Development of Jawara Values in Students for Preparing the Qualified Early Childhood Education Teachers

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Abstract
This study examined how Jawara values were integrated into qualitative research methods courses. Sixty-four students participated, and the findings revealed that the procedural learning design successfully promoted these values. For instance, the majority of students demonstrated honesty, fairness, and respect for authority. However, there were areas for improvement, such as integrating qualitative research methods and mastering Indonesian spelling. Overall, the procedural learning design proved effective in fostering Jawara values and enhancing students' understanding of qualitative research.

INTRODUCTION

Early childhood teacher education students in the digital age need to be proficient in using various educational technologies to access and utilize online resources effectively. These tools include online learning platforms, digital libraries, and academic writing software. To prepare students for the classroom, the 4C framework—critical thinking, creativity, innovation, collaboration, and communication—should be integrated into the curriculum. (M.Bialik; C.Fadel, 2015).

Critical thinking is a focused mental process that involves analyzing, evaluating, and solving problems. It's essential for decision-making and understanding complex issues. Problem-solving skills enable students to identify challenges, analyze options, and develop creative solutions that benefit themselves, their peers, and society. Creativity and innovation are also vital components of critical thinking. Students can cultivate their creative abilities through personal motivation, effective processes, and the production of original ideas and works (SC Utami Munandar, 2002). Innovation creates and combines ideas into works. Collaboration in this research trains students to work effectively with other people, to demonstrate leadership, cooperation, empathy, and to be willing to accept other people's opinions. Communication is the ability to convey ideas and concepts verbally, nonverbally, and in writing. In this research, students prepared a proposal for a qualitative research method.

Qualitative research methods are knowledge built by researchers through interpretation by referring to various perspectives and information in the form of observation notes, interview notes, individual experiences, and history to support data interpretation (Cresswell, J., 2012). Qualitative research is used to extrapolate meaning to the object under study (Moleong, 2010). Qualitative research describes words that describe conditions as they are used to understand the meaning of a particular phenomenon in a study. Research is a tool for examining, validating, and rejecting existing hypotheses and theories. Knowledge accepted by society is based on facts and strong evidence (Smith, 2020).

Research plays a pivotal role in shaping a generation that is educated, critical, and ready to face future challenges. It is through research that the character and capabilities of individuals in society are honed. Research is carried out with integrity, thoroughness, and objectivity. Students must select and apply a qualitative research method design to prepare a research proposal. The process of preparing a research proposal requires persistence, discipline, high dedication, research ethics, and a scientific attitude (Arikunto, 2009).

The scientific attitude is instrumental in promoting the principles of research ethics, namely honesty, transparency, and respect for others' intellectual property rights. These principles are not just guidelines, but they are the foundation upon which all research is built, ensuring its integrity and credibility (Claubaugh, G.K.; Rozycki, 2001); (Shadiqi, 2019) (Statuta Untirta, 2023); (Anato Risparyanto, 2020). It is to prevent plagiarism and other violations. Students' scientific attitudes in preparing research proposals can improve the quality of qualitative research methods lectures in the early childhood teacher education department, teaching and education faculty, Sultan Ageng Tirtayasa University.

Sultan Ageng Tirtayasa University fosters a culture of integrity and responsibility among its academic community by emphasizing *Jawara* values. These values, which include honesty, fairness, authority, trustworthiness, religion, and accountability, guide students and faculty in their academic and personal endeavors (Fatah Sulaeman; Asep Ridwan; Supriyanto; Sirajudin; Irhamni; Ria Sudiana, 2021) (Nur Hidayat; Achmad Hufad; Suroso Mukti Leksono, 2022).

Jawara is a deeply ingrained part of Banten's cultural identity. This term, often associated with bravery, leadership, and community spirit, has permeated various aspects of public life in the province. It's used in online services, character education programs, and even as a shorthand for the Banten people themselves. Beyond its symbolic significance, the term "Jawara" carries specific connotations: "Ja" for "champion," "Wa" for "brave," and "Ra" for "talkative" or "outspoken." These qualities highlight the values that Jawara embodies and can serve as guiding principles for fostering sustainable quality education, particularly in school management within Banten (Syadeli et al., 2023).

The conceptual foundation of Jawara values comes from a collection of positive behaviors from Kyai Syech Nawawi Al Bantani and Sultan Ageng Tirtayasa. These two people were great Banten scholars and figures in the Banten independence struggle (Fatah Sulaeman; Asep Ridwan; Supriyanto; Sirajudin; Irhamni; Ria Sudiana, 2021). These Jawara values encourage lecturers, education staff, and students to behave well and positively. Students learn to apply Jawara values, including attending lectures on time according to the set schedule. Lecturers strive to integrate Jawara values into each of their courses.

This research aims to address a gap in early childhood education programs: the need for students to acquire skills in conducting integrated qualitative research that aligns with Jawara values. As a research methods course, this study focuses on fostering honest, fair, authoritative, trustworthy, religious, and accountable students. By emphasizing these values, the course aims to develop students into superior human resources who possess religious, physical, psychological, and social maturity.

Research questions: (1) why should Jawara's character be developed in early childhood education students? (2) How can Jawara's character be integrated into qualitative research methods courses? The research gap on champion character values has yet to be integrated into every Sultan Ageng Tirtayasa University course. The novelty of the research is the integration of champion character values at Sultan Ageng Tirtayasa University integrated with lectures on qualitative research methods using writing and article publication tools. This research hopes every student can prepare a research proposal according to academic guidelines for writing a thesis and instructions for writing an online journal system, such as a template journal.

METHOD

This study uses a qualitative method. The qualitative research method design is (1) problem identification, (2) literature review, (3) formulating research problems, (4) data collection, (5) data interpretation, and (6) reporting (Moleong, 2010). Data collection techniques use observation and interviews. The data analysis technique uses Miles and Huberman's

interactive data analysis, namely (1) data collection, (2) data reduction, (3) data display, and (4) conclusion (Miles, 2014). Data mining techniques are based on the conceptual foundation of Jawara values. There are 6 research instruments for developing the character of champions in early childhood teacher education students and three instruments for integrating qualitative research methods courses. Instrument measurements use a rating scale of 1-4. Design development plan Jawara values for early childhood teacher education students' integration.

Diagram 1. Design Learning Development JAWARA Values Integration Qualitative Research Methods (Prawiradilaga, 2002)

The learning design is a qualitative research method integrated with JAWARA values . It is designed to develop student's knowledge, attitudes, and skills cognitively, affectively, and psychometrically based on local culture and positive values from the original heroes of Banten, namely Syech Nawawi Al Bantani and Sultan Ageng Tirtayasa.

RESULT AND DISCUSSION

a) Results

Table 1. Activities Developing Jawara Values for Students Early Childhood Teacher

No	Developing JAWARA Values	Activities	Students	Percentage	Result
1	Honest	Using the Turnitin plagiarism check application	64	39%	Good
2	Fair	Use of the Mendeley citation application	64	50%	Good
3	Authority	Face-to-face attendance in class	64	85%	Very Good
4	Trustworthy	Collection of lecture assignments	64	96%	Very Good
5	Religious	The attitude of praying before and after lectures	64	77%	Very Good
6	Accountable	Use of the Sipebi application	64	30%	Enough

The data in Table 1 was generally very good. Typing in Indonesian using the Sipebi application was enough.

Table 2. Integration of Qualitative Research Methods Courses

No	Qualitative Research Methods Courses	Activities	Students	Percentage	Result
1	Compose a proposal for qualitative research	Prepare a qualitative research proposal	64	56%	Good
2		Compose proposal research	64	56%	Good
3		Compose a qualitative research proposal using the spelling of the Indonesia language	64	45%	Enough

Table 2 data was generally good. Composing a qualitative research proposal using the spelling of the Indonesian language was enough.

b) Discussion

The development of Jawara values (Honest, Fair, Dignified, Trustworthy, Religious, Accountable) aims to realize the profile of student graduates at Sultan Ageng Tirtayasa University. This effort is to produce superior human resources. To develop JAWARA values, researchers designed an integrated procedural learning model for qualitative research methods courses using a constructivist approach (Briggs, L.J., 1986) (Seels, 1995) (Gagnon, G.W., 2001) (Miarso, 2005) The constructivist approach is student-centered. The research findings prove that.

The findings from research instrument number 1 used the Turnitin application, and as many as 25 students had good criteria. Researchers provide training on creating a Turnitin account and checking Turnitin independently (Shadiqi, 2019) (Anato Risparyanto, 2020). The researchers provide information that several students can use one Turnitin account.

Instrument number 2 uses the Mendeley application, which means 32 students can use the Mendeley citation application. The results of this study align with those of an Irish university's research on first-year students' responses to anti-plagiarism software. Both studies found a reduction in online plagiarism and lower peer review scores. The students in the Irish study generally viewed the software positively, leading to conversations about its potential educational benefits (Ledwith & Rísquez, 2008).

There is ongoing debate on whether integrating such software in college education actually improves academic integrity. A recent study aimed to determine the impact of Turnitin on students' commitment to academic integrity. The result showed a decrease in plagiarism incidents when using the software. Students suggested that it should be supplemented with hands-on education from professors on best practices for academic integrity and research writing (Daoud et al., 2019).

While Turnitin is often praised as a powerful tool against plagiarism, there's limited research into how teachers actually perceive its effectiveness. A case study at South-Coast University examined the views of seven teachers on Turnitin's usefulness. They found that it helps identify

text matches with other sources, but doesn't automatically determine if plagiarism has happened (Sutherland-Smith & Carr, 2005). Ultimately, it's up to the teacher to decide. Additionally, Turnitin shouldn't be seen as a magic solution. Students still need to be taught clearly about proper citation and attribution, with examples tailored to their specific academic fields.

Researchers provide training on installing the Mendeley desktop and Mendeley publisher applications. Every student must bring a laptop. Researchers provide training by inputting bibliography data, inserting citations, and inserting bibliographies in qualitative research proposals (Krismiyati, Busyairi Ahmad, 2021) (Nico Harared; M. Rizat Iriansyah, 2021) (Edwardus Iwanitri Goma; Yulian Widya Saputra; Aisyah Trees Sandy; Mei Vita Romadona Ningrum, 2022) (Ni Made Satya Utami; Agus Yulistiyono; Yenny Verawati; I Made Purba Astakoni., 2023). Students who are still having difficulty are asked to continue practicing.

Instrument number 3 student attendance in class was very high at 54 students. Researchers apply student-centered classes (Marzano, R.J., D.M., 2012). Learning design provides students with experience in carrying out activities or student work.

Instrument number 4, that student participation collected assignments of 61 students, is very good. The procedural learning design makes it easier for students to follow the stages of preparing a qualitative research proposal (Prawiradilaga, 2002). Students carry out the stages easily, systematically, and measurably.

Instrument number 5, that 49 of the students pray before and after lectures, is very good. Researchers observed that students were late for class because they performed midday prayers. That is because lectures are held during the day.

Instrument number 6 of students using the Sipebi application is 19 of the criteria are sufficient. It is because the student's laptop cannot install the Sipebi application. Students are not careful when preparing their proposals, so many Indonesian spelling errors remain. The results of data analysis on the development of Jawara values in early childhood teacher education students are generally excellent.

The finding aligned with Ummul Khair's 2018 research, which revealed that Indonesian writing in student thesis proposals continues to be plagued by errors (Khair, 2018). Sari's research also uncovered similar findings. However, the most frequent errors were capitalization mistakes (Sari, 2024).

An instrument for integrating qualitative research methods course number 1 student preparation for preparing proposals, 34 students is excellent. Students have their laptops. The laptop can be installed with Mendeley and Sipebi applications. Other students use laptops borrowed from friends. Instrument 2 allows students to prepare a bibliography, citation, and bibliography insert. Students check Turnitin. Instrument number 3: 29 students prepared qualitative research proposals using correct Indonesian spelling. The results of data analysis from integrating qualitative research methods courses are generally good.

Student-centered qualitative research method learning design with findings. Student voice: (1) lecture identifies a class to gather quality feedback on their student work performance; (2) lecture spends time

discussing with students the purpose of the feedback and the need for students to develop their own opinions from evidence in the classroom; (3) lecture survey students; (4) lecture collates the data to be used to support pre-observation discussion. The context: (1) the lecture identifies the proposal title and design qualitative method; (2) the lecture and students discuss the teaching strategies to address the focus area from their personal proposal development plan. Classroom observation: (1) lecture as an observer should take a minimum of 100 minutes every week; (2) lecture and students discussed in the pre-observation meeting; (3) lecture does not intervene in any aspect of the lesson unless already agreed to in the pre-observation meeting. Student work: (1) The lecturer should spend time looking through students' work focus areas Jawara character development areas to gather evidence to support feedback to the teacher; (2) The lecturer should discuss with students the work that they are doing in creating a qualitative research proposal. Evaluation: (1) the feedback type is determined on a scale of 1-4; (2) the lecture provides feedback on what they saw and read from evidence gathered in the lesson on the agreed focus Jawara values; (2) the lecture identifies Jawara values focus and result proposal strategies to improve these areas.

Early childhood education students need to develop knowledge, attitudes, and skills in 21st-century teaching methods. This includes understanding the TPACK framework, which involves integrating digital technology, online pedagogy, academic writing applications, and the four core competencies of early childhood educators.

The 21st-century learner needs a broad range of skills, such as critical thinking, problem-solving, creativity, and digital literacy, as well as metacognition, communication, civic responsibility, and global awareness (Dede, 2010; Kim et al., 2019). Project-Based Learning (PBL) can effectively equip teachers with the self-efficacy needed to meet the challenges of 21st-century education. By integrating PBL into teacher preparation, we can foster a sustained focus on pedagogy, curriculum, and skill acquisition, ultimately developing the essential teaching competencies for the modern classroom (Martinez, 2022).

CONCLUSION

Lecturers prepare learning designs and assist in adapting scientific writing technology and using its applications for qualitative research methods courses. Academic interaction between lecturers and students can help students become lifelong, creative, and innovative learners using various learning resources and differentiated, collaborative, and reflective approaches. Reflectively correct mistakes and increase competence. Competence in preparing proposals for suitable qualitative research methods if knowledge and skills are integrated with the attitudes and values of a champion's character. Champion character values can also be implemented in other courses in various departments at Sultan Ageng Tirtayasa University. Future researchers can research with subject, focus, and other research variables so that the development of champion character can be observed and measured through various courses in all departments at Sultan Ageng Tirtayasa University.

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