

Management of Noble Morals Education To Build The Soft Skill of Students Through Inquiry Discovery Approach In Biology Learning

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ABSTRACT

The focus of this research is The Management of Noble Moral Education to Build Soft Skills of Learners through the Inquiry Discovery Approach in Biology Learning in High School, which is motivated by the fact that although formal schools, both public and private, have been carrying out character education since the enactment of curriculum 2013. However, the study or results of research on character education and noble morals show that so far the management of character education carried out has not referred to the development of noble morals to build soft skills through proper learning design. This research aims to obtain an overview of the management of noble moral education that can build the soft skills of learners through the application of inquiry discovery learning model in biology lessons in high school. The practical benefits of this research can be used as a basis for institutions to improve quality based on the management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biological learning. Theoretically, the results of this study are expected to develop scientific characteristics related to the management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung, and MA Darul Arqam Garut Literature studies are carried out against relevant theories about Education Management, Noble Moral Education, and inquiry discovery leaning approach. The method used is qualitative research that aims to find holistic essential characteristics regarding the management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biological learning. The data collection techniques used in this study are through observation, interview, documentation studies. with research procedures using data analysis methods as well as data triangulation. The general conclusion in this study is that the planning, organizing, implementation, and evaluation of learning in the framework of the application of a discoveri inquiry approach in noble moral education to build the soft skills of learners, can bring up indicators of noble moral

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components and bring up also aspects of soft skills of learners. 2) The main obstacle felt is the occurrence of pandemic covid-19, which causes students to learn from home, in addition to the current globalization, as well as the hampered support of education funds from the community. The solution is the awareness and approach of educators / educational personnel, PPK implemented in an integrated with each school program, collaborate the participation of parents and teachers to foster the character of students, and improve services through. Especially for pesantren, duisusundan established Emergency Curriculum Supplement refers to the appropriate regulations and guidelines, as well as paying attention to the regulation of. Therefore, it recommends to various parties, among others to the Provincial Education office and the Municipal Education Office, to guide and train educators to have the ability to modify the syllabus and design a learning plan to integrate noble moral education and soft skills to school-level Educational Institutions both principals and school committees as holders and policy makers of education in their schools , to be able to provide guidance and training so that educators are able to organize integrated learning of noble morals that can build the soft skills of learners.

INTRODUCTION

The Indonesian education world responds to the major changes that are being struck, by continuing to make improvements and develop an educational curriculum that prioritizes the development of the nation's character. The revised 2013 curriculum currently includes character education; in the sense that the curriculum itself has character, and at the same time is oriented for the formation of noble morals of learners. Since 2020 UN has been abolished, and starting in 2021 it will be replaced with a Minimum Competency Assessment (AKM) and Character Survey.

The process of character building is in accordance with article 3, National Education System Law No. 20, Year 2003, which reads:

"National education aims to develop the potential of learners to become human beings who believe, trust in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible".

This article became important after research on The Management of Noble Moral Education in Biology Learning in High School. Studies or results of research on character education and noble morals show that so far the management of character education carried out has not referred to the development of noble morals.

to build soft skills that are relevant to the needs through the right learning design. Based on the description above, the author conducted a study with the title "Management of Noble Moral Education to Build Soft Skills of Learners through Inquiry Discovery Approach in Biology Learning in High School"

The research began with the problem of character education management that was carried out has not referred to the development of noble morals to build soft skills that are relevant to the needs. Educators do not understand the nature of character education so it must be implemented separately, because educators consider noble moral education is only taught through religious lessons only. Meanwhile, there has not been found a model of noble moral education in building soft skills through learning in the classroom using the right learning design.

The practical benefit for educational institutions is to obtain an overview of the management of noble moral education that can build the soft skills of learners through the application of inquiry discovery learning model in biology lessons in high school. Theoretically, the results of this study are expected to develop scientific characteristics related to the management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung,

and MA Darul Arqam Garut. While the practical benefits of this research can be used as a basis for teachers to improve their competence regarding the management of noble moral education to build soft skills of learners using the inquiry discovery learning model in biological learning.

METHOD

Data collection techniques with triangulation techniques are done by observation, interview and documentation. Data collection is conducted with interviews and observations in the field, which is reinforced by the study of written documents.

RESULTS AND DISCUSSION

1. Noble Moral Education Planning to Build Student Soft Skills through Inquiry Discoveri Approach in Biology Learning

Determination of learning models in the implementation of biological learning pays attention to five things, namely: (1) the four pillars of education. (2) incugate. (3) constructivism. (4) science, environment, technology, and society. (5) value-laden biological learning (Musahir, 2003).

The syllabus used is based on the BNSP format. syllabus components include, identity, competency standards (SK), basic competencies (KD), subject matter, learning activities, indicators, time allocation, resources / tools / learning materials and assessment. The use of the learning implementation plan (RPP) developed refers to the format issued by BNSP. Rpp components include, competency standards, basic competencies, indicators, learning materials, learning steps, learning resources, and evaluation. Teaching materials developed unsuk empowerment of high-level thinking contains: basic competencies, indicators, material descriptions, material summaries and practice questions. The development of student worksheets or LKPD aims to empower high-level thinking and reduce the gap between lower academically capable students and upper academically capable students.

2. Organizing Noble Moral Education To Build Soft Skills Of Discoveri

Participants in Learning Biology Didik Through Inquiry Approach

At SMA Negeri 3 Bandung, before learning in the observable classroom, teachers divided a group of 4 people. To each group then teachers distributed LKPD in preparation for practical activities. In the formation of groups and division of tasks, teachers are not involved. Furthermore, teachers use the group during observation of online self-practicum activities as well as class discussions while in MA Darul Arqam Garut, one week before the observation is carried out, teachers divide the group of 3 people. The division of the group is left to the class leader, who will report the results to the teacher. The class observed by learning and practicum amounted to 30 students, while the number of students involved in the same learning was class XI MIPA numbered 104 people, from 74 students and 30 students son. Learning materials are provided during online learning lkpd is given one week before the next meeting. At the next meeting, a class discussion was held to discuss the results of practicum held in each student's house.

3. Implementation of Noble Moral Education Using Inquiry Discoveri Approach in Biology Learning

In the research at SMA Negeri 3 Bandung, the implementation of learning was fully conducted online. Teachers use learning management system applications such as Edmodo and Google Meet. While as a daily communication tool unstuck coordination of classes, groups, and learning preparation, using Whatsapp. The implementation of learning at the 1st meeting, conducted with Edmodo media. While the 2nd meeting using Google meet. The 1st meeting, there is no face-to-face so it can not carry out observation of learning, but the learning steps in rpp are still implemented by teachers. While in MA Darul Arqam Garut After obtained an agreement to observe the biological learning process on the material transport mechanism on cell membranes, the learning took place using RPP modified by teachers. The approach used by inquiri, and the learning model of disclosure (Discoveri). Learning is carried out in 2 meetings, the first meeting discusses cell

organelle material and its functions, while at the 2nd meeting through zoom meeting is used to discuss the results of practicum.

4. Evaluation of Moral Education Management Begins to Build Soft Skills of Learners Through Inclusive Inquiry Approach in Biology Learning

a. Planning management of noble moral education to build the soft skills of students through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung: The preparation of learning planning is adapted to the principles of SKS embraced, namely (1) flexible: provide a choice of subjects and the time of completion of the learning period that allows learners to determine and organize learning strategies independently; (2) advantages: enable learners to obtain learning opportunities and achieve optimal levels of ability in accordance with their talents, interests, and learning abilities/abilities/speeds; (3) continuous progress: learners may directly follow the content, subjects or further programs without being constrained by other learners; (4) justice: students get the opportunity to get treatment in accordance with the learning capacity owned and learning achievements achieved individually.

b. Planning of noble moral education management to build the soft skills of learners through an inquiry discovery approach in biological learning at MA Darul Arqam Garut: Learning planning is prepared based on the kurikulum reference by paying attention to the Principles and Actualization of Islamic values, namely: integrating education and comprehensive teaching between religious science (Al-'Ulum An-Naqliyah) and rational science (Al-'Ulum Al-'Aqliyah),; moral, behavioral and intellectual accuracy based on the teachings of the Quran and sunnah of the apostle; responsible academic freedom; apply appropriate technology, to support the improvement of the quality of managerial operations; fair, transparent and responsible governance and management; continuously improve quality based on self-evaluation.

c. Organizing the management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung: organizing learning at SMA Negeri 3 is tailored to the learning system it adopts (SKS) so that students can determine the number of learning burdens and subjects followed each semester in the education unit in accordance with the talents, interests, and abilities / speed of learning. Educators are more flexible, providing choice of lesson execution time and task completion time that allows learners to determine and organize learning strategies independently. Organizing learning by educators can bring up behaviors and attitudes that are in accordance with certain indicators of noble morals and soft skills.

d. Organizing management of noble moral education to build the soft skills of learners through an inquiry discovery approach in biology learning at MA Darul Arqam Garut: the organization of learning in MA Darul Arqam developed based on the principle that learners have a central position to develop their competence in order to become human beings who believe and fear god almighty, noble, healthy, knowledgeable , capable, creative, independent and become a democratic and responsible citizen. In addition, it is also adapted to the development of student competence, potential, development, needs, and interests of learners as well as environmental guidance. That is because students have a central position as the center of learning process activities. The way of organizing groups of students, shows that students are accustomed to collaborating in teams, and this is one of the emerging soft skill incubators. Soft skills collaboration of students seen in carrying out activities downloading and copying LKPD, creating groups, and dividing tasks in groups.

e. Implementation of noble moral education management to build the soft skills of learners through an inquiry

discovery approach in biology learning at SMA Negeri 3 Bandung: The implementation of learning is fully implemented online (online). Master uses Whatsapp app. as a means of daily communication in coordinating classes, groups, and learning preparation.

- f. Implementation of noble moral education management to build the soft skills of learners through an inquiry discovery approach in biology learning at MA Darul Arqam Garut: roses of biology learning with transport mechanism materials on membranes according to their respective duties and roles, and collecting, using RPP modified by teachers. The approach used inquiri, and the learning model of disclosure (discoveri). All stages in the learning process with a discoveri inquiry approach can be implemented by students, in accordance with rpp where students can conclude about the mechanism of diffusion and osmosis by asking questions about the differences in diffusion mechanisms with osmosis.
- g. Evaluation of noble moral education management to build the soft skills of learners through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung:
 - 1) Assessment of the learning outcomes in this study includes three aspects of assessment, namely; affective domain (attitude aspect), cognitive domain (knowledge aspect, and psychomotor domain (skill aspect). Assessment of affective and psychomotor domains is carried out both during the learning process, as well as from the results of the learning process.
 - 2) The results of the Observation of Student Attitudes at the time of Diffusion and Osmosis Practicum students showed a tendency to noble attitudes that are "very high" on aspects: religiously humble, honest to data and facts, willing to sacrifice, responsibility, care, independent, confident, disciplined using time, and willing to cooperate. While in terms of appreciating the

opinions of others shows a "high" tendency. But on the proactive and initiative aspects, students show a "very low" tendency. The very high percentage and high tendency in the aspects of noble morality above, shows that learning using a discrete inquiry approach to diffusion and osmosis material can be used to encourage the growth of such attitudes.

- 3) The results of noble moral self-assessment to students are obtained from the response to questions that include 20 indicators, namely: the approval category is "strongly agreed" and "agrees", which is between 90% and 98%; approval categories" strongly agree" and "agree", high between 80% to 89%; the lowest category of "strongly agreed" and "agree" approvals (69%), while the highest number of "disagrees" was 31%.
- h. Results of Affective Domain Evaluation (Attitude Aspects) in MA Darul Arqam Garut;
 - 1) Affective domains in the form of attitudes with noble moral indicators are observed and appear in learning by practicum methods. The noble moral indicators are aspects that will build the students' soft skills. Of the 14 aspects observed only 2 aspects that do not appear optimally, namely aspect no 8, namely the initiative only 20% and aspect no 9 that can lead the group only appears 27%. While the aspects that appear with a high category between 80% to 89% are proactive aspects, disciplined using time, and willing to cooperate.
- i. Evaluation of noble moral education management to build the soft skills of learners through an inquiry discovery approach in biology learning at MA Darul Arqam Garut:
 - 1) Observation of Noble Morals From Fellow Students MA Darul Arqam Garut; indicators of the shidiq aspect, and tablighs show a high and very high tendency. It ranges from 80% to 98%. aspects of the trust. Only the indicators "tawadhu",

"carry out tasks and obligations well", and "willing to listen", which shows a moderate trend of antaar 71% to 78%, while other indicators appear with high catechism, and very high. In the indicators of aspects of fathonah there is a tendency to appear "very low" ie on the indicator "do not do sis-sia" which is 69%. Adapaun very low indicator of emergence is the indicator "has tolerance and empathy " that is 59% only. While the other indicators appear with a high category and very high.

- 2) Results of Self-Assessment in Response to the Implementation of Learning Students MA Darul Arqam Garut; that of the 20 questions containing 20 aspects of noble morality, all answered with the category of 'strongly agree" and "agree" , which is very high. Only in aspect no 14 students answered "disagree" with the highest category of 20%.
- j. Learning Outcomes in Implementing Practicum and Student Discussion at SMA Negeri 3 Bandung; preparation of tools and materials 61%, conformity of planning with the way of work 68%, skills in individual skills in carrying out practicum and discussion, activities of learners who often appear with the category "High" make observations74%, skills in expressing opinions 72%, and practicum reports (writing / social media) 61%, activities that appear with the category "moderate " is contribution and collaboration activities in the group 61%, and skills in asking / answering questions 58%. While the activity that appears with the category " low" is the activity of skill in asking / answering questions is 2%. no activity found that appeared in category " very low".
- k. Learning Outcomes in Implementing Practicum And Discussion at MA Darul Arqam Garut; activities that appear with the category "Medium" are skill activities in asking / answering questions 80%, skills in expressing opinions 73%, and practicum reports (writing /social media) 73%. While the

activities that appeared in the category of "low" is contribution and collaboration activities in the group as much as 17%, but not found activities that appear with a very low category. Thus, all practicum activities appear with a moderate and high category with a very high percentage, only one activity appears with a "low" category of 17%.

5. Obstacles and constraints of noble moral education management to build the soft skills of learners through an inquiry discovery approach in biology learning at SMA Negeri 3 Bandung.

- (1)The implementation of the PPK Program has not been optimally implemented with the full support of all elements, because the existence of this PPK program causes the addition of the burden / duration of teaching hours of teachers.
- (2)The unstoppable effects of globalization are beyond the reach of schools and families. The school environment located in the area near the shopping center (mall) is one of the inhibitory factors that do not support the formation of a culture of superior character.
- (3)Some character building activities require a very large budget, while during the covid-19 pandemic, schools have difficulty raising public funds due to the deteriorating condition of the community.

6. Obstacles and Constraints of Noble Moral Education Management in MA Darul Arqam Garut.

- (1)Large-scale restrictions due to the Covid 19 pandemic resulted in the release of ministerial regulations on the implementation of distance learning or home learning (BDR) resulting in learning activities and pesantren activities becoming an online form.
- (2)The condition of the students is very diverse because the students are also students of Pesantren Darul Arqam which has a significant difference between the situation and the condition of the city or village where the students live is very heterogeneous. This has an impact on

the participation of online learning conducted by teachers such as zoom meetings to be limited.

7. Solutions in Facing Obstacles and Obstacles of Noble Moral Education at SMA Negeri 3 Bandung

- (1) To compensate for the lack of optimal implementation of the program, the most important thing is the accuracy and approach of educators / educational personnel with students become the focus of the school. Therefore, the school prepares to be an example for its students, through steps to establish integrity zones, child-friendly schools, environmentally friendly schools, and other programs to support the realization of superior character.
- (2) To overcome obstacles in the form of a lack of full support of all elements, the Character Education Improvement program (PPK) is implemented in an integrated manner with every school program both academic, and non-academic.
- (3) In overcoming the influence of globalization, the school program was created by collaborating with parents and teachers to foster the character of students, both in school and outside the school.
- (4) For future innovations the school seeks to improve services through 6 Quality Policies, namely (1) improving the quality of educators and education; (2) improving the quality of learners; (3) improving the quality of educational facilities and school environment; (4) improving the quality of graduates; (5) improve the school management system; (6) improving the quality of service.

8. Solutions Facing Obstacles and Obstacles in Noble Moral Education MA Darul Arqam Garut.

- (1) Preparation of Emergency Curriculum Supplement MA Darul Arqam, which was developed in accordance with the external and internal environmental conditions of madrasah which includes infrastructure facilities, teachers, students, mapping the zone of residence of students and teachers

during the emergency pandemic covid 19.

- (2) The development of Emergency Curriculum Supplement MA Darul Arqam refers to the appropriate regulations and guidelines, as well as paying attention to the consideration of madrasah committees and developed based on the foundations and principles that have been embraced by the Pesantren Muhammadiyah Darul Arqam Garut. These principles are both philosophical foundations, Sociological foundations, and Psycho-pedagogical foundations:
- (3) The concept of emergency learning conducted guided by the Madrasah Education Calendar for the 2020/2021 school year, which is determined by the Directorate General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia, is carried out not only to achieve the completion of basic competencies (KD) curriculum, but rather focus on strengthening character, worship practice, caring for the environment and other social piety.
- (4) Learning is developed creatively and innovatively in optimizing the growth of critical, creative, communicative, and collaborative abilities of learners by applying the principle that anyone is a teacher, anyone is a student, and anywhere is a class.
- (5) Learning conducted from home focuses more on life skills education, such as understanding overcoming the Covid-19 pandemic, strengthening character or moral values, and the skills of worshipping learners in the family with the use of information and communication technology to improve the efficiency and effectiveness of learning.

9. Character Education Approach in An Educational Environment

Ki Hajar Dewantara in (Mulyana, 2004) divide the educational environment into three so-called Tri Education Centers, namely schools, families and communities. National Education System Law (UU SPN) No. 20 of 2003 mentions it as an educational pathway.

Schools are educational institutions that are managed in a structured manner by involving educational components such as management, costs, facilities and infrastructure, curriculum, students, and educators. The school was built as a vehicle for formal education in order to improve the knowledge, skills, attitudes and values of students. As a social system, schools can be seen as an interactive and dynamic organization, because there are a number of people who have the same interests (educational interests), but each individual's ability in that community has different potentials and backgrounds.

10. Integration of Character and Moral Education

(Muhaimin, 2004) modifying the concept of the Ministry of Education provides the concept of noble moral development strategy (for the beginning of Sufism) to students through integrated schools (schools and pesantren) among others can be done in ways - ways of integrating in daily activities and integrating in programmed activities. This activity is an activity that if it will be carried out in advance made planning or programmed by the teacher. This is done if the teacher considers it necessary to provide the necessary understanding or principles of religious moral values. The integration of noble moral values in activities programmed in schools can also be realized in various forms of activities aimed at building the religious attitudes of learners.

11. Building Soft Skills

In principle, the skills or abilities owned by the graduates are divided into two, namely hard skills and soft skills. Hard skills also called technical skills (technical skills) are types of skills that can be immediately seen and practiced, for example are foreign language proficiency, numeracy skills, fast typing, design, and so on. While soft skills are skills that tend to be abstract, in a new sense will be seen over time and when faced with certain situations. Examples include adaptability in new places and environments, leadership traits, managing time efficiently, communicating well, and the like. Based on LinkedIn research on 2,000 business

owners there are 4 soft skills that are most sought after today, namely skills in leadership, time management, communication and collaboration.

12. Designing Learning in the Context of the 2013 Curriculum with a Discovey Inquiry Approach

According to Borich in (Said, 2017) Inquiry-based learning is a type of learning that is achieved through the process of seeking information, knowledge and truth by asking questions. It can be used in any discipline, and can be used to solve authentic and challenging problems using a combination of lectures/presentations, self-study, practicum, small group collaborative activities and large group discussions.

(Purwati et al., 2014) explained that inquiry learning is learning that requires students to carry out activities such as planning investigations, observing, analyzing, interpreting data, proposing answers, formulating conclusions and communicating, in essence students play an active role in following the learning process.

According to (Johanna A. Joyce & Pollard, 2009) The inquiry learning model is a training designed to bring students directly into the scientific process, through training in obtaining and obtaining information by conducting observations and experiments to reach answers or solve problems to questions or problem formulations using critical and logical thinking. Gulo (Trianto & Pd, 2007) inquiry means a series of learning activities that involve maximally all students' abilities to search and investigate systematically, critically, logically, analytically so that they can formulate their own findings with confidence.

According to (Sanjaya, 2019) inquiry is a series of learning activities that emphasize critical and analytical thinking processes to seek and find their own answers to a question in question.

Suchman (Richard Joyce, 2007) suggest that the purpose of the inquiry model is to develop cognitive skills in tracking and processing data. Sound and Trowbridge (Mulyasa, Iskandar, &

Aryani, 2016) put forward three kinds of inquiry models, namely guided inquiry (guide inquiry), free inquiry (free inquiry), modified free inquiry (modified free inquiry).

According to (Al-Tabany, 2014) inquiry is a core part of contextual-based learning activities. It is hoped that the knowledge and skills acquired by students are not the result of remembering a set of facts, but rather the result of finding out for themselves.

CONCLUSION

It is possible for all teachers to carry out noble character education through learning management in the subjects they teach because there is a clear and strong legal umbrella. The noble character educators who are designed through learning management using the inquiry-discovery approach direct the attitudes and behavior of students to show or reveal these indicators of noble character. a discovery inquiry approach to biology lessons on osmosis diffusion material, can build life skills and scientific skills which are very relevant soft skills. Indicators of attitudes and behaviors of noble character which are the affective domain of students appear naturally. Through the practical method, the indicators that often appear are; religious, humble, honest with data and facts, willing to sacrifice, responsibility, initiative, can lead a group, caring, independent, confident, disciplined in using time, willing to work together. The soft skills of the students that emerged were; leadership, time management, communication, and collaboration, while scientific skills which are the emerging psychomotor domains are preparation of tools and materials, suitability of planning with working methods, skills in making observations, contributions and collaboration in groups, skills in asking/answering questions, skills in expressing opinions, and practicum reports (writing/social media).

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