be traced with the question , whose answers show: know, can mention, can explain, never heard, ever read, never seen (its cognitive level low). The stages of belief, can be traced with questions that indicate the answer: believe in existence, believe in the importance, believe in the benefits, believe in good and bad, believing the risks.

Stages of attitude, can be traced with questions and observation that shows the attitude: showing interest, avoid the cause, anticipate what will happen, do not want to try, afraid of contamination, like goodness, dislike ugliness. Stages of value: can be traced by a question or observation that shows the attitude and behavior that; values have become self-principle, doing good and avoiding evil is a duty, no need to be told again, does not require special supervision, not easily affected.

Stages of character: it can be done through observation that; good deeds and avoiding evil always repeated, has become a habit, has become a character, become his own character, has been settled and difficult to change. Dignity stages: can be done with questions and observations that; not afraid to defend the principle, not taking into account social and juridical and political risks , not breaking them even in an emergency, maintained with the soul and body (Hakam; 2010) .

Research on the internalization of the caring value done by Murniarti (2011) shows a significant difference in social careness attitudes between experimental classes and control. Learning in the experimental class is done by value analysis approach in IPS learning . Mawardi (2012) mentions, Based

on students' emphatic and caring posttest scores, experimental group performed better than control group did. It means that cooperative learning model application could develop the student's empathic and caring attitudes better than conventional model that mostly focuses on lecturing. The same thing is mentioned Askar, Suherman & Yerizon (2012) that concern among senior students high school in learning mathematics with application Teams cooperative learning model Assisted Individualization (TAI) can be increased.

Some of the above studies, describe the level of care of students in junior high and high school. Mawardi's caring attitude was measured using a moral dilemma test sheet. Meanwhile, research conducted by Askar, Suherman & Yerizon (2012) and Murniarti (2011) used an observation sheet to assess students' level of concern.

From some of these studies, there has been no research that deepens the knowledge about the value of caring students based on the stages of value internalization. Therefore, this study aims to measure students' careness from the level of information, belief and attitude. This study focused on the students' careness measurement that only limited to the knowledge of student value. As previously explained, the student's value knowledge greatly influences student behavior. To attain student behavior requires more in-depth observation. This research will be conducted in elementary school which become place for students to develop student's caring.

2. Method

This research uses quantitative descriptive research method. Participants in the study were 88 elementary students at primary schools from Bandung (West Java Province), Indonesia selected by purposive sampling. The sample are students from grade five (age 11). Instruments in this study used a moral cognitive test sheet. The instrument developed in the form of moral story text is equipped with moral questions in the text that describes the stage of internalization of value: Information (Recognizing and understanding the value) Belief (feeling the truth of value information) Attitude (tendency to do something in accordance with the belief of value). There are five moral stories in the instrument that each represent every care value indicator. There are several questions that are equipped by 4 choices of answers in each story to measure the value of caring students cognitively. Each question is given a score of 1 for the correct answer and 0 for the wrong answer.

3. Result

The results of student careness tests on the information, belief, and attitude stages show the following scores:

Table 1: Student Score

Mean	68.5
Median	75
Mode	79

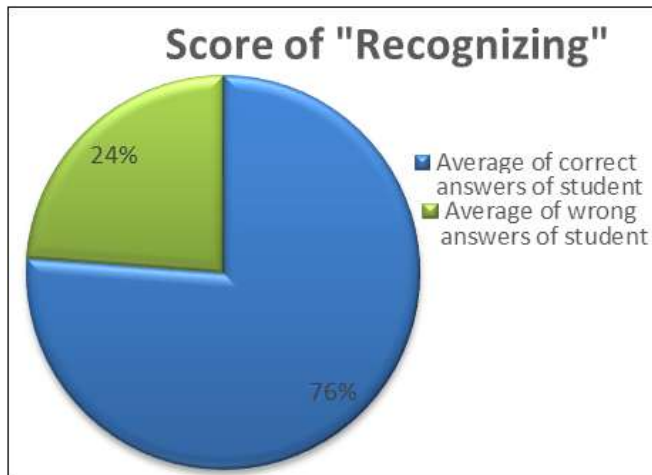


Table 1 shows the mean score of the student score is 68,5 median score of student score is 75 and the mode of student score is 79. From the scores of the students, 56 students from 88 students scored above average. The following table shows the number of correct of each item.

Table 2: Correct Answer Each Question

Question Number	The number of correct answers
1.	83
2.	61
3.	64
4.	78
5.	85
6.	71
7.	81
8.	72
9.	79
10.	82
11.	46
12.	31
13.	67
14.	44
15.	59
16.	66
17.	33
18.	72
19.	46
20.	64
21.	72
22.	67
23.	68
24.	71
25.	30
26.	61
27.	61
28.	10
29.	71
30.	33

The following will show the results of the student score each item based on the internalization stage of the value.

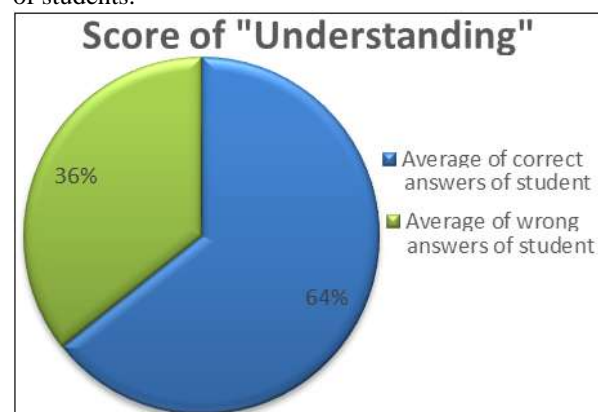
3.1 Information (Recognizing and understanding)

Question number 1, 6, 11, 16 and 20, 21 measure students' ability to recognize appropriate attitudes or are inconsistent with indicators of caring values and the ability of students to

determine a character that is appropriate or inappropriate to the indicator of care. Here is the average percentage of the ability to "recognize" the caring value of students.

The diagram shows that 76 % of students have been able to recognize the appropriate attitude or not in accordance with the indicator of the caring value and the ability of the students to determine the character that is appropriate or not in accordance with the indicator of care , 24% of other students have not mastered the knowledge of this stage.

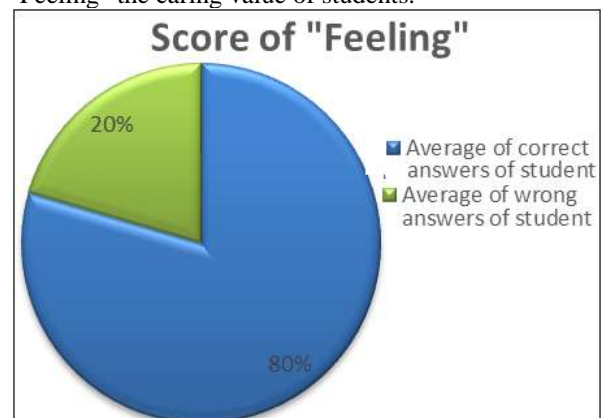
Question number 2, 3, 7, 8, 12, 14, 17, 22 measure students' ability to understand under what conditions a person should be nice and not rude to others , understanding the impact of indifference , understanding form caring attitude , understanding the benefits from caring attitude and understanding how to show careness . Here is the average percentage of the ability to "Understanding" the caring value of students.



For the stage of understanding the care value indicator, 64% of students have mastered this ability while 36% have not mastered this stage of knowledge .

3.2 Belief (feeling)

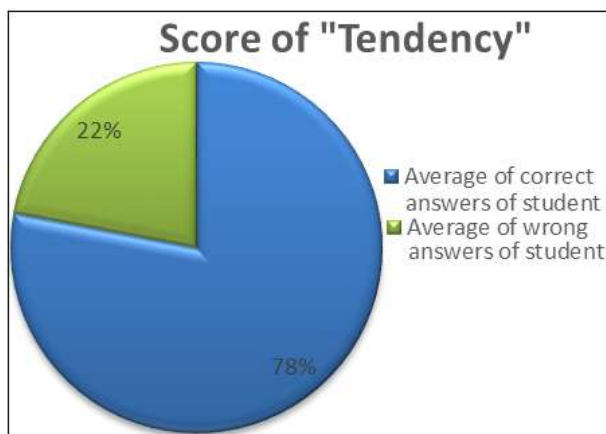
Questions number 3, 9, 13, 18, 23 measure about expressions that show caring feelings toward others, expressions of feelings when people are ignorant, feelings that show concern for others, expressions of feelings after hurting others. This is to know what students feel when they see the suffering of others, when they become caring people or being ignorant. Here is the average percentage of the ability to "Feeling" the caring value of students.



For the belief stage (Feeling), 80% of students have been able to show how caring and unconcerned, 20% of other students have not mastered this stage.

3.3 Attitude (tendency)

Question number 5, 10, 15, 19, 24 measure how the tendency to do or not do something based on the caring value, persistence or rejection of the behavior of characters in the story. The questions in this stage measure how the student acts or opinions if he is in a position like a character in a moral story. Here is the average percentage of the ability to "tendency" the caring value of students.



For attitude stage (Tendency), 78% of students have been able to show tendency to be care, while 22% of other students have not mastered this stage.

4. Discussion

Overall, 63 % of students have scores above average, meaning that 56 students or 63% of students have knowledge of the caring value and their indicator indicators, believe in or appreciate caring values, and show how the tendency to be cared . This knowledge is very important to form the concern as Lickona mentions that characters will be complete if composed by moral knowledge, moral feelings and moral actions. Moral action will be in accordance with the value that exists if someone has enough knowledge and able to feel and believe the value.

A person's value knowledge is influenced by various factors. Kohlberg (1981) argues that the age factor and the environment of a person's life affect his moral cognitive rigidity. Kohlberg's research shows that a mature person is more mature cognitive than children. this is because adults face more moral conflicts. Similarly with urban societies more mature cognitive morality compared with different rural communities.

Other factors that can influence moral cognitive development are: parents' role and family system (Freud, 1930; Kiser & Black, 2005), formal education (role, 1986, Thorkildsen, 1994; Derry Bery & Thoma, 2000) Kohlberg, 1976; Leman, 2001), and also, gender (Eysenck, 2004; DeWolfe, Jackson, & Winterberger, 2004).

The most important thing that can affect the student's value knowledge is how the learning process at school done. The teaching materials that has content value greatly influence the formation of one's value knowledge. Teachers can use teaching materials that are character-filled, teaching materials that are able to bring character knowledge to learners than they will have good feeling and behave in character. The teaching materials may be literary works (prose, poetry and drama), biographies, general knowledge concepts, and other important informational texts (Abidin 2016).

Knowledge of value is certainly not enough to shape a person's careness. It takes role model and habituation of caring attitude in the long term. Parents are the most prominent role model of careness at home while the teacher is the most important role model of caring behavior in school. with the existence of Role model, then there will be a process where students try to behave like model behavior (exemplary) which observed, which the process is often called the identification process. Furthermore, habituation with various activities that show caring attitude is not less important in shaping the students' careness.

5. Acknowledgement

This research was financially supported by Indonesian Endowment Fund (LPDP) for education. The author would like to express deepest gratitude to LPDP (Indonesia Endowment Fund of Education) for the support of this research.

References

- [1] Abidin, Y. (2012). Pembelajaran Membaca Berbasis Pendidikan Karakter. Bandung : Refika Aditama.
- [2] Askar, Suherman & Yerizon (2012). Meningkatkan Kepedulian Sesama Siswa Dengan Penerapan Pembelajaran Kooperatif Tipe Teams Assisted Individualization. Vol. 1 No. 1 (2012) : Jurnal Pendidikan Matematika, Part 3 : Hal. 39-42.
- [3] De Roche, E.F., Sullivan, B.L., Garret, S.D. 1999. Character Matters: using Newspaper to Teach Character. San Francisco: Use The News.
- [4] Derryberry, W. P., & Thoma, s. J. (2000). The friendship effect: It's role in the development of moral thinking in students. About Campus, 5(2), 13-18.
- [5] DeWolfe, T. E., Jackson, L. A. & Winterberger, P. (2004). A comparison of moral reasoning and moral character in male and female incarcerated felons. Sex Roles Journal, 18(9), 583-593.
- [6] Eysenck, M. W. (2004). Psychology: An international perspective. Canada: Psychology Press.
- [7] Freud, S. (1930). Civilisation and its discontent. London: Hogarth Press.
- [8] Hakam, A, K. (2010).Model Pembelajaran Pendidikan Nilai. Bandung: Yasindo Multi Aspek.
- [9] Hakam, A,K & Nurdin, E, S. (2016). Metode Internalisasi Nilai-Nilai untuk Memodifikasi Perilaku Berkarakter. Bandung: Maulana Media Grafika.

- [10] Kiser, L. j. & Black, M. M. (2005). Family processes in the midst of urban poverty: What does the trauma literature tell us? *Aggression and Violent Behavior*, 10(6), 715 - 750.
- [11] Kohlberg, Lawrence (1969), "Stage and Sequence: The Cognitive Developmental Approach to Socialization," in *Handbook of Socialization Theory and Research*, D. Goslin, ed. Chicago: Rand McNally, 347-480.
- [12] Kohlberg, L. (1976). Moral stages and moralization: The cognitive-developmental approach. In T. Lickona (Ed.), *Moral development and behavior: Theory research and social issues*. New York: Holt.
- [13] Kohlberg, L. & Hersh, R.. (1977) Moral development. *Moral Development: a review of theory, theory into practice*, 16 (2), 53-59. Doi: 10.1080/0040584770954267.
- [14] Kohlberg, L. (1981). *Essays on Moral Development. The Philosophy of Moral Development. Vol I*. San Francisco: Harper & Row Publisher.
- [15] Leman, P. J. (2001). The development of moral reasoning. In C. Fraser & B. Burchell (Eds.), *Introducing social psychology*. Cambridge: Polity Press.
- [16] Lickona, Thomas. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York, Toronto, London, Sydney, Auckland: Bantam books.
- [17] Mawardi. 2012. *Implementasi Model Pembelajaran Kooperatif Melalui Diskusi Dilema Moral Dalam Mengembangkan Empati Dan Peduli*. Unpublish Dissertation: Universitas Pendidikan Indonesia.
- [18] McElmeel, S.L. 2002. *Character Education: A book Guide for Teachers, Librarians, and Parents*. Colorado Libraries: Unlimited.
- [19] Murniati, B. 2011. *Pengaruh Pendekatan Analisis Nilai dalam Pembelajaran IPS terhadap Sikap Kepedulian Sosial Peserta Didik*. Unpublished Thesis: Universitas Pendidikan Indonesia.
- [20] Rest, J. (1986). *Moral development: Advances in research and theory*. New York: Praeger.
- [21] Rich, D. 2008. *Megaskills: Building Your child's Happiness and Success in School and Life*. United State: Sourcebook. Inc.
- [22] Samani, M & Hariyanto (2012). *Kosep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya
- [23] Sigelman, C. K. (1999). *Life – span human development*. USA: Book/Cole Publishing Company.
- [24] Stevenson, N. 2006. *Young Person's Character Education Handbook*. United States of America: JIST Publishing Inc.
- [25] Thorkildsen, T. A. (1994). Some ethical implications of communal and competitive approaches to gifted education. *Roeper Review*, 17(1), 54-58.