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Character Development of Independence and Responsibility in the Riverbank Junior High School Students in Banjarmasin through Number Head Together (NHT)

Chairil Faif Pasani¹*, Delsika Pramata Sari²
¹,²Lambung Mangkurat University, Banjarmasin, Indonesia

Abstract

This research was about character development of independence and responsibility in the riverbank junior high school students in Banjarmasin through Number Head Together (NHT). The purpose of this research were to examine character development of independence and responsibility in the riverbank junior high school students in banjarmasin through NHT, and examine the relationship between characters of independence and responsibility of students with learning results. This research used a quasi-experimental pattern with one-shot case study design. Subjects of this research were students of two riverbank junior high schools in Banjarmasin. The instruments used, namely test and observation. Analysis of quantitative data in this research used SPSS 19, and the conclusion: character development of independence and responsibility in the riverbank junior high school students in banjarmasin through NHT was on good qualification, and there was a positive relationship between characters of independence and responsibility with learning results of the riverbank junior high school students through NHT.

Keywords: Independence, Responsibility, Riverbank Junior High School In Banjarmasin, Number Head Together (NHT)

*All correspondence related to this article should be directed to Chairil Faif Pasani, Delsika Pramata Sari, Lambung Mangkurat University, Indonesia
Email: chfaifp@yahoo.co.id
CHARACTER DEVELOPMENT OF INDEPENDENTLY AND RESPONSIBILITY IN THE RIVERBANK JUNIOR HIGH SCHOOL STUDENTS IN BANJARMASIN THROUGH NUMBER HEAD TOGETHER (NHT)

Chairil Faif Pasani, Lambung Mangkurat University, Indonesia. chfaifp@unlam.ac.id
Delsika Pramata Sari, Lambung Mangkurat University, Indonesia. delsika.math@unlam.ac.id

Presenter: Chairil Faif Pasani, Delsika Pramata Sari

ABSTRACT
This research was about character development of independently and responsibility in the riverbank junior high school students in Banjarmasin through Number Head Together (NHT). The purpose of this research were to examine character development of independently and responsibility in the riverbank junior high school students in Banjarmasin through NHT, and examined the relationship between character of independently and responsibility of students with learning results. This research used a quasi-experimental pattern with one-shot case study design. Subjects of this research were students of two riverbank junior high schools in Banjarmasin. The instruments used, namely test and observation. Analysis of quantitative data in this research used SPSS 19, and the conclusion: character development of independently and responsibility in the riverbank junior high school students in Banjarmasin through NHT was on good qualification, and there was a positive relationship character of independently and responsibility with learning results of the riverbank junior high school students through NHT.

Keywords: independently, responsibility, riverbank junior high school in Banjarmasin, Number Head Together (NHT)

1. INTRODUCTION
Education is an effective means to build a great nation. The progress of a country depends not only on natural resources owned, the role of human resources with high character and capability are also strongly supports. This is reflected in the advanced countries such as Japan, Singapore, South Korea, and others. Indonesia, which has abundant natural resources need to be supported by reliable human resources, and now our nation is fighting it. Natural resources is to be grateful for and used wisely by us.

Indonesia is also known as a country with an area of wetlands is very broad. Ramsar Convention Secretariat (2010) defined wetlands include a wide variety of habitats such as marshes, peatlands, floodplains, rivers and lakes, and coastal areas such as saltmarshes, mangroves, and seagrass beds, but also coral reefs and other marine areas no deeper than six metres at low tide, as well as human-made wetlands such as wastewater treatment ponds and reservoirs. Wetlands that are so closely related to Banjarmasin city is the river. Banjarmasin is the capital of South Kalimantan, one of 34 provinces in Indonesia. Banjarmasin dubbed as the city of a thousand rivers.
Banjarmasin residents use the river as a source of life to living on the riverbanks. Of course, education in the area riverbank is an important concern. Education plays a major role in shaping the character of student for life in modern society. Character education according Zubaedi (2011) are all the efforts of teachers, who are able to influence the character of students, teachers help shape the character of the students, this includes the example of how the behavior of teachers, how teachers speak or convey the material, how teachers tolerate, and various other related matters.

Among some of the characters that are important to develop is independently and responsibility. This was reinforced by Undang-Undang Nomor 20 Tahun 2003 Pasal 3 of the National Education System, which affirmed that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potential to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independently, and become citizens of a democratic and responsible. This is the trigger for the Indonesian government to improve the quality of education. This effort is certainly not possible through the old ways that tend to rely on the process of developing capabilities that are more procedural and less load challenge (Suryadi, 2005). Such learning makes students act as passive and was not given much chance to express themselves, so that students become less independent and responsible for building their own knowledge by seeking learning resources other than those provided by the teacher. The process of learning to this day still gives dominance teachers and do not provide access for students to develop independently through the discovery and thought processes, so that the need for cooperative learning (Trianto, 2011).

In general, for reasons related to the importance of student independently and responsibility for the affective domain determines the success of one's learning (Popham, 1995). In other words, the development of independently character and responsibility can determine the success of mathematics learning. Independently according Suyadi (2013) is the attitudes and behaviors that do not depend on others to complete various tasks and problems. But this does not mean it should not working collaboratively, but should not be throwing the duty and responsibility to others. According to Prayitno & Widyantini (2011), independently is the attitude and behavior in actions that do not depend on others to solve a problem or task.

Besides independently, an important character to be cultivated is responsibility. According to Poerwati & Amri (2013), responsibility is the attitude and behavior of people to carry out the duties and obligations that should be done, to ourselves, society, environment (natural, social, and cultural), country, and God Almighty. The responsibility is basically a person's ability to perform the duties because of encouragement from within himself or commonly referred to as spiritual calling. Somebody do something not solely because of the rules that have to do a thing. However, one feels otherwise fulfill the job well, then someone is inappropriate to accept what has been the right (Munir, 2010).

Fostering students' character can be done through the study of mathematics. As known, the math has a public image as a difficult subject and can only be accessed by a few people (Atallah, Bryant, & Dada, 2009). This is what ultimately makes some students less interested in mathematics, so the impact on student learning outcomes. In connection the above, in the learning of mathematics, teachers should give efforts in implementation of learning so that students more interested in mathematics, and of
course to develop the student's character. One of the few alternatives to foster independently and responsibility is with the Number Head Together.

Numbered Head Together is one of several types on the model of cooperative learning which provides opportunities for students to communicate actively in completing their tasks. Trianto (2009) revealed that the Number Head Together developed by Spencer Kagan to involve more students in studying and understanding the material covered in the lesson, and check their understanding of the lesson content. Ibrahim, et al. (2000) states that the Number Head Together has several advantages, including: (1) easy to implement in the classroom, (2) provide time for students to reflect on lesson content, (3) allow time for the students to exercise courage in issuing the opinion either in small groups or in the overall class.

Based on several studies, including research conducted by Sridevi (2014) concluded that (1) the application of Number Head Together effective in developing the character of the student's responsibility vocational high school in Banjarmasin, (2) student learning outcomes after attending a math lesson by using Number Head Together has increased since the first meeting through sixth meeting, and (3) there is a positive and significant relationship between the character values of responsibility students with student learning outcomes. Susilo & Khabibah (2013) states that the students' motivation increased after learning by Number Head Together and the number of students increased learning motivation score of 70.97% and is included in the high criteria. Research by Zubaidah (2014) states that the application of Number Head Together can develop independently character of students and students' mathematics learning outcomes after using Number Head Together included in good criteria.

Based on the explanation above, the writer interested in conducting a study with the title, “Character Development of Independently and Responsibility in the Riverbank Junior High School Students in Banjarmasin through Number Head Together (NHT)”. The purpose of this research are: (1) to examine character development of independently in the riverbank junior high school students in Banjarmasin through Number Head Together, (2) to examine character development of responsibility in the riverbank junior high school students in Banjarmasin through Number Head Together, (3) to examine the relationship between character of independently of students with learning results, and (4) to examine the relationship between character of responsibility of students with learning results.

2. LITERATURE REVIEW

Independently

Independently by Kamus Besar Bahasa Indonesia independently is in a state able to stand on its own; do not rely on others. Independently is one of several nation characters that needs to be developed in addition to the religious, honesty, tolerance, discipline, and others. According to Suyadi (2013), independently is the attitude and behaviors that do not depend on others to complete various tasks and problems. But this does not mean it should not working collaboratively, but should not be throwing the duty and responsibility to others. Independence does not automatically grow in oneself, independently primarily the result of the learning process that lasts a long time (Naim, 2012).

Independent learning is learning to develop themselves and their skills by means of its own (Yamin, 2013). Independent learning is to learn to develop themselves without being in a collective learning teachers or friends in the class, independent learning can be done alone and elsewhere in an effort to improve themselves. The role of teachers
in the process of independent learning is to be a facilitator, be that ready to provide assistance to students when needed. Supinah & Parmi (2011) details the indicators of independently character, among other things: do their own tasks is its responsibility, have self-belief can solve the problems encountered, and has the ability to be himself. Based on the understanding and explanation above, the indicators of the character of independently student used in this study were (1) work on his own assignment, (2) show the attitude of active learning in each learning activity, (3) cooperating with the members of the group, (4) discuss the assignment, and (5) help friends of the group that is the difficulty in doing the task.

**Responsibility**
The character that important for other developed is responsibility. According to Kamus Besar Bahasa Indonesia, responsibility is the state obliged to bear everything (in case anything should be prosecuted, blame, sued, and so on). Responsibility according Suyadi (2013) is the attitude and behavior of people in performing their duties and obligations, whether in relation to oneself, social, community, nation, country or religion. The responsibility will grow if someone has a strong vision impetus for a deep emotional connection and also a sufficient understanding of reality. According to Aziz (2012), creating students to be the ones responsible should start from giving tasks that seem insignificant. For example, do not throw garbage in the classroom or anywhere. There is no need sanction for this learning, students are grown enough to be awareness of the task. Furthermore, the task was eventually turned into an obligation dispose of waste in place. The terms relating to the responsibility according to Muin (2011) were (1) duty: what has been given to us as our duty to do it, (2) time management: the person responsible for it is usually the person who can manage time and consequently with a predetermined schedule, (3) reaching goals: goals to be achieved together, responsibility for people who have set goals and should also be responsible to do something so that this goal can be achieved, (3) dilligence: people industrious and diligent it is usually the person who is responsible, (4) teamwork: people who deviate from the deal team and want to take advantage for himself from the activities with the team are people who are not responsible, (5) contracts: an agreement that must be followed and break is not responsible, and (6) rational: the responsible person is saying something that makes sense, do not spit lies and irrationality. Responsibility is a character that must exist in every individual. In particular, the operational form of indicators responsibilities include: (1) complete all tasks and exercise its responsibility, (2) carry out instructions as well as possible during the learning process, (3) be cooperative, (4) express appreciation and give thanks for others, (5) can set a predetermined time, (6) serious in doing something, (7) the focus and consistent, (8) did not cheat, (9) industrious and diligent during the learning process in progress, and (10) help friends in difficulty in learning.

**Number Head Together (NHT)**
Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady, et al., 2006). Number Head Together or commonly abbreviated with Number Head Together is cooperative learning developed by Spenser Kagan to engage more students in reviewing the material covered in the lesson and check the students' understanding of subject content.
Trianto, 2011). Kagan states that Number Head Together learning model is indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning (Lie, 2005). This indicates that Number Head Together can develop student independently and responsibility.

Wright (2014) states that during whole group instruction, Numbered Heads Together is implemented using the following steps:

1) Create teams. The teacher divides the class into 4 person teams. Ideally, each team includes a mix of high, average, and low achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.).

2) State a question. The teacher poses separate queries to the class. After each question, the instructor tells students to "put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."

3) Allow think-time. The teacher gives students 30 seconds to discuss an answer in their groups.

4) Elicit student responses. The teacher randomly selects a number from 1-4 and says, "All number [1, 2, 3, or 4] students who know the answer, raise your hand." The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, "How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand." [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]

5) Give teacher feedback. Finally, the instructor gives feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

Wright, 2014) notes that teachers may wish to create standing groups for Numbered Heads Together to allow for more rapid transition into student teams. Also, the instructor might post a checklist that reminds students of appropriate Number Head Together behaviors and briefly review that checklist as a pre-correction strategy prior to moving into the Number Head Together activity.

Ibrahim, et al. (2000) states that the Number Head Together has several advantages, including: (1) easy to implement in the classroom, (2) provide time for students to reflect on the content of the subject matter, (3) allow time for the students to exercise courage in releasing the opinion either in small groups as well as in the overall class.

3. RESEARCH METHOD

This research used a quasi-experimental pattern with one-shot case study design. One-shot case study design shot case study design according to Arikunto (2010) can be seen below.

Information:
X : Treatment (Number Head Together)
O : Observation result after treatment (postresponse)

Subjects of this research were students of two riverbank junior high schools in Banjarmasin. The instruments used, namely (1) test, to determine student learning outcomes in the form of essays, (2) observation, was conducted to determine the development of independent and student responsibility for learning in progress. The research instruments used are prepared by: (1) based on the standards of competence, basic competence, indicators, principal material according to the education unit level
curriculum, (2) rooted in math textbooks used in the schools where research is conducted and other books that are relevant to the education unit level curriculum, and (3) consulted to supervisor and teachers of mathematics subject at the school where research is conducted. Data analysis techniques used in this study are two kinds, namely descriptive and inferential statistics. Analysis of quantitative data in this research used SPSS 19. Data analysis from independently and responsibility character by the students interpreted in Table 1 below.

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Already a Habit (AH)</td>
</tr>
<tr>
<td>61-80</td>
<td>Already Developing (AD)</td>
</tr>
<tr>
<td>41-60</td>
<td>Start Developing (SD)</td>
</tr>
<tr>
<td>21-40</td>
<td>Starting Visible (SV)</td>
</tr>
<tr>
<td>0-20</td>
<td>Not yet Seen (NS)</td>
</tr>
</tbody>
</table>

**Table 1. Interpretation of Character Values**

4. DATA ANALYSIS

Observation Result of Independently on riverbanks Junior High School Students In Banjarmasin through Number Head Together

The value of students' independence can be seen by the categories developments in Table 1, which is not yet seen, starting visible, start developing, already developing and already a habit. Frequency distributions data independently value riverbanks junior high school students In Banjarmasin through Number Head Together at each meeting can be seen in Table 2 below.

<table>
<thead>
<tr>
<th>Value</th>
<th>Category</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>81-100</td>
<td>AH</td>
<td>f 0.00</td>
</tr>
<tr>
<td>61-80</td>
<td>AD</td>
<td>0</td>
</tr>
<tr>
<td>41-60</td>
<td>SD</td>
<td>7</td>
</tr>
<tr>
<td>21-40</td>
<td>SV</td>
<td>26</td>
</tr>
<tr>
<td>≤ 20</td>
<td>NS</td>
<td>2</td>
</tr>
</tbody>
</table>

Information:
AH = Already a Habit
AD = Already Developing
SD = Start Developing
SV = Starting Visible
NS = Not yet Seen
f = Frequency

Based on Table 2 above, there is an increasing number of students in the class began to grow, has developed and has become a habit. As for the category is not visible and beginning to look a decrease from the first meeting until the sixth meeting, but the category has not been seen at the fifth meeting number is growing. At the first meeting 74.29% of students have achieved visible starting interpretations (SV) and the students should be further developed character value mandirinya or not yet seen (NS) as much as 5.71%. The second meeting 62.86% of students still reached on the interpretation of starting visible (SV) and 2.85% of students still have to be developed more character values mandirinya of interpretations not yet seen (NS). The third meeting 42.86% of students still achieve interpretations visible starting (SV) and there are still 2.85% of students who had to be developed independently of the interpretation of the character values not yet seen (NS). The fourth meeting 37.14% of
students have reached interpretation began to grow and 2.86% of students have also achieved some independent character value development of interpretation has been already a habit (AH). The fifth meeting 42.85% of students have reached interpretation start developing (SD) and 2.85% of students achieved the development value independent character of interpretation has been already a habit (AH) is still the same at the fourth meeting. Furthermore, at the last meeting or the sixth meeting 51.42% of students have reached interpretation start developing (SD) and 5.72% of students who have achieved the development value of independence of interpretation already a habit and no student who value independent character reach interpretations not yet seen. So from the fourth meeting until the sixth meeting of the students already had been developed independently character value.

**Observation Result of Responsibility on riverbanks Junior High School Students In Banjarmasin through Number Head Together**

Values characters responsibility of students can be seen by the categories developments in Table 1 above. Frequency distribution data of value of responsibility riverbanks junior high school students In Banjarmasin through Number Head Together at each meeting can be seen in Table 3 below.

<table>
<thead>
<tr>
<th>Nilai</th>
<th>Kategori</th>
<th>Pertemuan</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>81-100</td>
<td>MK</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>61-80</td>
<td>SB</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>41-60</td>
<td>MB</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>24</td>
<td>68.57</td>
<td>32</td>
<td>91.43</td>
</tr>
<tr>
<td>21-40</td>
<td>MT</td>
<td>31</td>
<td>88.57</td>
<td>11</td>
<td>31.43</td>
<td>3</td>
<td>8.57</td>
<td>0</td>
</tr>
<tr>
<td>≤ 20</td>
<td>BT</td>
<td>4</td>
<td>11.43</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
</tr>
</tbody>
</table>

In Table 3 above it can be seen that the character values of responsibility at each meeting has increased, the first meeting was classified into categories not yet seen (NS) of 11.43% and categories start visible (SV) as much as 88.57%. This is because students still feel new learning model used. Subsequently, at the second meeting of 68.57% and the third meeting of 91.43% an increase where classified into categories start developing (SD), although some students still are classified into the category of start-visible (SV), at the second meeting of 31.43% dropped to 8.57% at meeting third. In the fourth and fifth meetings no longer belonging to the category of start-visible (SV), and some students already classified in the category already developing (AD). Category've already a habbit (AH) began there at the sixth meeting or meetings before by 14.29%. This is because students are used to the learning model used and the character of responsibility is growing.

**The Relationship between the Independently with Student Learning Outcomes**

The relationship between the value of independently students with student learning outcomes using regression analysis using SPSS 19.

<table>
<thead>
<tr>
<th>Sig.</th>
<th>Conclusion</th>
<th>Correlation Coefficient (R)</th>
<th>Determination Coefficient (R Square)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>Ho rejected</td>
<td>0.627</td>
<td>0.393</td>
</tr>
</tbody>
</table>
Based on Table 4 above, it appears that the relationship between the independently and student learning outcomes riverbanks junior high school students in Banjarmasin that learning obtained by Number Head Together has sig = 0.000 (less than α = 0.05), so Ho rejected. The correlation coefficient (R) of 0.627, meaning that there is a positive relationship between the independence of the student and student learning outcomes after treatment with Number Head Together. The determination coefficient (R Square) obtained is 0.393. This means that the effect of changes in the value of students' independence to student learning outcomes is 39.30%. Based on regression analysis is also derived an equation that can be used to calculate the student learning outcomes when students were independent value known. The regression equation the relationship between students' independence and student learning outcomes, ie \( Y = -9.939 + 1.201X \) where X represents the students' independence and Y represents student learning outcomes.

The Relationship between the Responsibility with Student Learning Outcomes

The relationship between the value of responsibility students with student learning outcomes using regression analysis using SPSS 19.

<table>
<thead>
<tr>
<th>Sig</th>
<th>Conclusion</th>
<th>Correlation Coefficient (R)</th>
<th>Determination Coefficient (R Square)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.022</td>
<td>Ho rejected</td>
<td>0.386</td>
<td>0.149</td>
</tr>
</tbody>
</table>

Based on Table 5 above, it appears that the relationship between the responsibility and student learning outcomes riverbanks junior high school students in Banjarmasin that learning obtained by Number Head Together has sig = 0.022 (less than α = 0.05), so Ho rejected. The correlation coefficient (R) of 0.386, meaning that there is a positive relationship between the responsibility of the student and student learning outcomes after treatment with Number Head Together. The determination coefficient (R Square) obtained is 0.149. This means that the effect of changes in the value of students' responsibility to student learning outcomes is 14.90%. Based on regression analysis is also derived an equation that can be used to calculate the student learning outcomes when students were responsibility value known. The regression equation the relationship between students' independence and student learning outcomes, ie \( Y = -9.939 + 1.201X \) where X represents the students' responsibility and Y represents student learning outcomes.

5. DISCUSSION

At the beginning of the study, the riverbank students in Banjarmasin still show the strong independently and responsibility. This is because the new habituation by researcher using Number Head Together. At the second meeting until the sixth meeting, there is an increasing number of students in start developing, already developing and already a habit, whereas for the category is not yet seen and starting visible to look a decrease from the first meeting until the sixth meeting. This is because Number Head Together is starting to give a positive reaction to the development of independently and responsibility. This is consistent with the Kagan statement that Number Head Together learning model is indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning (Lie, 2005). The development of independently and responsibilities of riverbank junior high school students increased by Number Head Together. This is consistent with research
by Zubaidah (2014) states that the application of Number Head Together can develop independently character of students and students' mathematics learning outcomes after using Number Head Together included in good criteria. And next, research by Sridevi (2014) concluded that (1) the application of Number Head Together effective in developing the character of the student's responsibility vocational high school in Banjarmasin, (2) student learning outcomes after attending a math lesson by using Number Head Together has increased since the first meeting through sixth meeting, and (3) there is a positive and significant relationship between the character values of responsibility students with student learning outcomes.

There was a positive relationship character of independently and responsibility with learning results of the riverbank junior high school students through Number Head Together. This was confirmed by the opinion of Popham (1995) that the affective domain determines the success of one's learning. This happens because the excess of Number Head Together by Ibrahim, et al. (2000) among others are (1) easy to implement in the classroom, (2) provide time for students to reflect on the content of the subject matter, (3) allow time for the students to exercise courage in releasing the opinion either in small groups as well as in the overall class.

6. CONCLUSION

Based on the research results, research findings, and the discussion that has been mentioned earlier, obtained some conclusions as follows.

1) Character development of independently in the riverbank junior high school students in Banjarmasin through Number Head Together was on good qualification.
2) Character development of responsibility in the riverbank junior high school students in Banjarmasin through Number Head Together was on good qualification.
3) There was a positive relationship character of independently with learning results of the riverbank junior high school students through Number Head Together.
4) There was a positive relationship character of responsibility with learning results of the riverbank junior high school students through Number Head Together.

7. REFERENCES


Certificate of Presentation

This is to certify that

Chairil Faif Pasani

Presented the research paper titled “Character development of Independently and Responsibility in the Riverbank Junior High School Students in Banjarmasin through Number Head Together (NHT)” in the 3rd international conference “Emerging Trends in Academic Research (ETAR-2016)” held at Golden Tulip Galaxy Banjarmasin Hotel, Indonesia on September 26-27, 2016.

Farooq Ahmed Jam (Ph.D.)
Conference Chair
ETAR-2016 Secretariat
Executive Director
Global Illuminators

Lambung Mangkurat University,
Indonesia

Medicine Faculty Anniversary of
Lambung Mangkurat University,
Indonesia