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Menerangkan bahwa artikel di bawah ini:

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Proceeding of ICERD 2015 The State University of Surabaya 87 Haris Dibdyaningsih, Hendra Sudarso STKIP Al Hikmah Surabaya, harisdibdyaningsih@gmail.com STKIP PGRI Bangkalan, hendrasudarso419@gmail.com ABSTRACT STKIP Al Hikmah is an Education University that provides the students with boarding learning arding place for university honest, smart, strong, and caring. The main purpose of this study was conducted to identify the role of English Department of STKIP Al Hikmah Surabaya. They were chosen because of they have to practice their English and Arabic speaking skills besides building their characters.

This study was designed as a quantitative study with scoring pre test and post test instruments allow lectures to empirically evaluate the rol test and post test, it The result of this study was 80% of students have developed their characters and do good habits after they stay in . Therefore Keywords: rubric, pre and post-test. Introduction STKIP Al Hikmah is a university that create good teachers who have both good academic competencies and characters. Dealing with how to build and develop students ' characters, the students have tstatMa'Al whiia e hatpred builand op udent acts. he 'Ma' Al itself is supported by facilities and rules as guidance of students in doing their daily life.

The facilities are such as Mosque, bedroom for each student, tree times meals, music instruments, kicheetIn 'the udentablto morziAl - Quran develtrhobbisuch scout, Banjari, football, swimming, etc. Their daily time schedule is for 24 hours activities. They have to wake up before dawn at 3.30 a.m. and they can sleep after study in the night at 10.00 p.m. In 'had Al , their habit mustbe n tngs, he had desgned o ke he udents e ways i discipline, honest, smart, strong, and caring each other. Ma d'moto fsthey e fceto cond are e do, and the last they will get used to. In ''Al , students are have to put every their

belongings at the proper place, so they are train to be tidy.

Then, for train their discipline, every single activities are well scheduled. For example, they have to wake up before dawn at 3.30 a.m. and pray Subuh together. After that they will memorize Al- Quran together and having breakfast before they go to campus at 6.30 a.m. until 3.30 p.m. Therefore, it is necessary to explore the role of 'Ma'Al n ping udentt build and improve their positive characters. Building and developing personal characters need special effort that support students to build and develop their characters become better characters.

Learning Thus this study wasconducted ifhow Ma'Al 'may aclit students in building and developing their good characters. Proceeding of ICERD 2015 The State University of Surabaya 88 88 Method Since our study is concerned with characters development, quantitative instruments; pre and post tests are utilized in the beginning and at the end of the study. Based on Skjåk & Harkness (2003), the significance of implementing these instruments in a research is regarded to the reason that pre and post test data can show a difference in scores that can be measured for significance.

They also highlighted that the use of pre-test and post-test instruments allows instructors a unique opportunity to empirically evaluate the effectiveness of their instruction and assess the acquisition of course content material by students through determining scoring rubric. The participants for this study were 25 students from 2 classes of English Department at STKIP Al Hikmah Surabaya. In this study, firstly a pre test was given to 25 students to determine the pre test score and then post test is taken after the students stay in Ma;had Aly at least for 6 months. Later it can be seen in Table 1, characters. Table 1.

Example of Scoring Rubric No Characters Score (1 100) 1. Discipline a. Wake up on time. b. Come on time to the class. c. Do homework on time d. Have meal on time 2 Honest a. Return back things which not belong to him b. Tell the truth 3. Smart a. Able to memorize Al- b. Able to accept and apply the lesson given 4. Strong a. In healthy condition b. Able to do many activities 5. Caring a. Love to help friends b. Care to environment Total Score Average (Total: 12) Furthermore, in Table 2, the pre test scores from 25 students were classified in groups of 7 (0-15, 15- 30, 31-45, 46-60, 61-75, 76 - 100). Table 2: Classification on pre test scores.

Scores Number of students 0-15 2 16-30 3 31-45 5 46-60 9 61-75 6 76-100 0 Total 25 As it can be seen in Table 1 that the scoring rubric is consist of several terms that dealing with students characters. From Table 2, the pre test shows that all of the students can not reach score more than had Aly is at least for 6 months, the students

are able to build and develop their good characters. Instruments: Two research instruments were used to collect data for this research, namely the pre-test and post-test.

Since this study was small scale, using the two instruments for data collection would help to validate the findings; the findings from all the instruments could converge to present the result of this research. Data Proceeding of ICERD 2015 The State University of Surabaya 89 89 gathered from the pre and post test were counted and tabulated to make comparison achievement. Later analyses were done accordingly. Pre-Test: The pre-test was given to the students at the beginning of the research where the students had lower score from the scoring rubric.

The scoring rubric consisted of 12 simple statement that able to describe Post Test The post test was the same as the pre-test and was given to all students who are already staying at The purpose of the post test was to see whether the students are able to The scores were recorded for comparisons and analysis. Data analysis: After collecting data, the researcher started to analyze the data. The data analyses of this study were done based on the frequency counting method and the findings were recorded in two phases. The first one was done as soon as the pre- test was over.

The scores were recorded and tabulated for easy reference of comparison later. The second phase was done right after the post test took place. Again, the scores were recorded and tabulated for the purpose of comparison too. Most importantly, after the post test, the improvement was carefully calculated and converted into percentage to be used in the discussion of findings later. All these numbers were presented in the forms of tables so that the reader could have easy comprehension of the pre-test scores, the post test scores and the improvement of the students.

It was convenient for the readers to compare and contrast and see what the researcher meant as the improvement were counted and converted into percentage, so that the readers did not have to make their own calculation and reading was smooth and undisturbed. Findings and Discussion The research findings were analyzed in accordance with the research problem. As it can be seen in Table 3, most of the students (36%) obtained the score of 46 to 60 in pre-test which is the lowest score is in range of 0 - 15, while no (0%) students gained score more than 76.

Table 3: Pre-test in percentage Scores Number of students in percentage 0-15 8% 16-30 12% 31-45 20% 46-60 36% 61-75 24% 76-100 0% 100% After stayiiMa had Aly STKIP Al Hikmah for 6 months, a post test was taken. The result of the post test is tabulated in Table 4. Table 4: Post test of scoring rubric Score Number of students Number of

students in percentage 0-15 0 0% 16-30 0 0% 31-45 2 8% 46-60 3 12% 61-75 12 48% 76-100 8 32% Total 25 100% Proceeding of ICERD 2015 The State University of Surabaya 90 90 As you can see in Table 3 and Table 4, all the show encouraging improvements. Based on the findings above, it was clearly that benefits the students in develop their characters.

The findings is able to make student improve their characters as well as their academic skills. It was found that the characters. The students were enthusiastic and even the quiet and passive ones were also able to improve The findings to a certain extend indicated that holds the potential as an effective education place for character building and developing training. In addition, the researcher found that the other positive effect of is that the gives opportunity for the students to be better person. They were independent and were able to create their own positive activities.

Relate to the findings above we also could infer that 80% of students (who get score 61 100) have improved their character after they live in Conclusions and Suggestions Conclusion The conclusions were drawn related to the research problem of the study about how may help students build and improve their good characters. And it has tried to find out whether can improve y positive activities. The conclusions were: All participants from English Department students have improve their good character, when they are living in based on their scores in the pre-test and post test.

The different levels of improvement among the students reflect that some of them get more benefit when they are living in has its potential as an educational place for character building training. can motivate and engage students especially the quiet and passive ones in the whole daily activities. It is proved that can give a good opportunity to the shy students to be active and from psychology aspect they will show and improve their hidden abilities. Being enjoy and happy is important factor in students characters development; because of this fact, is a good place for them to have enjoyable and happy place.

Suggestion The followings are suggestions for further studies: As are effective place to it is to suggest that further studies on the role of to The use of computer schedule in educational training is another area that is worth exploiting. Lectures should allow the students to create and modify their activities when they are living in References Skjåk, K. K., & Harkness, J. A. (2003). Data collection methods. In J. A. Harkness, F. J. R. Van de Vijver, & P. P. Mohler (Eds.), Cross-cultural survey methods (pp. 179-193). Hoboken, NJ: John Wiley & Sons.