



TRECB (Transformative Reflexive Empowering Character Building) Based Practice Student Profile in Elementary Schools

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Abstrak

Zaman yang begitu canggih, informasi berkembang dengan pesat, tentunya disertai dengan efek samping yaitu kemerosotan moral, sehingga peneliti mengambil sikap solutif. Tujuan penelitian ini adalah untuk mengetahui efektivitas penerapan model TRECB. Pengumpulan Informasi, Perencanaan, pengembangan formulir produk awal, uji lapangan awal, revisi produk utama, uji lapangan utama, revisi produk operasional, uji lapangan operasional, revisi produk akhir, serta diseminasi dan implementasi hasil penelitian dari 7 sekolah yang dikunjungi peneliti 60% yaitu 4 sekolah sudah melaksanakan pendidikan karakter, kemudian 3 sekolah masih belum menggunakan metode yang tepat dalam pelaksanaannya sehingga peneliti menemukan rumusan efektif dalam merumuskan pendidikan karakter model TRECB dengan layanan 4P+1i yaitu pengenalan, latihan, pengulangan, pembiasaan, dan internalisasi, hasil penelitian ini adalah terwujudnya perubahan yang signifikan sebesar 80% terhadap terwujudnya profil karakter yang terinternalisasi pada diri siswa, pembiasaan karakter sudah mulai menumbuhkan hakikat anak yang secara sadar menjalankan perilaku yang baik, sehingga dapat disimpulkan bahwa ide pengembangan Model Pendidikan TRECBE merupakan solusi untuk mencerminkan perubahan karakter siswa SD yang lebih baik sesuai keinginan tanpa adanya paksaan siswa melaksanakan pembiasaan karakter yang baik..

Kata Kunci: *Transformatif, Refleksif, Memberdayakan, Membangun Karakter*

Abstract

The era is so sophisticated, information is developing rapidly, of course accompanied by side effects, namely moral decline, thus the researchers take a solution attitude. The purpose of this study is to determine the effectiveness of the application of the TRECB model. Information Gathering, Planning, developing initial product forms, initial field tests, main product revisions, main field tests, operational product revisions, operational field tests, final product revisions, and dissemination and implementation of the results of the research from 7

schools the researchers visited 60% that is 4 schools have implemented character education, then 3 schools still have not used the right method in its implementation so researchers found an effective formula in formulating the TRECB model character education with 4P+1i services namely introduction, practice, repetition, habituation, and internalization, research results this is the realization of a significant change of 80% to the realization of an internalized character profile in students, character habituation has begun to cultivate the essence of children who are consciously carrying out good behavior, so that it can be concluded that the idea of developing the TRECB Educational Model is a solution to reflect better changes in student character elementary school that we desire without any coercion the students carry out good character habituation.

Keywords: *Transformative, Reflexive, Empowering, Character Building*

Introduction

Character education is education about character, or education that guides the essence of character in the three realms of creativity, taste and intention (Wardani, Lubis, & Lisdayanti, 2023). According to (Dwinata, Siswanto, & Raharja, 2023) Character education is a procedure that fosters character values in students including insight, self-understanding, determination, and spirit components as well as steps to implement values, both towards God Almighty, oneself, other people, the environment and society, so that a person will be realized. Kamil. Character education was popularized in America. In England, character education is known as values education and in Indonesia it is known as character education. Character is all patterns of thought that are interpreted (implemented) in the form of attitudes and behavior, or creativity, taste, intention (and work) based on good (noble) moral teachings so that character is also called noble character. (Dharma & Siregar, 2014).

The teacher is the actor and front guard who directly deals with the learner to cultivate, cultivate and familiarize the character so that it is internalized in the learner and put into practice in everyday real life and ultimately becomes the

learner's noble character or personality. (Fauzi, Arianto, & Sobayarin, 2013). Teachers must be strategic figures in building students' character and habits professionally and instilling positive things (Primiero, Raimonde, Bottone, & Tagliabue, 2017). Based on the author's experience, to teach character, teachers need to be supported by selecting appropriate materials, methods and media. This support is a minimum requirement that can be fulfilled by all teachers. "Free Human School" Man 'arofa nafsahu faqad 'arofa Robbahu (Who knows his soul (nafs), will know his Rabb (Al-Hadist).

The role of teachers and school residents in forming student character (Jailani, Rochman, & Nurmala, 2019). Teachers are the second parents after those at home. Just like parents, teachers must treat students as if they were their own children. There must be no discrimination, harsh treatment, or words that can hurt children. In the current era of the latest curriculum, teachers must be examples and role models for students (Fitriyah & Wardani, 2022). Teachers should avoid the following things: teachers teach diligence or discipline but the teacher himself is often late, teachers teach tolerance towards others but the teacher has no concern for the students, teachers teach a simple life

but the teacher himself lives in luxury, teachers teach gentleness and love It's a shame but the teacher himself is rude to the students, the teacher teaches cleanliness but the teacher never reminds him when there is rubbish in the class. These are some things that we may still find in some schools.

Being an educator is not easy, because teachers have a dual role in educating children. According to (Rusdiana, 2014) viewed from an actualization point of view, teachers are required to educate their own families with all their problems, but on the other hand teachers must also act as educators in schools. According to (Dwinata, Pratiwi, & Nuruddin, 2023) These two dual roles must not overlap. If a teacher is facing family problems at home, don't bring them to school. Likewise, if a teacher has problems at school, don't take them home because if it can't be avoided, that's the problem. what happens is an outlet for emotions due to the placement of problems that are not in their proper place. Teachers don't just teach, but how a teacher can provide the best for their students. The art of managing problems is very necessary for teachers because it is not impossible that teachers will be faced with various problems from students at any time. According to (Dwinata, Pratiwi, As'ari, & Sa'dijah,

2022) Learning should not only lead to intelligence alone, saving knowledge which only leads to intelligence alone, saving a lot of knowledge, but it should also produce noble character. According to (Rahmawati, 2018) The transformative learning learning model has various variants depending on the approach used. According to (Taylor & Mezirow, 2013) states that transformative learning is grouped into four categories, namely (a) emancipatory approach, (b) cognitive-rational approach, (c) developmental approach, and (d) spiritual-integrative approach. Transformative learning does not mean that the millennial generation can act freely according to their wishes, but it is still in the process of assisting educators to bridge them in generating and activating themselves in creating a sense of responsibility for learning. (Efendi, Indrianti, & Himmah, 2020). The end of this problem is the growth of learning creativity of the millennial generation in managing learning activities responsibly through a process of mentoring, friendship, teamwork, dialogue, by applying the principles of appreciation and reinforcement as well as educational punishment. on learning success and failure. According to (Kim, 2021) In the post-covid-19 pandemic era, transformative learning models are

essential in producing social, religious activities and meaningful learning to live a better and more meaningful life.

The measurement of learning success and failure when viewed from a transformative learning perspective places more emphasis on the learning process and not just the final result of learning.(Baedowi, 2015). Based on research(Hia, 2016)The transformative learning model is a learning model that has a positive impact on matters of religion and ethics in the educational environment. According to(Purnamawati & Pradipta, 2022)The advantage of transformative learning is that it can build student character through a learning process that is meaningful and relevant to the realities of current and long-term life. Therefore, aspects relating to instructional effect and nurturing effect become one unit in achieving learning targets. From the statement above the researcher took the title:Development of the TRECIB (Transformative Reflexive Character Building) Character Education Model Based on the Transformative Thinking Paradigm to Create Student Profiles in Elementary

Method

The approach used in this research is a quantitative approach and a qualitative approach. A quantitative approach is an

approach that uses formal, standard and measuring instruments. This approach is used to measure the level of implementation of the learning model development process including the level of validity, practicality and effectiveness of the model developed in the form of numbers or percentages of research results.

The qualitative approach is an approach to produce descriptive data in the form of written and spoken words from people and observed behavior. This research was used to produce a data description of the process of developing a character education model including the level of validity, practicality and effectiveness of the model. Several descriptions are used to lead to conclusions. The combination in this research was carried out with the aim of obtaining more comprehensive, valid, reliable and objective data. The combination approach used in this research is development research. Borg and Gall in(Setyosari, 2013)explains that development is a process used to develop and validate products. The development in this research will produce a product in the form of a TRECIB (Transformative Reflexive Character Building) educational model based on transformative thinking to create student profiles in elementary schools. The development pattern used by

the Borg and Gall Development Model is as follows:

1. Preliminary Study (Research and Information Collecting)

This research study includes needs analysis, literature study, literature study, research small scale and standard reports required. To carry out a needs analysis there are several criteria, the first is that the product will be developed which is important for education, then the product has the possibility to be developed. Human resources have the skills, knowledge and experience who will develop the product. Next, there are to develop the product, a literature study is carried out: A literature study is carried out for a temporary introduction to the product to be developed. This literature study was carried out to collect research findings and other information related to planned product development through small-scale research: Developers often have questions that cannot be answered by referring to research studies or professional texts. Therefore, developers need to carry out small-scale research to find out several things about the product to be developed.

2. Planning Research (Planning)

After conducting a preliminary study, developers can proceed to the second step, namely planning research. Borg And Gall

research planning which includes formulating research objectives, estimating funds, energy and time as well as formulating researcher qualifications and forms of participation in research.

3. Design Development (Develop Preliminary of Product)

Product design to be developed (hypothetical design); as well as research facilities and infrastructure needed during the research and development process; determine the stages of implementing design tests in the field determine the job description of the parties involved in the research.

4. Preliminary Field Testing

This step is a limited product test which includes: initial field tests on the product design, limited in nature, both to the substance of the design and the parties involved, then the initial field tests are carried out repeatedly so that a feasible design is obtained, both in substance and methodology.

5. Revision of Limited Field Test Results (Main Product Revision)

This step is a model or design improvement based on limited field testing. Initial product improvements will be made after limited field trials. At this initial product refinement stage, more is

done using a qualitative approach. The evaluation carried out is more of an evaluation of the process, so that the improvements made are internal improvements.

6. Main Field Test

This step is a more extensive product test. This step includes testing the effectiveness of the product design, then testing the effectiveness of the design, in general, using experimental techniques of repetition models. The results of the field tests are that an effective design is obtained, both in terms of substance and methodology.

7. Revision of Wider Field Test Results (Operational Product Revision)

This step is the second improvement after a wider field test was carried out than the first field test. Refining the product from the results of this wider field test will further strengthen the product we are developing, because the previous field trial stage was carried out with a control group. The design used is pretest and posttest. Apart from internal improvements, product improvements are based on evaluation of results so the approach used is a quantitative approach.

8. Feasibility Test (Operational Field Testing)

This step includes, preferably on a large scale, testing the effectiveness and adaptability of the product design, testing the effectiveness and adaptability of the design involving potential product users; The results of the field test are a design model that is ready to be implemented, both in terms of substance and methodology.

9. Final Revision of Feasibility Test Results (Final Product Revision)

This step will further refine the product being developed. Refining the final product is deemed necessary to make the product being developed more accurate. At this stage, a product has been obtained whose level of effectiveness can be accounted for. The results of improving the final product have a reliable "generalization" value.

10. Final Product Dissemination and Implementation

Through scientific forums, or through mass media. Product distribution must be carried out after going through quality control. Data analysis techniques, steps in the research and development process are known as research and development circles according to the Four-D Model, then through seminar activities that are beneficial to the wider community

Result and Discussion

In the preliminary activities, a preliminary study was carried out at 5 schools including SDI At-Taqwa, SDI Lab School UNESA, SDI Khotidjah Manukan, SDN Japanan 2 Jombang SDN Diwek Jombang, researchers found several data, including to answer the first problem formulation, namely to see the development of character in school, we can explain the results of SDIT AT-Taqwa. As follows, SDIT At-Taqwa is a school that is consistent in cultivating morals which has been running as a school climate for the spirit of good behavior without coercion through a murobbi approach, namely that students are instilled in the concept of that all their behavior is seen by Allah and also the angels of the religion and how they children are not afraid of humans, all humans will be rewarded for what they do. Apart from that, a system was also built that directs management with several systems, the first is problem solving learning starting from the problems in the learning material, how to solve problems in the form of creative projects, besides that there is also a house system activity which is an organizational system that formed to carry out duties as a school discipline enforcement team, the work pattern is as follows: children from grades 1 to 6 are divided into 6 colors, namely red, yellow, green, purple, brown, green.

According to their intelligence categories, they are divided using a multiple intelligences approach

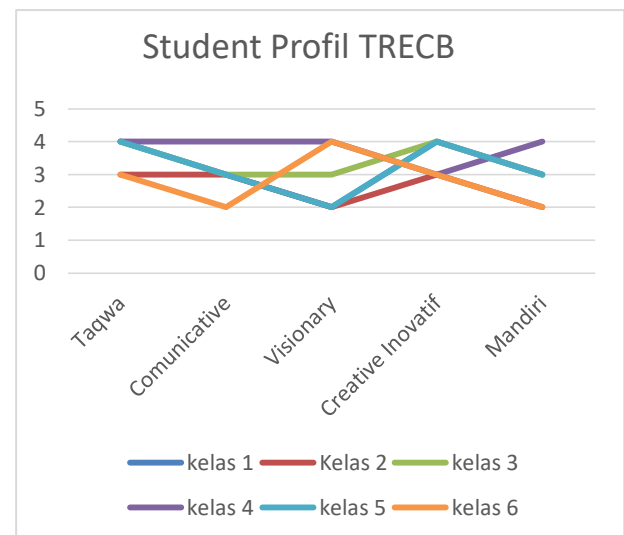
The students are divided into groups marked with the color of the house, so each house consists of classes 1, 2, 3, 4, 5, 6, so one house consists of all levels because there is an element of high-class cadre formation that helps their younger siblings to develop well. , then the upperclassmen try to be good because they will be set as an example by their lowerclassmen. Next, from a series of activities, a celebration was held for the achievements that had been achieved by each house to receive prizes for the achievements they had achieved. Furthermore, at the UNESA Elementary Lab School, we found data on the application of character as follows, that there is a school that is consistent in building visible character. from the take line growing with character, a dojo class application is there, this application is used to control children's behavior at school, assessment of student behavior is synchronized with parents and also stakeholders in their school so that a 360' assessment applies, namely the problem of children's character This is our joint responsibility. Furthermore, there are facilities from the Dojo application to be able to print as a narrative report on the

development of student behavior, then parents are invited to the SLC (Student Lead Conference) activity, namely the activity of reporting their child's progress to their parents.

The next elementary school is SDI Khotidjah, which is also a character-based elementary school. This elementary school teaches the attitude of maintaining a clean school environment through a program of bringing your own plates and bottles from home at the school, avoiding food wrappers scattered in the yard. This method is very effective in cultivating clean living. , as an illustration, children buy food that has packaging in it, then through good cooperation from the sellers, they open the food wrapper so that it does not leave the canteen and children eat in canteens where waste control at its source has been provided, namely the canteen can be handled as early as possible by good. Next is SDN Japanan 2 Jombang that the school is also committed to developing morals through 3R activities (Reduce, Reuse, Recycle) for children together with the guidance of teachers to create creative works ranging from pencil cases to tablecloths, bags and classroom decorations. and other bead crafts that can be used as profit models by schools can also train the creative and entrepreneurial

spirit of children as additional creativity from their respective fields.

Furthermore, there is SDN Diwek One which teaches an attitude of devotion. This manifestation can be seen that every morning every child performs the dukha prayer in congregation, starting from grade 1 to grade 6, they pray in congregation. Every child who performs the dukha prayer just gets a class entrance ticket.



This step is taken to train For children to get used to dukha prayer, how to fight sleepiness, they have to get up early for a month or two. This activity is very energy-draining because the children are not used to getting up early and praying duha prayer after a fairly long process so that the dukha prayer activity can run well.

Gambar 1: Student Profil TRECB

In general, all schools have implemented character education with their own targets and methods, there are several special

notes that it is never too late for education, everyone has the right to be good, perhaps the process must be patient and requires struggle. Furthermore, the importance of transformative thinking is thinking forward for the future. Not just surrendering like flowing water because Good things that are not planned will be outweighed by bad things that are planned. It's time for us to start cultivating character in our children's hearts. This is relevant to the opinion (Hardika, 2020) that the transformative learning model is very useful for students in the elementary school environment to recognize and understand students' experiences based on social, psychological and spiritual frameworks. Confirmed by research (Sinaga, 2023) Through the transformative learning model applied to elementary school students, students will gain understanding and confidence about character in determining direction and attitudes towards changing themselves for the better. According to (Christianto, 2015) Forms of transformative learning models within the scope of elementary schools include: 1) keeping the school environment beautiful and comfortable, 2) building religious culture intensively, 3) building creative activities through recycling programs, and 4) organizing market programs day as an

entrepreneurship education strategy. According to (Ramdani, 2018) These steps are a form of innovative actualization in building quality schools.

Conclusion

This research is an important idea because it is needed individually and universally regarding the importance of character development in each individual or group in building a more advanced and characterful Indonesian generation. It is time for us to cultivate character in our children's inner plantations so that in the future they will not only be an intelligent generation but more than that an intelligent, noble generation. Independence cannot be interpreted as doing everything according to one's own taste. Likewise, in terms of school, we cannot only make children learn according to their intelligence, but it must lead to submission, devotion to Allah SWT. School is not only a place that is fun, exciting, intelligent but must be ENLIGHTENING. And enlightenment is meant by achieving freedom from the slavery of lust "Towards true human nature to return to Him. Learning should not only lead to intelligence alone, knowledge savings which only lead to intelligence alone, large savings of knowledge, but it should also produce noble character. **Reference**

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