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The Effect of Feedback and Modeling Techniques on The Character of Integrity of Elementary School Students

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Abstract: Modeling technique is a counseling technique in a behavioral approach which is rooted in Albert Bandura's theory in social learning theory, namely a technique to change, increase or decrease individual behavior by learning through direct observation (observational learning) to imitate the behavior of people and figures. The aims of this study are: 1) to analyze the effect of providing feedback and modeling techniques on the character of students' integrity in elementary schools; 2) to analyze the difference in the effect of providing feedback and modeling techniques on the character of students' integrity in elementary school. This research uses quantitative methods with experimental research and Nonequivalent Control Group Design. The data obtained were analyzed by t-test. to find out if the independent variable (X1, X2) affects the dependent variable (Y). To find out how big the influence of giving feedback and modeling techniques is on the character of students using the N-Gain test. The results of the analysis of the effect of providing feedback and modeling techniques on the character integrity of elementary school students using the t-test, t-count results obtained -29.21555057 and t-table of 1.67528495. Because t-count < t-table, there is a significant difference between the average character integrity of the control class and experimental class students. From the N-Gain test, the result is 0.62 in the medium category. Based on the findings, it can be concluded that providing feedback and modeling techniques has a positive influence on the integrity character of elementary school students.

Keywords: Effect, Feedback, Modeling Technique, Integrity Character

1. Introduction

At this time the development of information and communication technology is growing very rapidly accelerating the flow of globalization. This of course has a positive or negative impact on a nation, and Indonesia is no exception. In line with what was stated by Solihati, Hikmat, & Elmikasari (2017) that the development of information technology has caused many teenagers to connect with things that are global which in turn has a negative and positive impact. Suparlan (2016) states that the influence of globalization that is and will take place will have an effect continuously for an indefinite time and this is increasingly difficult to overcome. The problem that arises from the rapid flow of globalization is the moral degradation of the character of Indonesian children (Safitri, 2018). So in the current era of globalization, students are not only educated in knowledge (cognitive) but there must be a balance between "feel" (affective) and psychomotor. National development efforts, especially for nation and character building, are felt increasingly urgent, especially in a global era that is full of changes that have harmed fostering the morality of the nation's children (Julia & Supriyadi, 2018).

Based on the problems, the government seeks to strengthen the character of Indonesian children through character education to counteract the negative impacts of globalization. To strengthen the implementation of character education in education units, 18 values have been identified that come from religion, Pancasila, culture, and national education goals (Ridluwan et al., 2021). With character education, students are expected to become human beings who believe and have knowledge and skills that are useful for themselves and others.

To realize the expected character values in students in the challenges of globalization which continues to grow with both positive and negative impacts. Teachers need to innovate to maximize character education. One way to instill character values is to provide feedback to students. In addition to providing feedback, the cultivation of character values is done by modeling techniques, where the teacher is used as an example of behavior for students. Palunga & Marzuki (2017) states that in Javanese terms it says that the teacher is someone who is trusted (trusted) and imitated (emulated), the teacher is a profession that deserves to be respected and upheld. Implementation of this, the teacher should be a model

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to make the world of education that is character-based, moral, and does not leave local cultural wisdom. This is following Ki Hajar Dewantara's motto "Ing ngarsa sung tuladha", which means that a teacher must be able to be a good example and role model for students, both in terms of attitude and mindset

Based on observations made by researchers on the character of students at Public Primary School No. 1 Sembungharjo from August 9 to 21, 2021 in limited online and face-to-face learning, it was found that the character possessed by students was still low, especially in the character of responsibility, discipline, honesty, hard work, creative and independent. The low character possessed by students is seen when getting assignments, most students do not collect assignments (responsibility) and when face-to-face learning is limited, most students do not come according to the specified schedule (discipline).

From the results of observations made by researchers on the character of students when online and face-to-face learning is limited. So, we need an action that can affect the character of students in a positive direction. This is following the research conducted by Hidayah, Hediyati, & Setianingsih (2018) that giving feedback to influence students' character in a more positive direction can be done using modeling techniques as in the research conducted showing that there is a relationship between the value of honesty and modeling techniques that can shape the character of early childhood. In line with the research above, research.

Based on the results of previous research, giving feedback and modeling techniques can influence students' character in a more positive direction. However, in previous studies, the character of elementary school students was only influenced by providing feedback or using modeling techniques. From the results of previous studies and observations in the field, researchers will conduct research by collaborating and providing feedback with modeling techniques, which aims to influence the character of the integrity of elementary school students in a positive direction.

1.1 Research Objectives

The aims of this study are 1) to analyze the effect of providing feedback and modeling techniques on the character of students' integrity in elementary schools; 2) to analyze the difference in the effect of providing feedback and modeling techniques on the character of students' integrity in elementary school.

2. Methodology

2.1 Research Design

The method used in this study is quantitative research which is used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions (Sugiyono, 2018). According to Gopalan, Rosinger, & Ahn (2020), experimental research was conducted to examine the possibility of causality between variables by exposing the experimental group to several treatment conditions and comparing the effects (results) with one or more control groups that were not treated.

The population in this study were sixth-grade elementary school students in the Sudirman Cluster, Pulokulon District, Grobogan Regency. The sampling technique used in this research is purposive sampling, where the sampling is based on certain criteria from the members of the population. The sample of this research was taken from Public Primary School No. 1 Sembungharjo totaling 28 students and Public Primary School No. 4 Sembungharjo totaling 25 students.

To obtain data using the technique: 1) interviews conducted through direct question-and-answer between researchers and sources or data sources (Sheffield, 2020). Interviews were used to determine the initial condition of the student's character. The informants from the interviews were sixth-grade teachers in the Sudirman cluster, Pulokulon District; 2) The questionnaire was conducted by giving a set of questions to the respondents to be answered (Sugiyono, 2018). Questionnaires were used to determine the condition of the students' character before and after being given feedback treatment and modeling techniques.

3. Results and Discussion

3.1 Knowledge

The results of the study were obtained from data analysis and findings during the process of collecting questionnaire data. The research data was obtained from the pre-test and post-test scores in each class in this study. Initial data on the character of students' integrity was obtained from the scores of the questionnaires distributed to students. The value of the post test questionnaire results was used to determine the character of the integrity of the students after being given treatment. The data obtained were sourced from the control class and the experimental class by providing feedback and modeling techniques shown in Table 1.

Table 1: Description of Research Result Data

Data Analysis	Integrity Character			
	Control Class		Experiment Class	
	Pre Test	Post Test	Pre Test	Post Test
Mean	56.73	59.76	58.87	84.20

Median	56.67	60.00	58.33	85.00
Varian Value	11.83	6.94	9.19	11,83
Standard Deviation	3.44	2.63	3.03	3.44
Lowest Score	50.00	55.00	51.67	80.00
Highest Score	61.67	66.67	65.00	90.00

Sources of data obtained and processed from the analysis of the author's research (2022)

Based on the table above, the following results were obtained: 1) in the control class with a sample of 28 students from Public Primary School No. 1 Sembungharjo, the average value of the integrity character pre-test questionnaire was 56.73. The maximum value that can be obtained is 61.67 and the lowest value is 50.00. The average post-test score is 59.76. The maximum value obtained is 66.67 and the lowest value is 55.00; 2) in the experimental class with a sample of 25 students from Public Primary School No. 4 Sembungharjo, the average value of the integrity character pre-test questionnaire was 58.87. The maximum value that can be obtained is 65 and the lowest value is 51.67. The average post-test score is 84.20. The maximum value obtained is 90 and the lowest value is 80.

Hypothesis testing in this study used the Independent Sample T-Test. The basis for making the decision of the Sample T-Test, namely to determine the effect of giving modeling techniques and feedback on the integrity character in the control class with the experimental class, the t-Test test: Two-Sample Assuming Equal Variances was carried out. For more details, consider the following Table 2.

Table 2: Post-test Analysis of Integrity Character in Control Class With Experiment Class

t-Test: Two-Sample Assuming Equal Variances		
	Variable 1	**Variable 2**
Mean	59.76190476	84.2
Variance	6.937095826	11.83333333
Observations	28	25
Pooled Variance	9.241207594	
Hypothesized Mean Difference	0	
Df	51	
t Stat	-29.21555057	
P(T<=t) one-tail	8,14963E-34	
t Critical one-tail	1.67528495	
P(T<=t) two-tail	1,62993E-33	
t Critical two-tail	2.00758377	

Sources of data obtained and processed from the analysis of the author's research (2022)

Perform the analysis, can be explained by the steps of calculating the standard deviation (S2) from the standard deviation of the control class (2.63) and the experimental class (3.44). For the control, class variance is 6.94 and the experimental class is 11.83 with a degree of freedom (df) 51. Then calculate t-count. The result of t-count is -29,21555057. Next compare with t-table. The number of control class (n1) and experimental class (n2) is 53, so (n1+ n2) – 2 = 51. Significant level a = 5% (0.05), then t-table is 1.67528495 so that the value is t-count < t-table.

From the table and data interpretation, it can be concluded that because t-count < t-table, there is a significant difference between the average character integrity of the control class students and the average integrity character of the experimental class students or the class receiving feedback and modeling techniques in learning. The average result of the integrity characteristics of the control class students is lower than the average result of the integrity characteristics of the experimental class or students who are given treatment using feedback and modeling techniques in learning.

In addition to calculating the average integrity character of the experimental class students after providing feedback and modeling techniques, an analysis was also carried out, namely calculating the standard deviation and the value of the variance, then also conducting an N-gain analysis by comparing the average pre-test and post-test results of the experimental class. The calculation results obtained the gain = 0.62 in the medium category.

4. Discussion

Based on the results of the study, the effect of providing feedback and modeling techniques on the integrity character of students was sought based on the control class and the experimental class. The control class is class VI Public Primary School No. 1 Sembungharjo, while the experimental class is class VI students from Public Primary School No. 4 Sembungharjo. The control class was not given the same treatment as the experimental class. Control class according to

conventional models/techniques without using feedback and modeling techniques. However, they were given the same pre-test and post-test as the experimental class. Meanwhile, the experimental class was carried out using feedback and modeling techniques.

In the implementation of learning, teachers always provide positive feedback to students, so that students are motivated to act more responsibly and honestly. In addition to providing positive feedback, the teacher acts as a model by setting a positive example in terms of responsibility and honesty to students which has an impact on students imitating what the teacher does. Because character cultivation is the main key to forming a child's positive character and becomes the basis of a personality that will make a person have a strong character. The balance of cognitive abilities and positive character is one of the factors that determine student success (Zurqoni, Apino, & Anazifa, 2018).

Analysis of research results to determine the effect of feedback and modeling techniques in improving the character of integrity can be discussed from the results of the pre-test analysis of the experimental class, in the form of a questionnaire given to students to measure the character of integrity, the average character of integrity is 58.87 with the highest score of 65. .00 and the lowest value was 51.67. From the calculation of this average analysis, the variance (s2) is 9.19 and the standard deviation (s) is 3.03.

After the post-test was carried out in the experimental class, the average integrity character increased to 84.20 with the highest score of 90 and the lowest value of 80. The value of variance (s2) was 11.83 with a standard deviation or standard deviation (s) of 3.44. From the results of the calculation of N-gain by comparing the average pre-test and post-test integrity characters. The results of the calculation obtained the results of g = 0.62 with a moderate category so it turned out that there was an increase.

To further clarify the explanation regarding the discussion of the results of the effect of feedback and modeling techniques can be seen in the following Table 3.

Table 3: Comparison of the Results of the Character of Integrity Control Class and Experiment Class

Comparison	Control Class	Experiment Class
Integrity Character Average	59,76	84,20
Highest Score	66,67	90,00
Lowest Score	55,00	80,00

Sources of data obtained and processed from the analysis of the author's research (2022)

To calculate the effectiveness analysis, the t-test (Two-Sample Assuming Equal Variances) was used. It was obtained that the significance result (Sig. (2-tailed)) for the experimental class pretest and post-test scores was 0.000 because the value of sig.0.000 < 0.05 then Ho was rejected so that it accepted H1 which means that there is a significant difference between the average initial integrity characters (pre-test) and the character of the final integrity (posttest) of the experimental class. Based on these results, there is an increase in the character of students' integrity after being given treatment using feedback and modeling techniques.

Character integrity is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, and has commitment and loyalty to human and moral values. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistent actions and words based on the truth (Ministry of National Education, 2009).

The results of the study which contain that feedback and modeling techniques are also supported by the opinions expressed in research conducted by Eliza (2019) providing feedback in learning shows that the feedback strategy provides positive results in achieving the learning objectives that have been set. In contrast to the research that the researcher did, the feedback given in this study was not to improve learning outcomes but to improve the character of students' integrity.

Feedback serves as motivation, reinforcement, or punishment for what has been done repeatedly. If the form of the feedback given by the teacher to students is appropriate, it will be a reinforcement and motivation for the repetition of the positive behavior. If positive behavior is carried out repeatedly, it can build student character in a better direction. The technique of giving feedback can be given orally or in writing. Haryoko (2011) provides feedback that can be done immediately after the activity takes place without having to wait for the next activity (immediate feedback), or it can also be given at a certain grace period after students have gone through several activities (delay feedback).

Giving feedback accompanied by modeling/exemplary techniques will give habits that become a character. Because the modeling technique is an imitation technique, the process of imitating children against adults; the process of imitating children to their parents; the process of imitating students against their teachers; the process of imitating what community members do to the community leaders. The purpose of the modeling technique is to eliminate certain behaviors and form new behaviors (Neukrug, 2017).

From the comparison of the results in this study with previous studies, it is concluded that feedback and modeling techniques can improve the character the integrity of sixth-grade elementary school students. The effect of using modeling and feedback techniques in improving the integrity character of elementary school students can be seen from the t-test which shows that there is a significant difference in giving feedback and modeling techniques on the integrity character

of students. These results are in line with previous studies, where certain techniques or models can improve the character of students' integrity.

5. Conclusions and Recommendations

Based on the results of the study, the conclusions obtained in this study are that there is a significant effect on the use of feedback and modeling techniques to improve the character the integrity of the sixth-grade elementary school students in Sudirman Gugus, Pulokulon District, Grobogan Regency. Based on the calculation of t-count, the result is -29.21555057 and t-table is 1.67528495 with a significant level of a = 5% (0.05), so the value is that -t-count < -t-table. With a significant difference between the average character integrity of the control class students and the average integrity character of the experimental class students or classes receiving treatment using feedback and modeling techniques, then Ha is accepted and H_0 is rejected. The N-gain value obtained by comparing the average pre-test and post-test integrity characters obtained the results of g = 0.62 with a medium category.

The suggestions that can be submitted are as follows: 1) Giving feedback needs to be applied in elementary schools to improve the character of students' integrity; 2) The provision of modeling techniques needs to be applied in elementary schools to improve the character of students' integrity, and 3) teachers should be able to provide feedback/reinforcement to students, besides that teachers need to be models/models for students in inculcating character values.

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Conflict of Interest

The authors declare no conflicts of interest.

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