

DEVELOPMENT OF CHARACTER EDUCATION MODEL ABILITY OF INFLUENCE ATTITUDE (AIA) - NEURO BASED ON LOCAL WISDOM IN EFFORT SOFT SKILLS IMPROVEMENTS ON SHIPPING VOCATIONAL EDUCATION

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Abstrak - This study developed new product a character education model for Merchant Marine Vocational education institutions that produced seafarers' graduates as a generation of young nation ambassadors with high nationalism personal skills. The research subjects were students vocational education institutions that focused on boarding schools or dormitories and those who did not. In fact, the character education management model has contained weaknesses in various aspects, from planning, implementation to evaluation of activities. It departs from the results of analyzing the weakness of the factual model, then reconstructs the conceptual model in order to achieve perfection that accommodates the results of focus group discussions with educating personnel in shipping vocational education institutions. This model has combined various aspects,

Keywords: new product character education, personal skills competency and nationalism, seafarers vocational education.

I. Introduction

A. Background

Character Education in the current era of globalization is very much needed in character building for Human Resources (HR) which will also have an effect on improving individual Soft Skills. In facing global competition, a nation is required to improve the quality of Human Resources (HR) with strong character and high competence for the sustainability of the country. The era of globalization is a future full of challenges and global competition that raises performance standards in various dimensions, one of which is the quality of a nation's human resources (HR).

Individually, strengthening a person's character and competence is determined by the education and learning he has received since birth. Since birth as an experience that occurs in the association in the surrounding environment (family, and social community) will lead to a process of change and the formation of one's character.

Uncertainty about the identity and character of the nation leads to: 1. disorientation and lack of appreciation of the values of Pancasila as the philosophy and ideology of the nation; 2. the limitations of integrated policy tools in realizing the essence values of Pancasila; 3. shifting ethical values in the life of the nation and state; 4. waning awareness of the nation's cultural values; 5. the threat of national disintegration; 6. the weakening of the independence of the nation (National policy on the development of the nation's character, 2010, p.2). The uncertainty of the identity and character of the nation that is felt to be starting to fade and be eroded by the currents of the era of globalization which we cannot avoid is something that cannot be allowed

to drag on because it will endanger the sustainability of the nation.

Merchant Marine Vocational education (MerchED) as an educational institution that gave birth to the seafaring profession as human resources (HR) in the maritime field. Vocational education is a higher education system that is directed at mastering certain applied skills to students in order to achieve national education goals. Shipping vocational education (MerchED) itself is a place for developing character and human resource skills in the shipping sector which plays an important role in the shipping industry. Merchant Marine Vocational education (MerchED) is an educational institution that gives birth to the seafaring profession as human resources (HR) in the maritime field. Seafarers who graduate from MerchED as ambassadors of the nation are expected to have strong characters with adequate personal skills, so that they can compete in the shipping industry, both locally and internationally, which have strong characteristics as a characteristic of the Indonesian nation. The current situation illustrates that the opportunities for tens of thousands of work opportunities as seafaring officers on international ships have not been utilized optimally within the scope of the international shipping industry (International Shipping Industry) so that it can be interpreted that some MerchED graduates are not absorbed in the international shipping industry.

Competence is etymologically defined as the ability needed to carry out work based on knowledge, skills and do or carry out work based on knowledge. In fulfilling the competence of seafarers, character education applied to civil servants has an important role in creating quality and competent seafarers. Therefore, this research is an important step that must be taken in the form of making a model for developing character education management for students in MerchED in order to prepare graduates who meet the competencies according to the expectations and demands of the shipping industry. Seafarers' competence includes four criteria, namely academic competence, professional competence, value competence and attitude competence (Dephub.go.id, 2018). The obligation to fulfill the competence of seafarers in accordance with the provisions of the IMO is also confirmed in Government Regulation of the Republic of Indonesia Number 7 of 2000 in chapter I regarding the general provisions of article (3) which states that a seafarer is a person who is required to have a qualification of expertise / Certificate of Competency (CoC) and qualification of skills / Certification. of Proficiency (CoP) as crew members, both of which were issued by the Directorate General of Sea Transportation which is the administrative representative of IMO in Indonesia.

The importance of strengthening the character of seafarers who can improve the Soft Skills of seafarers is a demand of local and international shipping companies that must be met in order to take full advantage of job opportunities. In a character education study conducted by Mehmet Ulger et.al, (2013) the results show that competence will increase through character education and general education. This research proves that character education in the form of training has very significant results in increasing a person's Soft Skills (Mehmet Ulger et.al, 2014: 442 – 449). Strengthening the character education model that can improve the Soft Skills of seafarers is certainly useful for complementing and perfecting existing character education and is expected to be implemented effectively.

The process of developing AIA-Neuro character education management (hereinafter abbreviated as Character Building AIA - Neuro) which can improve Soft Skills, especially in the attitude aspect in this study is a character education management based on local wisdom of

mechanisms. (Dasim Budimansyah, et al 2010, 591)

Character Building AIA-Neuro based on local wisdom is the management of character education in the form of learning that maximizes the function of the brain's nerves to influence attitudes (behaviors), motivation (Motivation) and skills (skills) through a series of planned activities (Planning), implemented (actuating) and controlled (evaluation) in all educational activities by building a culture of local wisdom. Character education management is a system of managing and administering education by internalizing and integrating character values in: (a) each component of education management (input, process and output); (b) in the process of planning, organizing, implementing, monitoring and evaluating education management; and (c) on performance targets namely management (curriculum and learning, Nurlina, 2014, 111 - 114).

Planning (Planning), oriented to the brain based theory of Jansen which is part of Neuroscience. There are also stages of learning Neuro brain-based learning from Jansen consisting of seven stages, namely: (1)Pre-Exposure, (2)Preparation, (3)initiations and acquisitions,(4)Elaboration,(5)Incubation,(6)Verification,(7)Celebration and integration.

The implementation process (actuating) adopts a Sundanese philosophy known as Trisilas which stands for penance asah, penance and penance, this is in accordance with the meaning of the sentence *ing ngarso Sung Tulodo, Ing Madyo Mangun Karso Tut wuri Handayani* as conveyed by the character Indonesian education Ki Hajar Dewantara. *trilias* philosophy from Sundanese culture and the sentence *ing ngarso Sung Tulodo, Ing Madyo Mangun Karso Tut wuri Handayani* from Ki Hajar Dewantara as an effort to improve the Soft Skills of seafarers, especially those that can affect the attitude (attitude) Ability of Influences of attitude abbreviated (AIA) by using brain learning as a branch of Neuroscience.

Control(evaluation) as a result carried out by comparing activities (student behavior) with standards or indicators that have been set by the citizens of educational institutions, namely; The progress of the character of students can be observed through the MerchED environment, the effect of character on the environment outside the institution, the lives of students after they graduate from education.

In this research, as a first step, it has accommodated several general activities such as seminars and Focus Group Discussions (FGD) involving educators in the maritime world at all MerchED institutions. Completion of the character education model in this study will combine various aspects, starting from improving the factual weaknesses of the management of character education that have been implemented so far, considering ethical factors and emic factors. The improvement of the character education model based on local wisdom is expected to be an aspiration in meeting the needs of stakeholders, so it is feasible to be tested in a wider realm not only in MerchED, but also can be applied to other general education institutions.

B. Formulation of the problem

Based on the background of the problems stated above, the formulation of The problems that will be revealed in this research are as follows:

1. What is the process of developing the AIA Neuro Character Building model based on local wisdom?
2. How is the effectiveness of the AIA Neuro Character Building model based on local wisdom in improving the Soft Skills of seafarers?

C. Significance of the study

1. Theoretical Uses:
 - a. Adding scientific references on the development of character education models.
 - b. Provide an alternative character education that is effective and efficient from the previous character education model as a solution to the problems, especially in terms of increasing 3 Soft Skills (innovating, being creative and competent) for graduate seafarers;
 - c. Become a material for further study in future research.
2. Practical Uses:
 - a. Within the Ministry of Transportation, especially the Transportation Human Resources Development Agency (BPSDM), it is hoped that it can be used as a reference in the application of character education management in the educational environment it manages in fulfilling the qualifications required by IMO through the 1978 STCW and its amendments.
 - b. For Merchant Marine Vocational Education Institutions (MerchED), it is hoped that they can provide input and study materials as well as contributions in the form of supporting information that can be considered in efforts to increase the competence of seafarers to meet the demands of the shipping industry both nationally and internationally.
 - c. For the Shipping Industry, it is expected to be able to meet the needs of the workforce in accordance with its demands for competent seafarers,
 - d. For Seafarers, it is expected to improve the Soft Skills of seafarers' competence, so that they can take full advantage of job opportunities as seafaring officers both on local and international ships.

II. METHOD OF RESEARCH

A. Location of the research

The place of this research is also to test the results of improving the character education model in shipping vocational education for high school level located in the Jakarta area, precisely at the Indonesian Maritime Academy Maritime High School (STIMAR AMI) Jakarta Pulomas Street, East Jakarta.

B. Research methods

This study uses development research methods because researchers want to produce an effective product for use in training physics teachers. The approach used is a qualitative approach. While the method used in This research will use a development research model that is guided by the Borg and Gall theory, which was rewritten by Sugiyono, according to Sugiyono (2015: 297) the research and development method or better known as Research and Development (R&D) is the research method used to produce a particular product, and test the effectiveness of that product.

The research and development model that will be carried out will use steps that are guided

by the Borg and Gall theory written by Sugiyono (2017) there are 10 stages proposed by Sugiyono, including: (1) Potential and Problems, in the form of Observation aims to find out and get a real picture of character education that has been applied so far (2) Data Collection, covering needs measurement, literature study, research on a small scale, and value considerations; (3) Product Design character education management, includes the development of learning materials, learning processes, and evaluation instruments (4) Design Validation, carried out by experts (5) Design Revision, as a result of expert validation (6) Product Trial, carried out with 10 to 25 test subjects carried out at the MerchED institution by using the circulation of a questionnaire in the form of a google form; (7) Product Revision, is an improvement or refinement of the test results (8) Trial of Use, namely conducting a wider trial with 125 test subjects, with the subject or institution of MerchED (9) Product revision, in order to produce a final product, and (10) Mass Production.

In terms of developing a character education model to complement the implementation of existing character education that can be used both as an introduction and debriefing for new students / cadets, cadets who will carry out sea project on ships, as well as cadets who have just graduated (young officers), this research using the development (Borg & Gall model) of new character education by maximizing the ability to influence the attitudes of students through the maximum use of nerve functions (Neuro) centered on the brain. Character Building AIA-Neuro as p . form Initial product development is a rough draft of the product to be made. The initial draft or product of AIA Neuro was developed by researchers working together or asking for help from experts and or practitioners in accordance with their fields of expertise (desk try outs or desk evaluations). This stage is often also called the expert validation stage. Experiments or evaluations by experts are estimates or judgments, based on logical analysis and considerations from researchers and experts.

C. Types of Data, The Technique of Collecting Data, and Research Instruments

On In the Limited Trial, the number of data taken was 25 cadets of Post sea project / Land project STIMAR AMI Jakarta, while in the Wide Trial, 125 cadets of STIMAR AMI Jakarta were taken. Data is information about a thing, it can be something that is known or considered or assumed, or a fact that is described through numbers, symbols, codes and others (Iqbal Hasan, 2006). The types of data in this study, namely (1) qualitative data, in the form of criticism, suggestions and comments from experts; (2) quantitative data; obtained from the questionnaire sheet given to the validator to assess the product developed, a questionnaire to determine the response or responses of cadets to the product developed and test results in the form of pretest and post test scores to measure improvement. Soft Skills Seafarers' competence as a result of implementing guidelines for strengthening the character of seafarers developed by researchers.

No	Data Type	Data collection technique	Research Instruments
1.	Finding models and weaknesses of character education applied in current shipping vocational	Theoretical analysis, field observations and experiences, as well as questionnaire	Journals and articles on character education and questionnaires in the form of a validated google form link

	education	distribution	
2.	Eligibility of AIA Neuro Products as character education	Validation / expert test	Expert assessment sheet as a response in the form of a google form link
3.	Youth response to AIA-Neuro based on local wisdom as character education	Validated questionnaire	Questionnaire responses from conservation participants in the form of a google form link
4.	Assessment of the improvement of soft skills of Seafarers' competence	Validated written test	Assessment sheet in the form of a google form link

III. Results and Discussion

A. Results

1. The results of the analysis of character education applied to current shipping vocational education

Based on the results of the analysis obtained both by observation and the real experience of the researcher, the character education applied to shipping vocational education is in the form of cadet education. Based on the Indonesian dictionary, the term cadet comes from the word cadet which means youth, young: cadets, young cadets, youth, young people;

Character education process With the concept of youth education activities in MerchED at this time, the majority are formed in the internal educational environment. According to Suryanto (2016) cadets are a process of forming the character of students through Basic Character and National Training activities using principles that are close to militarization. The military concept itself according to Rachel Woodward*, K. Neil Jenkins, Alison J. Williams (2017): 'military' is understood in moral '(military' is understood in moral terms). Meanwhile, militarization according to Jauregui (2015): "Militarization is usually understood as a process or set of connected processes facilitating the engagement of military institutions, activities and modes of organization into multiple spheres of social life." (militarization can be understood as a strengthening process that must be passed in the form of militaristic violence in order to determine whether the environment becomes more peaceful or critical). In this case militarization is considered as an activity that reflects violence with the aim of creating peace or otherwise creating war.

The implementation of basic training for cadets is one of the strategies in shaping the character values of students and instilling a sense of nationality and love for the homeland. According to Ari Wibowo Kurniawan (2019) the objectives of implementing basic cadet training are: (1) fostering cadet students to meet industry standards; (2). physical, mental, discipline and responsible development; (3) maturation of students in thinking, behaving and acting; (4) create a sense of love for the homeland and the spirit of patriotism; form students who have strong competitiveness; (5) the formation of better human resources and character; and meet the quality standards of the world industry.

The focus of intense character development is usually carried out at the beginning of the education program, then character development activities are implemented during the education period in the form of implementing a cadet-based school culture. Youth-based school culture is one way to implement character education in schools through daily activities at school (Ari Wibowo Kurniawan, 2019). The culture of cadets in shipping vocational education in its activities is in the form of: the use of semi-military education service uniforms complete with attributes (shoes, rank on clothes, hats) in accordance with predetermined standards, implementation of routine ceremonial activities, marching lines, manners of attitude, procedures of respect. , sports, drumband, self-defense and other activities.

According to Ari Wibowo Kurniawan (2019), cadet character education includes: First, cadet education plans are made at the beginning of each new school year which include the aims, objectives, basic activities, and basic cadet materials. Second, the implementation of cadet education must be in accordance with the syllabus, annual program and semester program based on the content of the plan (intentions, objectives, basic activities, and basic cadet material). Third, the evaluation of activities includes the process of implementing basic cadet training and the results of the ability of prospective cadets / cadets.

The objectives of the implementation of cadet education in shipping vocational education are to: (1) develop cadet students to meet industry standards; (2) physical, mental, discipline and responsibility development; (3) Maturation of students in thinking, behaving and acting; (4) create a sense of love for the homeland and the spirit of patriotism; form students who have strong competitiveness; (5) the formation of better human resources and character; and meet the quality standards of the world industry.

Character formation through the cadet education program begins with the management stages consisting of planning, implementation and evaluation (Suwarno, 2017). Here's the explanation.

The planning of the basic training program includes the aims, objectives, basic activities, and basic training material for the cadets. The basic training material for cadets is outlined in the syllabus, annual program and semester program. The syllabus clearly discusses physical education, academics, and about the values of the nation's character, especially religious attitudes, manners, and love for the homeland. In the planning there is material for activities and a schedule of activities. After the design made is approved by the Education Leader, the next step can be carried out, namely the implementation of the basic training implementation plan. Planning can be done in collaboration with the battalion corps commander and other battalion structures.

The implementation of the basic training of cadets is based on the annual program and semester program. To facilitate the implementation of basic cadet training, an organizational structure is formed so that the division of tasks in the implementation of basic cadet training is precise and clear. If the structure runs in accordance with the functions and tasks given, the implementation of the basic training of cadets will run smoothly and well. The bearer of the supreme leader can be taken from the commander of the battalion corps.

The implementation of the basic training of the cadets must be in accordance with the syllabus, annual program and semester program. The three documents are arranged based on the purpose, intent, and foundation of the youth. The material given to the cadets is in the form of

physical and spiritual education, which aims to strengthen the body and strengthen the human relationship with God which is shown by noble character. The basic training material for cadets is in accordance with the competency standards contained in the syllabus which refers to the formation of character values.

Supporting factors in the implementation of youth-based character education include supporters from internal parties and external parties. Supporting factors from internal parties are people in the educational environment where all elements are involved for the successful implementation of culture, school facilities that support and school culture and balanced learning. Supporting factors from external parties, namely cooperation with related parties such as from the Military, for example the Naval Base , and from religious parties, as well as parents to support school culture.

2. Results of Character Education Development Needs Analysis.

Analysis of the needs for character education development is carried out in order to identify whether there are weaknesses in character education that are currently applied to the MerchED. The development needs analysis aims to obtain the level of needs needed as a basis for designing AIA-Neuro Character Building products based on local wisdom as a new model of character education.

Analysis of the needs for the development of AIA-Neuro character education based on local wisdom is a process of identifying, documenting, justifying and selecting gaps through the priorities of each character education development need. Analysis of character education development needs is compiled based on data regarding the character education process that has been taking place, analysis of student characteristics, physical learning environment, human resources, learning facilities and infrastructure, and organizational or managerial aspects that either directly or indirectly affect the smooth process. character building.

To identify the weaknesses of character education applied by shipping vocational education, an observation survey was carried out both theoretically and through the distribution of questionnaires in the form of google form. The data obtained were analyzed and summarized by the researchers in the form of tables and graphic images. In the process of distributing survey questionnaires in the form of a google form as a survey instrument due to the current situation of the COVID-19 pandemic, it is limited to meet respondents directly. The distribution of survey questionnaires in the form of a google form was carried out to identify the weaknesses of the youth character education applied by the current Merchant Marine Vocational Education.

On the link https://docs.google.com/forms/d/1mPbgrE5TziwiWk4lEXavvh4w-U30ve8KC8_mgwnlbp8/edit as a google form survey questionnaire that was distributed. Of the four questions above to measure the value of character and Soft Skills generated in the application of youth-based character education. The results of the survey will be described in the form of a scientific summary that explains the weaknesses of the application of youth-based character education, so that it can be determined the need for a new character education model as a solution to the weaknesses of youth character education.

Benefit Value.

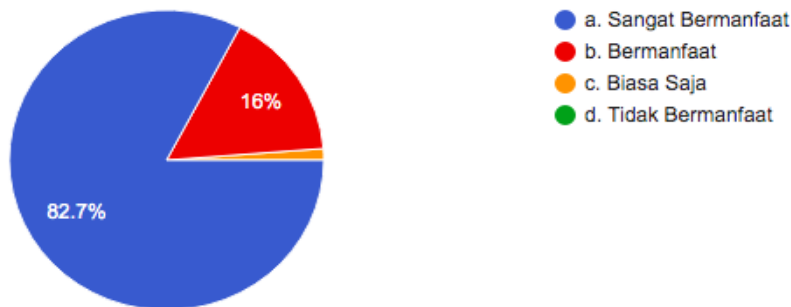
The distribution of the questionnaire in the form of a google form was given to 100 cadets and seafarers as research respondents to be filled out and sent back. Of the 100 questionnaires

distributed, only 83 respondents gave answers to the questionnaire questions. The following is a summary of the results of the distribution of the questionnaire in the form of a google form made in the form of tables and figures. Based on the results of the questionnaire distribution, the researchers grouped the survey results by sorting the highest number in the top position in the form of a table and to see the percentage of survey results in the form of a circle graph. The survey results from the Google Form questionnaire that were distributed, the results obtained in the form of tables and pictures of each answer to the survey questions.

The Benefit Value of Youth Character Education2

No	Benefits of Youth Character Education	Survey Results (Number of Respondents)
1.	Very helpful	67 People
2.	Beneficial	13 people
3.	Ordinary	1 person
4.	Useless	0 people

The results of this survey as a percentage can be described that the value of cadet character education is very useful at 82.7%. The following describes the value of the benefits of cadet education applied to shipping vocational education

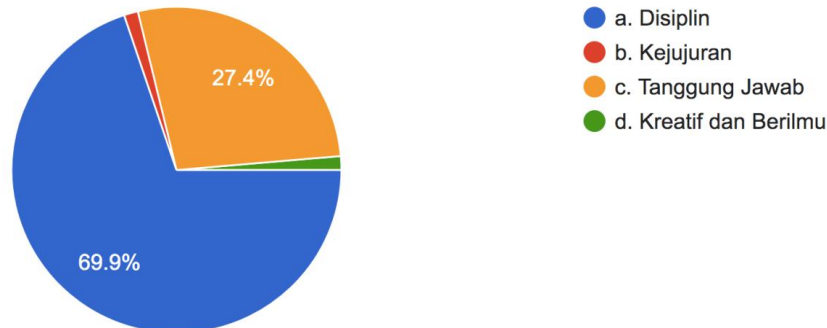


Character Value

No	Competency Value of Youth Character Education	Survey Results (Number of Respondents)
1.	Discipline	57 People
2.	honesty	1 person
3.	Responsibility	23 people
4.	Creative and knowledgeable	1 person

The survey results from the questionnaire distribution show that the value of discipline ranks at the top with the number of respondents as many as 57 people, followed by the value of responsibility in the second place and the value of honesty and creativity and knowledge in the third place. The results of this survey as a percentage can be described that the value of discipline is 69.5%, the value of responsibility is 28%, the value of honesty is 1.2% and the value of creativity and knowledge is 1.2%. The following are the results of a research survey on

the resulting competency values.

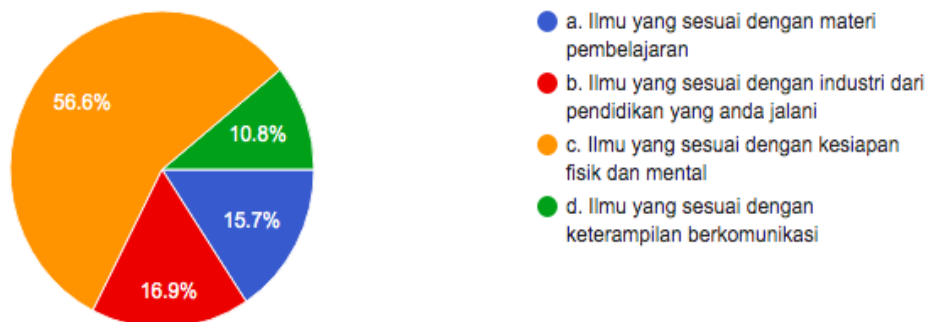


The value of the suitability of the resulting knowledge

To measure the suitability of the knowledge generated from cadet-based character education to be applied in shipping vocational education while undergoing a period of practice and working on ships, it shows that the survey results from 83 respondents of cadet character education, the suitability of knowledge produced in the form of physical and mental readiness, were the most chosen by respondents as many as 47 people. While the results of this survey as a percentage can be described that the suitability of the knowledge produced in the form of physical and mental readiness is 56.6%, the suitability of the knowledge produced with the industry from the education carried out is 16.9%, the suitability of the knowledge produced with learning materials 15% and the suitability of knowledge generated by communication skills by 10%.

The Appropriate Value of Science Produced by Character Education

No	Appropriate Knowledge Value	Survey Results (Number of Respondents)
1.	With physical and mental readiness	47 people
2.	With the industry of education undertaken	14 people
3.	With Learning Materials	13 people
4.	With communication skills	9 people



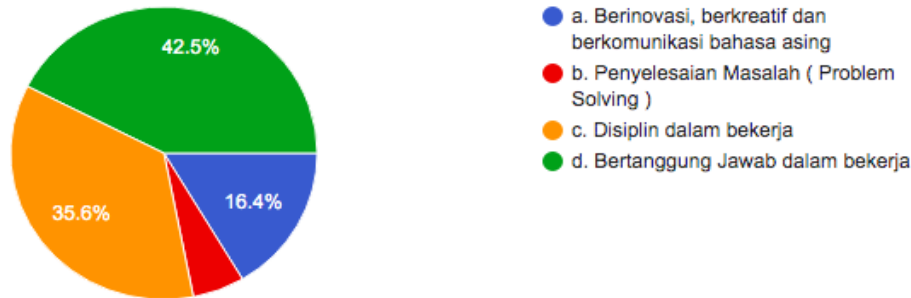
Soft Skill Competency Value of Youth Character Education

The following are the results of a research survey to determine the order of Soft Skill competency values resulting from the application of youth character education. to measure the value of Soft Skill competencies resulting from youth-based character education. The survey

results show that from 83 respondents, the Soft Skill value in the form of responsibility in work from the application of cadet character education is the most chosen by the respondents as many as 36 people. While the results of this survey as a percentage can be illustrated that the value of Soft Skills in the form of responsibility at work is 43.4%, problem solving is 36.1%, Discipline at work is 14.5% and the suitability of knowledge produced by communication skills is 10%.

Soft Skill Values Resulted from Youth Character Education

No	Value of Soft Skill Competence	Survey Results (%)
1.	Innovate, be creative and competent	16.4%
2.	Problem Solving (Problem Solving)	5.5%
3.	Discipline at work	35.6%
4.	Responsible at work	42.5%



Some of the points obtained from the survey results are as follows:

- 1) In the aspect of benefits, youth character education is character education that is very useful in developing discipline character values. The value of the character of discipline as a result of the implementation of physical development activities, mental development and psychological coaching.
- 2) In terms of value disciplined character that is considered useful when undergoing a sea project period or when already working as a ship crew. Discipline character values are needed for a sailor, especially in discipline in work because seafarers are required to periodically provide periodic reports of all the duties and responsibilities of his work on board.
- 3) In the aspect of suitability of knowledge obtained from cadet-based character education applied in an educational environment with appropriate knowledge to be applied on board the ship is the suitability of knowledge with physical and mental readiness.
- 4) In terms of the value of soft skills produced, cadet-based character education can improve students' abilities in terms of discipline at work

The results of the analysis of the needs for character education development in vocational education can be described as follows:

- 1) No results found character values include responsibility, self-confidence, work ethic, problem solving, and cooperation as a result of implementing cadet education at Merched.
- 2) There were no significant soft skill scores including creativity, competence, innovation,

- collaboration and innovation as a result of the application cadet education in shipping vocational education.
- 3) In the implementation, the majority describes violence and hierarchies that can affect the physical condition of students/cadets.
 - 4) There are inhibiting factors in the implementation of internal supporting factors in the form of a violation of the commitment of the education providers so that students who are less able to be nurtured (in daily life and internalization) in a sustainable manner. While the inhibiting factor from external parties is parents who do not do good habits at home this is due to the difficulty of understanding the meaning of character formation.
 - 5) Militarization, cadet character education that is currently applied to shipping vocational education is focused on basic character and nationality training which is generally carried out in collaboration with Indonesian military institutions, namely the Indonesian National Army (TNI) which aims to provide understanding to prospective cadets of the College of Maritime Sciences. (Stimar) AMI is about defending the country, loving the homeland and growing a maritime-oriented attitude to life.
 - 6) It was found that the benefits of cadet character education applied internally to vocational education in the work environment on board the ship were mostly just the value of discipline. In fact, as the shipping industry demands, the value of Soft Skill competence in the form of innovation and competence is the most needed.

The results of the analysis in the early stages of this study illustrate that although character education is beneficial for cadets because it produces discipline values, in the business and industrial environment, character values and soft skill values are still needed for students as prospective sailors.

Thus, then the results of the preliminary study stage which is a research and information collecting activity in the form of literature studies (library review and previous research results) from theories and concepts relevant to the problem being studied while conducting field studies, the results show that cadet education is character education that is applied. Currently, in the shipping vocation, several weaknesses are still found.

The weakness of the results of character education in the form of cadet activities applied to MerCHED, must be strengthened by character education when it will be implemented when students or seafarers carry out field work practices or sea projects on ships. The results of character education must be used as a basic need for seafarers in order to increase the competence of seafarers to face competition in the shipping industry. For this reason, the concept of character education is needed that is able to change the character of sailors for the better in depth

In general, the results of the preliminary study stage of this research are made in the form of a mapping table as a comparison between youth character education and AIA neuro-based character education that will be developed. Table 4.7 below is a comparative table that was created with the intention of summarizing the description of youth character education as well as comparing the AIA-Neuro Character Building based on local wisdom easily on the aspects of goals, values, strategies and indicators of the two character educations.

3. Product Development Phase of AIA Character Building Model – Neuro Based on

local wisdom

The results of the development research are in the form of character education management products accompanied by manuals, and digital information media in the form of Audio Visual Drive (AVD). the manual contains the basic material of training management, while the AVD as an example of learning material that contains soft skill values is delivered in the form of audio-visual that combines text, images, videos and google drive links in addition to enriching information according to the theme as well as providing information. description of the reality that occurs in the field, especially in maritime affairs.

Borg and Gall written by Sugiyono (2015:298) there are 10 stages, namely: (1) Potential and Problems, (2) Data Collection;(3) Product Design (4) Design Validation by experts (5) Design Revision, (6) Product Trial;(7) Product Revision;(8) Trial of Use; (9) Product Revision; and (10) Mass Production.

As for all the instruments made in online form using the google form application, making it easier for researchers to get respondents. The links to these instruments are:

1. Instruments for analyzing Character Building development needs by identifying Character Building weaknesses that are currently applied to MerchED with the following google form link address:
https://docs.google.com/forms/d/1mPbgrE5TziwiWk4lEXavvh4w-U30ve8KC8_mgwnlbp8/edit
2. The instruments of material experts and media experts on the manual in the form of a google form link, are as follows:
https://docs.google.com/forms/d/e/1FAIpQLScdqMCTKz9IN1r37ECharacterBuilding7Wg6zwMxPtJKBb-WcNYImpJr119KoQ/viewform?usp=sf_link
3. The material expert instrument for AVD products is in the form of a google form link, as follows:
https://docs.google.com/forms/d/e/1FAIpQLSfDLthw3rlx7LftaeNc9tGxUC7ysTh2QeP-jK4yebLZgd3fxw/viewform?usp=sf_link
4. Media expert instruments for AVD products are in the form of a google form link, as follows:
https://docs.google.com/forms/d/e/1FAIpQLSfF8HHTLjGLOxwYa7X9UG9qYoCVc_0uTtcL7FjlvJsKfVAjcw/viewform?usp=sf_link
5. The cadet response instrument to the product is in the form of a google form link, as follows:
https://docs.google.com/forms/d/e/1FAIpQLSdbL2kXMwNEDz_pRtgY2meV_OE1ro4-zcJLLRAIhcEqeh_Xng/viewform?usp=sf_link
6. Instrument of the effectiveness of the value of the resulting Sailor soft skill.
https://docs.google.com/forms/d/e/1FAIpQLScBihTdtV0upfljhzYRuyNaCKY_uqXxu26tUoPQ-4sqWsUYGA/viewform?usp=sf_link

The results obtained from expert validation are as follows:

1. the feasibility assessment of the AIA-neuro Character Education manual based on local wisdom by material experts is a score of 79 with a decent category.
2. The assessment of the feasibility of the AIA-Neuro Character Education manual based on local wisdom by media experts is a score of 81 with a very decent category.

3. The results of material expert validation against the AIA–Neuro Character Building guideline AVD based on local wisdom are generally suitable for use in the field. In percentage value eligibility of 100%.
4. the results of the media expert's validation of the AIA - Neuro character education AVD based on local wisdom, the percentage of eligibility is 100% so that the AVD is considered "good" because the information presented on the AVD is very clear and easy to understand or understand.

IV. Conclusions and Suggestions

A. Conclusion

The conclusions that can be drawn based on the research findings that have been described previously are:

1. The character education that is currently being implemented is cadet-based character education which mostly produces discipline values and is implemented militarized through Ladatsar, so it is necessary to strengthen new character education that will produce character values that are able to improve the soft skills of sailors, especially in the attitude aspect.
2. Development of Character Building AIA - Neuro based on local wisdom
 - a Character Building AIA - Neuro based on local wisdom was developed to strengthen the weaknesses of youth character education that has been applied to MerchED at this time in order to effectively improve the soft skills of seafarers.
 - b Development of Character Building AIA - Neuro based on local wisdom using R&D research methods from the theory of Borg and Gall, which was rewritten by Sugiyono (2015: 297) through 10 stages, including: (1) Potential and Problems, in the form of Observation aims to find out and get a real picture of character education that has been applied so far (2) Data Collection, covering needs measurement, literature study, research on a small scale, and value considerations; (3) Product Design character education management, includes the development of learning materials, learning processes, and evaluation instruments (4) Design Validation, carried out by experts (5) Design Revision, as a result of expert validation (6) Product Trial, carried out with 10 to 25 test subjects conducted at the MerchED institution through a questionnaire in the form of a google form; (7) Product Revision, is an improvement or refinement of the test results (8) Trial of Use, namely conducting a wider trial with 125 test subjects, with the subject or institution of MerchED (9) Product revision, in order to produce a final product, and (10) Mass Production.
 - c Character Building AIA - Neuro based on local wisdom includes management functions, namely planning in the form of formulating a learning model that integrates soft skill values in the attitude aspect in it into habituation; implementation in the form of learning utilizing manuals and AVD products; Evaluations are carried out by institutional leaders, educators, families and communities.
 - d The final model of the AIA-Neuro Character Building is based on local wisdom in the form of learning that uses manuals and AVD products to improve seafarers' soft skills,

especially in terms of attitudes to collaborate, be creative and innovate very effectively. As data to support the effectiveness of the resulting product, namely: (1) the development of AIA-Neuro Character Building learning management based on local wisdom, its feasibility as has been done by media experts and material experts with a percentage score of 100% in the "very feasible and does not need to be revised" category so that It can be interpreted that the product is suitable for use. (2) In the feasibility trial of the Character Building AIA - Neuro learning product based on local wisdom that utilizes manuals and Audio Visual Drive (AVD) products conducted on 25 respondents, it shows that users feel very effective in improving soft skills that affect seafarers' attitudes in collaborating, innovating and creativity with the percentage of values obtained is 100% very feasible category, this means that the product has the feasibility for further testing and is suitable for use in Vocational education activities; (3) The improvement of Character Building AIA learning based on local wisdom using manuals and AVD Character Building AIA - Neuro based on local wisdom was carried out through trials on 125 respondents, resulting in a score of 98% in the category close to perfection.

B. Suggestion

Suggestions and recommendations addressed to all relevant parties based on the findings of the research, discussion, and conclusions in the explanation above are as follows:

1. The AIA-Neuro Character Building product based on local wisdom produced in the form of learning that utilizes manuals and AVD media is character education that can be applied to students as a reinforcement of character education that has been applied to students.
2. The Head of the Curriculum Field is advised to take advantage of the development product because it is equipped with Guidelines and AVD which contains a real picture of the conditions or situations in Du/Di, especially in the field of Shipping, so that students make it easier to manage Character Education learning activities.
3. All relevant agencies, both from educational institutions and from industrial personnel, should form a team work that works together and is responsible for developing the character of students, especially in improving Soft Skill competencies.
4. It is suggested to students that this product is not the only source of learning that can be used in learning Character Education, therefore it is recommended that students who use this product also take advantage of various other learning resources so that they complement each other.
5. For other researchers to develop the same product in other subjects, it is recommended for other researchers to make internal adjustments with the analysis of the necessary needs, characteristics and contexts appropriately. Because each subject, the characteristics of students and the analysis of the needs that surround it are certainly different.
6. In addition, it is hoped that there will be continuous research to evaluate the results of this

character education. How useful and successful is the implementation of character education that has been carried out at MerchED

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