The Development Of Character Based Group Investigation Learning Models For Blind Students

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Abstract. This study aims to develop a character-based group investigation learning model for blind students. The development is prioritized on the content of the learning model by using Borg & Gall's three stages of development namely, research and collecting information (literature review, relevant research), planning (model development planning), and developing products related to content. The research method used a qualitative case study method, with content validation based on expert validation. Character-based group investigative learning model is a modification of investigative group learning and character, developed specifically for blind students with advantages in other senses are expected to have a new spirit in learning. The development of the model related to content has several steps, namely: 1) Students are divided into small groups by expressing problems that exist in the community as a theme; 2) Each group with their respective problems; 3) Between groups giving advice on problems that happen or are discussed by other groups; 4) Suggestions from each group were analyzed using the character indicators developed; 5) The conclusion of each discussion in each group is collected by the learning guide / teacher; 6) Drawing conclusions from each theme associated with the character indicators that appear in the learning. Expert validation regarding content from the five steps above which consists of: 1) Accuracy of steps; 2) Suitability of the theory; and 3) Language / word use. The results of the development character-based group investigation learning model have been validated by two Special School Education experts (PLB), and declared valid.

1. Introduction
Schools or educational institutions that are the benchmark the success of the education quality have a very important role. The efforts of improving the quality of education certainly support the improvement of the learning quality in various levels of education, this business will run well if it is supported by the willingness and competence of the education managers to make continuous improvements. The quality of education will be better if all the elements of students' abilities, the ability of educators, facilities, knowledge, and technology all contribute. Like students who must be prepared to receive learning materials, management and facilitie, infrastructure should also be adequate, besides that it also requires professional instructors in the sense that they are not only able to convey the existing material but also able to develop potential that exists in students by being supported by adequate educational facilities.
The learning process is a core part of existing educational activities, and requires continuous improvement regarding many things such as methods, curriculum, learning media, teacher quality, learning evaluation and others, so that the learning process is a future oriented system without neglecting education character. Thus quality learning should be able to answer the challenges of the times in the future, and also make students not only as objects of learning but also can be subjects in learning, by providing opportunities for students to be able to develop their potential with high creativity, which will be very useful for him in the future.

Good learning should be able to help students in achieving learning goals and self-development, so that learning is oriented to the needs and abilities of students. And this learning activity should be able to provide a pleasant and useful experience for students. The teacher needs to use various kinds of learning methods as needed according to the material to be given. Many methods can be used by teachers in learning, this application will have a major effect on the ability of students in educating themselves, successful educators are not only able to deliver course material, but even more successful educators are able to engage students in tasks that are full of cognitive and social content, and are able to teach students to implement these tasks productively.

Especially for learning held in schools with special needs or Special Schools (SLB), of course they have their own way of how teachers deliver material to students who have limitations. For example, in SLB-A (specifically for blind students), teachers should have their own way of developing materials and methods to be used in learning. In accordance with the learning based on the 2013 curriculum, character building is very important in learning achievement. Therefore learning for students with special needs especially blind students requires the right method so that learning outcomes can be achieved. Group learning (cooperative) is one good method because students can learn effectively, assuming: synergies that are enhanced in collaboration will increase motivation that is far greater than the form of individual competitive environments. Assignment in groups by looking for problems each group (group investigation) which includes material about the character is very suitable for learning in SLB-A.

This research provides a concept of learning model of character-based group investigation for blind students. The significance is the planting of characters for blind students by using group investigation learning, as a further step of developing this learning model. This method provide recommendations for schools especially teachers in Schools with Special Needs for the Blind (SLB-A).

2. Literature Review
2.1. Group Investigation Learning
Many methods can be used by teachers, this is of course to support learning and adapted to the material being studied. The application of appropriate learning methods certainly influences learning outcomes. The success of learning is not only seen from the achievement of knowledge but also skills and attitudes, including the involvement of students in collaborating in learning. Learning and assignment in groups is one effective method, with group learning will further increase student learning motivation compared to individual learning. As expressed by Joyce, Weil & Emily, cooperation to increase positive feelings towards one another eliminates a sense of solitude, students can learn from the exercises to improve their ability to cooperate [1]. Furthermore, for assignment by group or also called group investigation, it is very important for student cooperative planning [2]. Some learning steps in the cooperative method as in table 1. [3]:

| Phase | Activity                      | Explanation                                                                 |
|-------|-------------------------------|-----------------------------------------------------------------------------|
| Phase |                               |                                                                             |
| 1     | Submitting the objectives     | The teacher explains the objectives of learning and communicating competencies on the basis of what they want to learn about student motivatio |
|       | and motivating students       |                                                                             |
| Phase |                               |                                                                             |
| 2     | Presents the material         | The teacher presents the format of the database with the demonstration or the reading material |
Phase 3 Organizing the groups in the Teacher's learning groups

The Teacher explains that the principles of instruction form groups of learning and help each group to do the transition efficiently.

Phase 4 Guide groups and learning

The teacher guide groups to learn while they are doing their work.

Phase 5 Evaluation

The Teacher evaluates the results of learning about the material that has been studied or the groups representing the results of the work.

Phase 6 Providing Master's awards

The teacher provides good awards for both students and individual learning groups

One of the cooperative learning models is Investigation Group / Group Investigation, not only cooperating in groups but also students plan topics to be discussed [4]. Group Investigation involves students looking for interesting themes to be discussed in group discussions.

2.2. Character

Character education needs to be instilled early on, even though the character actually exists and it is inherent in the student but it still needs to be grown. According to Lickona, the content of good character is such as honesty, justice, courage, and compassion—are dispositions to behave in a morally good way [5]. The combination of cultural values, moral values, and religious values is a complete unity for a character definition. The growth of character in schools by instilling noble values is of course a special achievement for today's learning, as in one of the thoughts contained in the foundation of the 2013 curriculum philosophy [6], it means that shaping the character of students in accordance with the noble values of the nation of course one thing that is very supportive for achieving national education goals.

2.3. Blind Child

Children with special needs are children who experience deviations or disabilities in terms of physical, mental, emotional and social or a combination of these things in such a way that they need special educational services that are adjusted to deviations, abnormalities, or disabilities [7]. Children with disabilities have several characteristics, in each characteristic according to their disability, for example in children with visual impairments, characteristics: unable to see, unable to recognize people at a distance of 6 meters, real damage to both eyeballs, often groping / tripping over time, having difficulty taking small objects near him, some cloudy black eyeballs, great inflammation in the eyeball, eyes swaying continuously [7]. Furthermore, related to learning in school students with deficiencies in vision or blind people can optimally do learning if the teacher tries optimally too, the teacher is expected to be able to develop interesting learning material or topics and also use methods that can arouse students' interest in optimal learning.

Learning for blind students is designed or planned according to blindness and visual impairment of students so that they get proper education services [8]. Special services for students with visual impairments in schools related to material readiness for students, assistive devices are needed, for example with braille to help deliver material and learning methods that can arouse a sense of collaboration. This requires teacher creativity. Special services in general that should be obtained by blind students are opportunities for cognitive development (learning basic concepts, and problem solving skills). Learning orientation and mobility (learning to move independently in the environment). Social skills guidance (learning skills for everyday life and developing relationships) [9]. In general, blind students have the same rights to get a decent and good education.
3. Methods
This study used the Borg & Gall development method [10] in stages one to three only, with the provisions for the third stage to the expert validation. The development steps are as follows:

![Figure 1. Step Borg & Gall](image)

The first step: searching and reviewing literature related to group learning, character building, and children with special needs (blind people) in the form of books and journals. The second step determines the steps or concepts that become the character-based group investigation learning model for blind students. The third step sets the steps in the learning model and is tested or validated by two Special Education experts. Expert validation was carried out by PLB Study Lecturers at the University of Muhammadiyah Lampung, namely Heni Herlina, M.Pd., and Abdul Matiin Haqq, M.Pd.

4. Discussion
Character Based Group Investigation learning model for the blind students produced has several steps as in table 2:

| Steps | activity |
|-------|----------|
| First | Students are divided into small groups by expressing problems that exist in the community as a theme. |
| Secondly | each group with their problems. |
| The third | Each group provides advice on problems that arise or are discussed by other groups. |
| The four | suggestions from each theme were analyzed using the character indicators developed |
| The fifth | conclusion of each discussion in each group was collected by the learning guide / teacher |
| Sixth | conclusion drawing from each theme is related to the character indicators that appear in the learning. |

Then the validation was carried out using the assessment instruments by the two SLB experts (blind people) and the results were as shown in table 3 below:
Table 3. Validation of SLB experts

| Assessment of Criteria | Results       |
|------------------------|---------------|
| Suitability of steps   | Valid Accuracy|
| Suitable of Valid Theory | Valid Accuracy |
| Use of Language        | Valid Accuracy |

Steps, material or content, and language in assembling words in the character-based group investigation learning model are stated to be in accordance with the learning criteria for children with special needs (blind people).

5. Conclusion

Character-based group investigation learning model for blind students has six steps. The content of the learning model above is stated to be in accordance with learning content for blind students.

6. References

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