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The Implementation of the Good Character and Project-Based Learning to Improve Students' Orientation towards Task and Achievement

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Abstract:
The objective of the study was to describe the implementation of character-building prototype towards teacher's activities and student's orientation towards task and achievement for business plan in entrepreneurial foodservice vocational school. The prototype was the combination between Lickona's good character '3M' and Steinberg's Six A's Designing Project-Based Learning, which later was called The Three M in The Six A's Designing Project Based Learningor 3M6A's Designing PjBL in short. Based on the prototype, teacher should carry out the '6A' which meant (1) Authenticity, (2) Academic Rigor, (3) Applied learning, (4) Active Exploration, (5) Adult Relationship and (6) Assessment Practices. Furthermore, the '3M', namely (1) Moral knowing, (2) Moral feeling, and (3) Moral action should be integrated within the '6A.' The data collection method was observation and the data were analyzed using descriptive method; student's activity was the response of that of the teacher; the assignment was problem-based project. Based on the findings, the teacher was able to incorporate the '3 M' into the 'Six A.' During the first, second and third observation, the implementation may be categorized as good and it increased to very good in the fourth observation. The average score for Authenticity, Active Exploration, and Assessment Practices in the fourth meeting was 88.92 (very good), the percentage of students whose orientation was task and achievement increased from 26.8% to 60% siswa. The ability to fulfill project and assignment increased sharply from 32% into 84%. The conclusion was the implementation of the Three M in The Six A's Designing Project Based Learning(3M6A's Designing PjBL) improved teacher's activities and student's orientation towards task and achievement.
Keywords: *Good Character, 3M6A's Design PjBL, Project-Based Learning,Orientation Towards Task and Achievement, Vocational School.*

1. INTRODUCTION

The most frequent activity for students and their parents at the beginning of academic year is to find reputable school. Unfortunately, they put aside other relevant elements namely family (e.g. economic condition) and individual (student's ability). Worse, many students do not have clear information about schools they go to until they enroll in the schools. Many students enter post-secondary education without a clear idea of their major and future career plans (Ochirbatet al., 2017).

The objective of vocational education is to prepare students for labor force (the 2003 Decree number 20 Article 3 and 15 about the National Education System); once they graduate, students may become entrepreneur or work in certain institution (Directorate of Vocational School Development, 2016). In other words, vocational school is education institution for students who have been aware of type of job or profession they want to have in the future.

The fact shows the opposite. Students go to vocational school because it is the only school where they are accepted or due to their financial situation and low academic achievement. In addition, most vocational schools lack facilities, including workshop. As the consequence, they cannot train students optimumly and fail to meet the need of the industry.

The Head of the National Bureau of Statistics, Suryamin explained that in February 2016, the percentage of unemployement with vocational school certificate was 9.84%(Jefriando, 2016). In February, 2015, 1,174,366 vocational school graduates were unemployed and the number increased to 1,348,372 in February 2016. Based on the researcher's observation towards 3 (three) vocational schools, 22.22% of their graduates worked in the field of work that did not suit their background of studies, 62.78% became employees and 15% were untraceable. Only 2.5% of the graduates from the entrepeneurial foodservice major became entrepreneur. Having interviewed the 12th grade students, it was concluded that 13.75% was interested in entrepreneurship (Sutiadiningsih and Handajani, 2015).

When the phenomenon occurs on the national scale, it is going to be more challenging to meet the government's expectation; that is to prepare vocational school students to work as professionals or become entrepreneur. There are numerous factors that contribute to the condition; one of them is learning process. Based on the observation, conventional learning still becomes a common practice. Teachers rarely relate topics of classroom discussions to real-life situation, and they hardly make connection between assignments, which mostly were instructive, and academic value, affective competence as well as monitoring and evaluative skills (Sutiadiningsih and Trisya, 2013). Student's entrepreneurial skill was relatively low, for instance their orientation towards outcome and achievement (Sutiadiningsih and Handajani, 2015).

Even though character building is a challenging task, one should keep improving student's ability to survive the global competition. Studies in South Africa showed how much effort was needed to develop one's skills amidst unstable social condition, lack of job security and inequality (Chuet al., 2017). In order to increase the entrepeneurial foodservice student's orientation towards task and achievement, the key is to conduct learning process that combines character-building into classroom activities. The prototype to develop student's entrepreneurial ability was one that merges character-building into classroom activities. It is called 3M6A's Design Project-Based Learning or a model that combines the components of Lickona's (1991) Good Character Three Moral (3M), involving moral knowing, moral feeling, and moral action. Steinberg's (1997) Project-Based Learning called The Six A Design Priject-Based Learning (PjBL) that involves Authenticity, (2) Academic Rigor, (3) Applied Learning, (4) Active Exploration, (5) Adult Relationships, and (6) Assessment.

The purpose of the study was to describe (1) the implementation of 3M6A's Design Project-Based Learning for business plan towards teacher's activities, and (2) the implementation of 3M6A's Design Project-Based Learning for business plan towards students' orientation in task and achievement.

Underlying concepts. Intelligence and good personality are the key to individual's success. Individual's psychological condition is inseparable part of his or her personality. Personality consists of cognitive, affective and psychomotoric (as physical activities that consist of effort and are related to fulfilling certain purpose) (Mar'at, 1984). Character is part of human specific element which covers their ability to face challenge and difficulties (Coordinating Minister for Economic Affairs and People's Welfare, 2010) character determines someone's private thoughts and someone's actions done. Character is not acumulation of separate habit and ideas. Character is an aspect of the personality. Beliefs, feelings, and action are linked; to change character is to reorganize the personality. Tiny lessons on principles of good conduct will not be

effective if they cannot be integrated with the person's system of beliefs about himself, about others, and about the good community (Kamaruddin, 2013).

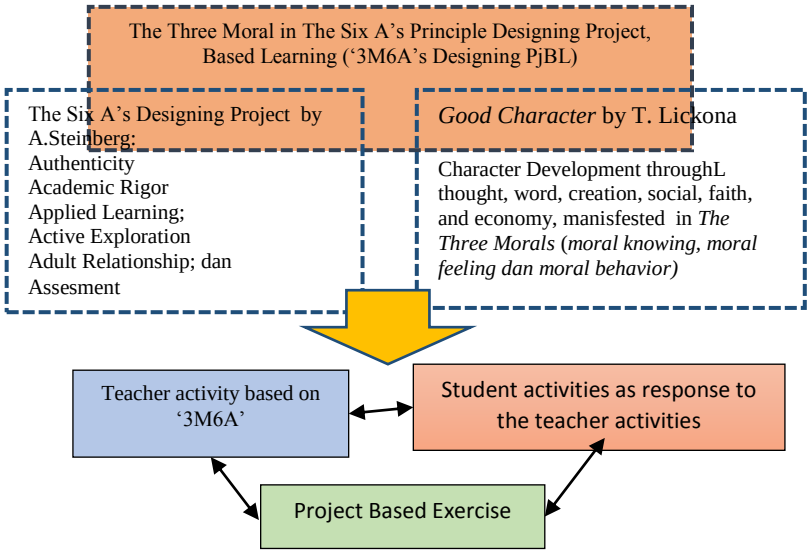
Developing student's orientation in outcome and achievement does not happen overnight. Many students realize they should fulfill their responsibilities in order to be able to graduate on-time, get good grades and other privilege. However, very few students that can carry out their responsibilities consistently; most of them prefer to have the shortcut. As the result, they are not able to focus on their dreams. Lickona stated that character is "a reliable inner disposition to respond to situations in a morally good way" (Lickona, 1991). Lickona (1991) sees character in three related elements; moral knowing, moral feeling, and moral action. Based on those three elements somebody is considered to have good character if they know about good things (moral knowing), possess interest toward good things (moral feeling) and do good actions (moral action).

Success does not happen in a blink of an eye, but it is not impossible to learn how to be successful; an individual should focus on outcome/task or achievement. At the same time, success depends upon individual's characetristics. deBono (1991) interviewed 50 successful male and female and concluded that there were four factors that played pivotal role in success of an individual or a group of people; two of them were internal personality and the other were external personality. The internal factors were (1) a little madness – an individual with strong willingness and smotivation to achieve what they want, and (2) very talented – an individual with innate ability. The external factors were (1) rapid growth field – an individual who succeed quickly because they work in rapidly developed field, and (2) Luck – an individual being at the right time in the right place.

Entrepreneurs from West Sumatra have proven the importance of individual orientation to fulfill his or her expectation/ dream. The finding of Hastutietal.'s (2015) study where the entrepreneurs from West Sumatera became the subjects mentioned that they were identified to have characteristics of self confidence, hard worker, careful calculation/economical, self-reliance, perseverance, contribution to the family, consistency, ingenuity, flexibility, courage to face the challenges of the business. Ability to focus on task and outcome or achievement for vocational school students is one of 11 (eleven) chracateristics of entrepreneurs by *Balitbang Kemendiknas Pusat Kurikulum Pengembangan Kewirausahaan* (2010), a bureau in the Ministry of Education focusing on development of entrepreneurial skills for students. Furthermore, there are 5 (five) descriptors to evaluate student's orientation towards task and achievement, namely (1) making list of things to achieve (2) profit/result-oriented, (3) resilience, (4) strong will and hard work, and (5) initiative; each of them had different indicators.

How to teach and build student's characters simultaneously? The prototype that successfully combined the two was the 3M6A's Desaining Project-Based Learning(Figure 1) (Sutiadiningsih and Handajani, 2015).

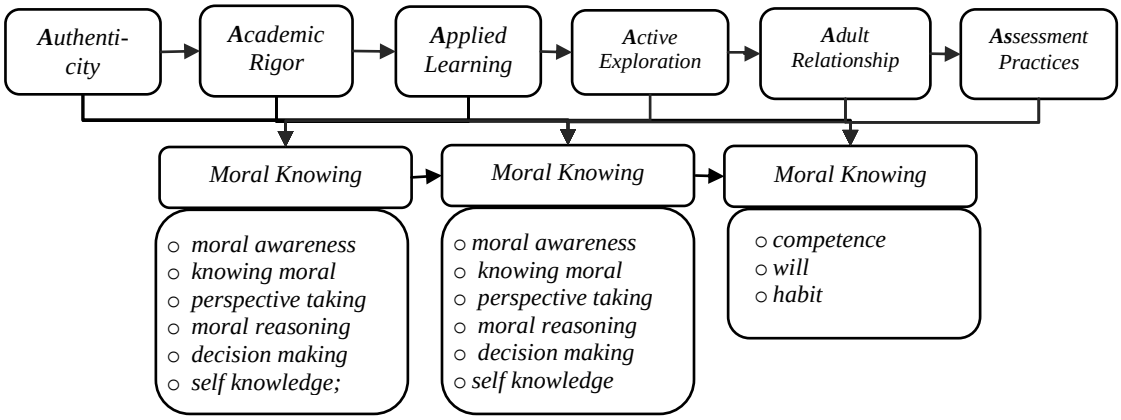
Figure 1.Character Building (Three M) is integrated into Project-Based Learning (The Six A's Design PjBL) and called 3M6A's Design PjBL.Adapted from Lickona (1991) and Steinberg (1997)



The implementation of the design was as follow: the first, teachers adopted The Six A's Design PjBL (Steinberg, 1997) principles during the classroom activities, and integrated each of the six stages with the component of '3M' (Lickona, 1991). As an example, in **A**uthenticity, one of the stages of the Six A's Design PjBL, teachers teach authenticit by introducing the god characters, or conducting activities of which orientation was to develop moral knowing, moral feeling, and moral action. During the moral knowing phase, teachers gave motivation, direction and guidance to their students through (1) moral awareness, (2) knowing moral, (3) perspective taking, (4) moral reasoning, (5) decision making, and (6) self knowledge.

In addition, during the moral feeling phase, teachers gave motivation, direction and guidance to their students through (1) conscience, (2) self-esteem, (3) emphaty, (4) loving the good, (5) self control, and (6) humility. Finally, during the moral knowing phase, teachers gave motivation, direction and guidance to their students through (a) competence, (b) will, and (c) habit (Figure 2).

Figure 2. Developing the 'Three M' through 'The Six A' Prject-Based Learning ('3M6A's Designing PjBL).Adopted from Lickona (1991) and Steinberg (1997)



Project-based learning (PBL) is typically considered an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process (Lattimerand Riordan, 2011). PBL organizes learning around projects and involves the students in authentic situations where they can explore and apply the subject matter to problems that are complex and relevant to the professional practice for which they are preparing (Hârtescu, 2014). Ravitz (2010) expressed, "this approach uses "projects" as vehicles to encourage student motivation and to provide a means for demonstrating and explaining what they have learned". In short, there is a distinct shift from a lecture-based approach to an open-ended process oriented model associated with critical theory that values inquiry, reflection, negotiation of meaning, case and problem-based learning (PBL), discussion and collaboration, and self-directed learning (Barrett, 2005).

Integration between PjBL and components of good character '3M' may be defined as learning process where projects became the media of learning and one that emphasizes on which method that work best for students use to get information and learning materials so that the students were able to improve their thought, literacy and behavior. When there was integration between PjBL and character-building, information processing occurred in which children or students process a piece of information, monitor and develop strategy based on the information they had obtained. Information processing basically lied within **memory-**processing and way of thinking (Santrock. 2011). Based on the findings of Chiang and Lee's (2016) study, Project-Based Learning improved motivation and problem-solving ability of the vocational high school students; it was easier for teachers to increase the students' motivation to finish task/ projects when they were taught using PjBL. The students were able to explore information they needed, exchange information among themselves and apply the information or knowledge to the projects they were assigned(BarnawiandArifin,2012).

Learning while solving problems in the task/projects the students were assigned and one when character-building was incorporated into learning process enables students to process information and make decision concerning their following actions in order to achieve their goals or outcome/achievement. The main focus of information processing was change and development **mechanism**(Siegler, 2001); there was synergy between thought process, change mechanism and self-modification(Sieglar, 2005). The more older an individual is, the more experience he or she had and the faster they are in processing information so that the individual was able to connect ideas and events he or she experienced (Kail, 2002 as cited in Santrock, 2011). The major findings of the study were higher interactivity enhanced recognition as well as recalled memory of interactive content, but diminishes recognition and recalled memory of non-interactive content (Xuand Sundar, 2016). Awareness enables children to adapt and manage strategies during problem-solving and information processing (Flavell et al., 2002), in which the context of learning was learning positive information and improving awareness towards invaluable, meaningful information.

2. METHODOLOGY

The subjects of the study were 25 (twenty-five) 12th grade vocational school students majoring in Entrepreneurial Foodservice and teachers responsible for teaching *Pengelolaan Usaha Boga* class (Business Plan). The data collection method was classroom observation while the instrument was a scoring rubric for evaluating the teachers' activities called *Lembar Penilaian Kegiatan Guru* (*LPKG*); the teachers' activities were scored between 1 and 4. Another instrument was *Lembar Sikap/Tindakan Siswa* (*LS/TS*), as coring rubric to analyze students' attitude and behavior; similar to the teachers, the students' attitude and behavior were also scored between 1 and 4. Three observers analyzed the teachers' activities; one of the observers was fellow teachers while the other two were the field-researchers. On the other hand, the three observers analyzing the students' attitude and behavior were one teacher, one field-researcher and the reseacther. Prior to the data collection, the researchers explained to the observers about the scoring rubrics so that all of them had the same perception. The observations were conducted 4 (four) times. Descriptive analysis was the data analysis method; the data was converted into scores between 0 and 100. The result was classified into categories. The teachers' activities were categorized as very good when they scored between 3.4 and 4.00 or between 86 and 100. They were categorized as good when they scored between 2.8 and 3.39 or 71 and 85, poor when they scored between 2.2 and 2.79 or 56 and 70 and really poor when they scored lower than 2.19 or 56. On the other hand, the students' behavior and attitude were considered good or very good when the percentage was higher than 75%. Clasically, the students had orientation towards task and achievement when the

percentage was higher than 80%. An increase was another indicator that the students' achievement and behavior were categorized as good.

3. FINDINGS AND DISCUSSIONS

Preliminary Observation

The purpose of the preliminary observation was to find out the actual situation in the schools prior to the experiments. Teacher-centered learning was the common practice and the learning process focused on theoretical concepts. The students finished exercises on their textbooks and at the end of the class, the teachers and the students discussed the answer to the exercises. As the consequence, the teachers could not evaluate the students individually. During practicum, the students cooked based on the recipes available on their textbooks. There was not any problem-solving activity or other activities focusing on academic value (knowledge). Product- oriented assessment was assessment method the teachers preferred rather than processed-oriented assessment. The teachers did not use the scoring rubric to assess students' learning.

Based on the preliminary analysis is towards the student's characteristics, only 12% of students who successfully met all six descriptors of the outcome, achievement-oriented descriptors, 16% of the students met three out of the six indicators. 20% of the students were categorized as resilient and 36% of them were categorized as hard-working and highly-motivated individuals and 4% of them had high innitiative. 16.8% of the students had orientation towards outcome or achievement; the percentage was categorized as very low. The teacher-centered learning forced the students to be active participants in the learning process.

48% students stated that they were able to maintain their foucs while listening to their teachers' explanation, 32% students took notes, and 28% students asked and answer questions. 52% students participated in discussions and tried their best to finish their assignments and 24% of the students took part in the presentation. The percentage of the students who actively participated in the classroom activities was 36.8%; the percentage was categorized as low. Passive students may not be able to adapt, develop strategies and overcome various issues; it did not match Flavell et al.'sconcept (2002). When students were forced to become active participants in the learning process, they were not able to develop their memoru and as the result, they lacked of encoding skill. Since their memory could not be developed optimumly, they had difficulty to obtain, store and recall their memory (Santrock, 2011). Educational psychologists stated that it was pivotal to analyze how children **constructed** their memory instead of how they increase their memory (Schacter, 2001). Therefore, it may be concluded that passive students had lower information processing skills (memory) and low orientation towards task or achievement.

Teachers' Activities in the Implementation of the 3M 6A's Designing PjBL

Table 1 described the teachers' activities in the implementation of the '3M6's Designing Project-Based Learning (PjBL) for Business Plan for 4 (four) meetings. Based on the Table, the integration between the components of '6A' and character-building (3M) during the first to the fourth observation showed increasing average score; the average scores were 81.29, 83.60, 84.83 and 87.03 respectively. These scores improved from good to very good. The highest score took place at the fourth observation where the averages scores of the 3M were 90.33 (moral knowing), 83.25 (moral feeling) and 87.50 (moral action) and the average scores of the 6A's Design PjBL were 86.08 (**A**uthenticity), 83.23 (**A**cademic Rigor), 88.92 (**A**pplied Learning), 88.92 (**A**ctive Exploration), 86.08 (**A**dult Relationships) and 88.92 (**A**ssessment Practices).

Table 1. Analysis Result of the Implementation of 3M6A's Designing PjBL for 4 (four) Meetings

Component of The Six	BC of Learning 1				BC of Learning 2			
	Component of '3M'			Mean	Component of '3M'			Mean
	MK	MF	MB		MK	MF	MB	
Authenticity	3.1	3.1	3.0	76.8	3.0	3.1	3.3	78.7
Academic Rigor	3.3	3.0	3.1	78.7	3.3	3.1	3.3	81.4
Applied Learning	3.3	3.1	3.7	84.3	3.3	3.3	3.7	86.1
Active Exploration	3.3	3.1	3.7	84.3	3.3	3.3	3.7	86.1
Adult Relationships	3.3	3.0	3.3	80.5	3.3	3.3	3.3	83.3
Assessment Practices	3.3	3.3	3.3	83.3	3.3	3.3	3.7	86.1
Mean	3.3	3.1	3.4	81.3	3.3	3.3	3.5	83.6
Total	82.3	77.8	83.8	81.3	81.9	81.4	87.5	83.6

Component of The Six	BC of Learning 3				BC of Learning 4			
	Component of '3M'			Mean	Component of '3M'			Mean
	MK	MF	MB		MK	MF	MB	
Authenticity	3.3	3.3	3.3	83.3	3.7	3.3	3.3	86.1
Academic Rigor	3.3	3.3	3.1	81.4	3.3	3.3	3.3	83.3
Applied Learning	3.3	3.3	3.7	86.1	3.7	3.3	3.7	88.9
Active Exploration	3.3	3.3	3.7	86.1	3.7	3.3	3.7	88.9
Adult Relationships	3.3	3.3	3.7	86.1	3.7	3.3	3.3	86.1
Assessment Practices	3.7	3.3	3.3	86.1	3.7	3.3	3.7	88.9
Mean	3.4	3.3	3.5	84.8	3.6	3.3	3.5	87.0
Total	84.7	83.3	86.6	84.8	90.3	83.3	87.5	87.0

NOTE		*BC = Basic Competencies; 3M = 3Moral; MK= Moral Knowing; MF= Moral Feeling; MA= Moral Action*

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**uthenticity from 76.83 to78.67 to 83.25 and finally to 86.08. The category improved from good to very good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores were 91.75, 83.25 and 83.25.

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**cademic Rigor from 78.67 to 81.42 to 81.42 and finally to 83.25. These scores were categorized as good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores of the three of them were 83.25, 83.25 and 83.25.

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**pplied Learning from 84.25 to 86.08 to 86.08 and finally to 88.92. These scores were categorized as good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores were 91.75, 83.25 and 91.75.

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**ctive Exploration from 84.25 to 86.08 to 86.08 and finally to 88.92. These scores were categorized as good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores were 91.75, 83.25 and 91.75.

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**dult Relationship from 80.50 to 83.25 to 86.08 and finally to 88.08. These scores were categorized as good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores were 91.75, 83.25 and 83.25.

Based on the first to the fourth classroom observation, the integration of the character building (3M) increased the average scores of **A**ssessment Practices from 83.25 to 91.75 to 86.08 and finally to 88.92. These scores were categorized as good. The highest score of moral knowing, moral feeling and moral action took place at the fourth meeting; their average scores were 91.75, 83.25 and 83.25.

Figure 3. Analysis towards the Teacher's Activities in the Implementation of the 3M6A's Designing Project-Based Learning (Meeting 1, 2, 3, and 4)

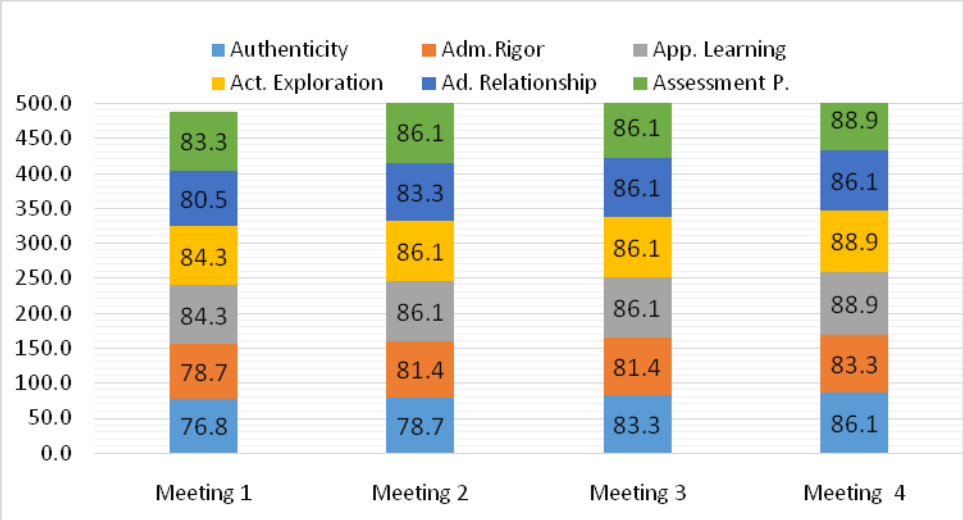


Figure 3 summarized the average scores of the teacher's activities in the integration between the components of '6A' and those of '3M.'

The Students' Orientation towards Task and Achievement in the Implementation of 3M6A's Designing PjBL

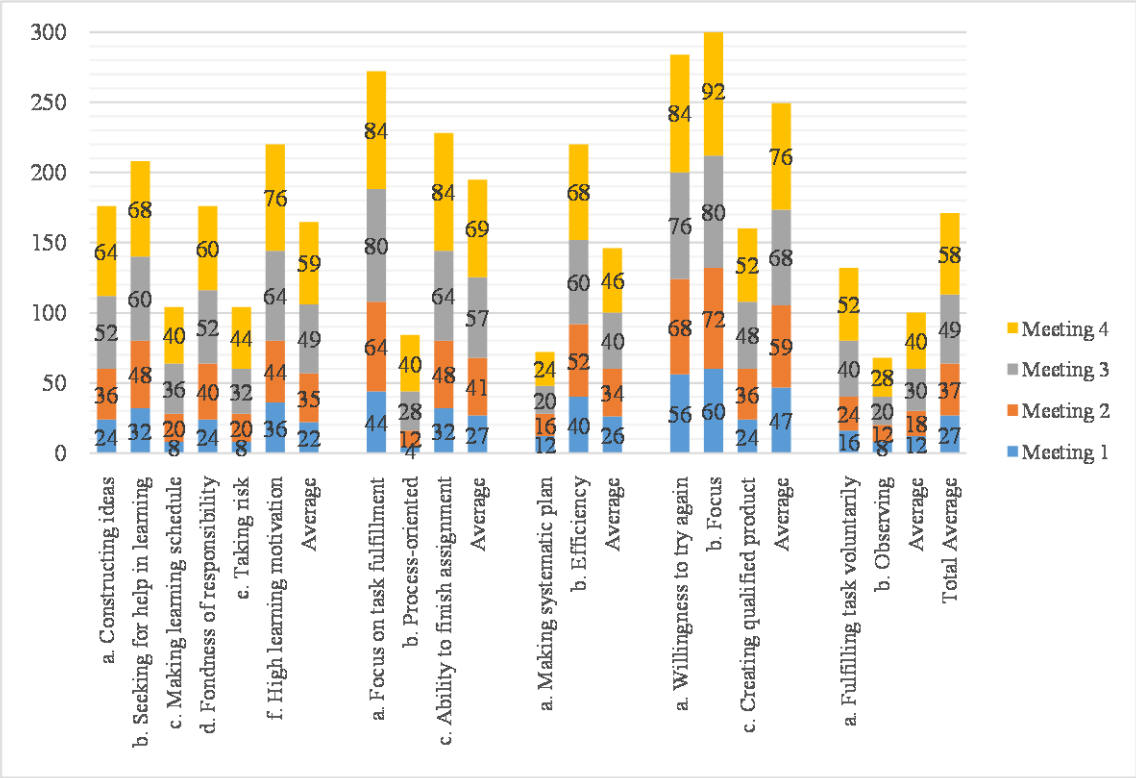
Students' orientation towards task and achievement was measured using 5 (five) descriptors, namely (1) need for achievement, (2) orientation towards result/ outcome, (3) resilience, (4) hard-working and highly motivated, and (5) innitiative. Each of the descriptors had different indicators. Figure 4 described the percentage of the students who had good level of orientation towards task and achievement after the integration of the good moral 3M into the 6A's Designing Project-Based Learning (PjBL).

58% of the students had good level of orientation towards task and achievement. The percentage was lower than 80%. However, compared to the percentage of the students' orientation towards task and achievement in the preliminary studies that was only 16.8%, there was 41.2% increase. The increase was considered pretty significant. 59% of the students had need for achievement, 69% of them were result-oriented, 46% of the students were resilient, 76% of them were hard-working and highly motivated while 40% of them took innitiative. The highest contributor was hard-working and highly motivated with the percentage of 76% or close to 80%.

From the first to the fourth observation, the descriptors of the students' orientation towards outcome/ task and achievement were categorized as good. The indicators were (1) there was an increase from 22% to 35% to 49% and finally to 59%; the total increase was 37% (good); (2) the number of students who had good level of orientation towards achievement increased. The percentage increased from 27% to 41% to 57% and finally to 69%; the total increase was 42% (good); (3) the percentage of students who had good level of orientation towards outcome/ task increased from 26% to 34% to 40% and eventually to 46%; there was 20% overall increase (pretty good); (4) the percentage of the students who were highly motivated and hardworking increased from 47% to 59% to 68% and eventually, the percentage achieved 76%; there

was 29% increase (good) while the percentage of the students who took initiative increased from 12% to 18% to 30% and at the fourth meeting, the percentage reached 40%; the total increase was 28% (good). In conclusión, there was an increase in the 5 (five) descriptors so that they were categorized as good.

Figure 4. Percentage of the Students with Good Level of Orientation towards Task and Achievement after the Implementation of the 3M6A's Design Project-Based Learning for 4 meetings



4. DISCUSSIONS

Teacher is an individual with plenty of teaching experience while student is an individual who participates in learning process. The longer teacher and student are involved in the learning process, the more relevant knowledge, experience and skills they have. Both teachers and students basically are one system having interaction with their environment and their social-professional value, regulated by several formal and non-formal rules.

Learning was conducted using problem-based project as the medium, solved using the 6A's design PjBL (Steinberg, 1997). Project-based learning (PBL) is typically considered an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process (Lattimerand Riordan, 2011). During the learning process, the teacher applied the good character 3M (Lickona, 1991) for the vocational students majoring in Entrepeneurial Foodservice. All steps of the 6A's design starting from Authenticity to Assessment practices was combined with the 3M. Based on the findings of Chiang and Lee (2016), PjBL was able to increase the vocational school students' motivation and problem-solving ability. It was easier for the students to increase the students' motivation, and their ability to overcome problems. As the result, the students help both their teachers and the government to create qualified human resources. It was pivotal to improve the national's characteristics and culture into more constructive ones because these were the bases of education reform (Li, 2005).

Successful implementation of the 3M6A's Designing PjBL happened since the teacher carried out the synergic phases of the method starting from authenticity to assessment as well as combining them with the good character 3M. The approach involved the teachers, students, well-organized problem-based project and real-life setting. The concept resembles the problem based learning (PBL), which organizes learning

around projects and involves the students in authentic situations where they can explore and apply the subject matter to problems that are complex and relevant to the professional practice for which they are preparing (Hârtescu, 2014).

The implementation of the 3M6A's designing PjBL improves the teacher's achievement (activities) from the first observation to the third observation. At the third observation, the teacher's activities is categorized as good and at the fourth observation, the level of the teacher's activities improved from good to very good. It happened due to repeated learning process in which the teacher stored information repeatedly. As the consequence, it was easier for the teacher to recall the memory. Problem-based exercises from simple to sophisticated ones are other factors that help teachers retaining their memory. Prior to assigning the projects to the students, the teacher analyzed them in order to be able to give clear description about the projects to the students. In conclusion, the teacher obtained, stored and recalled information repeatedly while he prepared the lesson. As an addition, the teacher also developed relevant, positive ideas about issues he is or may be facing. When teacher realizes his roles and responsibility, they will be willing to find more information; one of the methods to find information is elaboration. Finding information occurs at various levels from shallow to deep continuum (processing level theory) (Craik and Lockhart, 1972). Encoding may happen through attention, repetition, in-depth processing, elaboration, image construction and organizing (Santrock, 2011).

Furthermore, the teacher constructed new ideas (imagination) to be applied in the learning process by involving other learning factors (organizing). Consequently, the quality of teachers can be improved. What is important and should be addressed is which methods the teacher used to increase his self-awareness and motivation. Personal motivation person was affected by cognitive perspective (Santrock, 2011), and it depended on the ability to retrieve and store relevant information. Self-efficacy and high passion affected individual ability to create businesses (Gielnik et al., 2017).

After the implementation of the 3M6A's Designing PjBL, the percentage of the students who had good level of orientation towards task and achievement increased. The percentage of the students who had good level of orientation towards task and achievement at the first meeting was 27%. The percentage improved to 37% at the second meeting, 49% at the third meeting and 58% at the fourth meeting. The students' attitude and behavior in the learning process were the indicators of their orientation towards task and achievement. The classroom activities began when the teacher explained the authenticity, purpose and significance of the topics the students were going to discuss. The following activities were reading the textbook, listening to the teacher's explanation, and doing some exercises. The types of activities took place at the time were finding, storing and processing information (process of thinking). The next activity was the teacher explained various learning techniques starting from simpler to more challenging ones while the students focused on the teacher's explanations and the textbook they read. The students retrieved and stored information using different encoding from the one they used previously. The teacher, then, gave assistance, direction, and guidance so that the students could maintain their focus or orientation towards task and achievement successfully. During the phase, the teacher allowed students to realize what they needed in order to achieve their goals. The following activity was asking the students to select several activities that had orientation towards task and achievement. It allowed students to elaborate and recall relevant information stored in their memory. Next, the students had to complete all steps of the activities correctly and accurately. The teacher gave direction, guidance, and motivation so that the students were responsible for their work (group work) instead of using other students' work as an example. The step was repeated several times in whole-class discussion and group discussion. The objective of the activity was to motivate the students to ask questions to the teacher, fellow students or other people. The students were given specific amount of time to finish their project so they were supposed to be able to finish quickly. It allowed students to work hard, be resilient and think creatively in order to finish the project accurately and meet the deadline. Creative thinking was related to ability to recall memory that relied heavily upon encoding specificity principle taking place when an individual stored information and the specification of encoding manual became guide to recall the information (Hannon and Craik, 2001). Recalling memory may also be done based on the nature of the memory recall itself (Nobel and Shiffrin, 2001), for example, recall or recognition. Having adequate storeage of information motivated an individual to responsibly act on their own in order to achieve certain goal she or he had set previously.

The activities were repeated from the first to the fourth observation. They resulted in increasing number of students who had good level of orientation towards task and achievement. Having compared the percentage of the students with good level of orientation towards task and achievement, there was 41.2% increase, from 16.8% to 58% (on the fourth observation). There was significant increase although the percentage was lower than 80%. In other words, 42% of the students had yet had good level of orientation towards task and achievement.

It happened because the students had different ability to understand object. During the implementation of the 3M6A's Designing PjBL, the students got equal direction, assistance and guidance as well as equal chance to study to participate in the project-based learning. The amount of "information" the students stored in their cognitive entities relied heavily on the students' ability to develop their perceptions. The cognitive entity involves information-processing, and then storing the information (Santrock, 2011). Having obtained, stored and processed the information, the cognitive entity gave instructions for change; the information would determine individual's feeling and willingness to take action (Mar'at, 1984).

Project-based learning emphasized on authenticity for example real-life issues (Jones et al., 1997). It allowed students to plan, design programs/ agendas, promote (marketing), record (documentation), make financial report (book-keeping), brainstorm, and evaluate (Santrock, 2011).

The integration between PjBL and character-building enabled the students to apply various methods to get information. The students would be able to store information successfully when there was not any intervension while they got the information and at the opposite, they could not store information successfully when intervension occurred in their attempt to get information (Sutrisno, 2011).

Based on the information (knowledge/concepts), experience (including learning/ socialization), and natural state he or she was exposed to, a person was able to develop perception and give meaning to the phsycological objects (events, ideas, situations) (Mar'at, 1984). Authentic-based learning enables students who have/ keep information optimumly to construct their cognitive entity to develop new ideas to overcome issues they encounter and at the opposite, the students who store very little information will find it difficult to create ideas and solve issues they encounter.

Mar'at (1984) explained that cognition was the media that stimulated ideas and concepts. The breadth of knowledge, experience, and the magnitude of the values and norms an individual had will foster his or her towards object or information (the result of observtaion or findings of scientific studies). PjBL has a potential for improved students' outcomes in the affective domain including attitudes toward chemistry and self-efficacy beliefs (Matakaand Madalitso, 2014). The integration between the good character: 3M (Lickona, 1991) and PjBL increased the students' belief towards information or certain object.

Belief towards information began with continuous psychological process starting from identifying and describing positive point of view (moral knowing), developing positive attitude towards positive things and having tendency to carry out good deed (moral feeling); Mar'at (1984) called these affection and psychomotoric. Students who conducted the cognitive process well would be able to determine how ready and willing they were to conduct good deeds and overcome their problems based positive standpoint.

Based on willingness to take action, the students, then, carried out their good deeds (moral action). As the effect, cognitive situation shifted from unbalanced to balance one. Mar'at (1984) explained that such balance showed the correspondence between the objects observed and the appreciation, where individual value and norm accepted rationally and emotionally. Students who were able to balance his cognitive entities would be able to perform various actions they expected to, which referred to orientation towards task and achievement in the context. Learning was basically process where students applied a variety of information (knowledge and experience) obtained in the new situation (Santrock, 2011). Students who had difficulty to recall information, which Nairne (2001) referred to as failure in recalling memory, had yet been able to achieve their cognitive equilibrium cognitive and as the consequence, they would pay less attention on their responsibilities (the projects they were supposed to finish). As the result, the students could not demonstrate either orientation towards task and achievement or good academic achievement. Based on Nairne (2001), failure to recall information happened because certain information had remained in one's memory for too long (Schacter, 2001).

The purpose of the implementation of the 3M6A's Designing PjBL was to develop the students' orientation towards task and achievement by involving cognitive, affective and psychomotoric domain as well

as improve the students' attitude and behavior. Character-building would not happen overnight; there were 42% of the students who had yet been task and achievement-oriented after four observations. Having implemented the method for four meetings, half of the students, 58%, had already been task and achievement-oriented. When there is more time to apply the method, it is very likely that the percentage of students who have good level of orientation towards task and achievement is higher than 58%. It corroborates to problem-based learning where students learn primarily by constructing knowledge and meaning through interactive processes of questioning, active learning, sharing, and reflection. It service learning emphasizes educational opportunities that are interdisciplinary, student-centered, collaborative, and integrated with real-world issues and practices (Englishand Kitsantas, 2013; Bédardetal., 2012), independence, one that trains students to think critically, logically, and be realistic in solving everyday problems, including the ability to complete tasks and achievements well and on time (Barnawi and Arifin, 2012). According to Lickona, good character includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes, and motivations, and behaviors and skills (Lickona, 1991).

5. CONCLUSION

Based on the result of the data analysis and the discussions, the implications of the implementation of the 3M6A's Design Project-Based Learning for Business Plan are as follow:

1. The implementation of the Three M in The Six A's Designing Project-Based Learning (3M6A's Designing PjBL) improved the average score of the teacher's activities from 81.29 to 87.03 (from good to very good). The highest scores are obtained during the fourth observation where the average scores of the 3M components are 90.33 (moral knowing), 83.25 (moral feeling) and 87.50 (moral action) and the average scores of the components of the 6A's Design PjBL are 86.08 (**A**uthenticity) 83.23 (**A**cademic Rigor), 88.92 (**A**pplied Learning), 88,92 (**A**ctive Exploration), 86.08 (**A**dult Relationships) and 88.92 (**A**ssessment Practices). More detailed information is described as follow:
   a. The integration of the 3M increases the average score of the teacher's activities in terms of **A**uthenticity from 76.83 to 86.08 (from good to very good). The highest scores of moral knowing, moral feeling and moral action are 91.75, 83.25 and 83.25.
   b. The integration of the 3M increases the average score of the teacher's activities in terms of **A**cademic Rigor from 78.67 to 83.25 (good). The highest scores of moral knowing, moral feeling and moral action are 83.25, 83.25 and 83.25.
   c. The integration of the 3M increases the average scores of the teacher's activities in terms of **A**pplied Learning from 84.25 to 88.92 (from good to very good). The highest scores of moral knowing, moral feeling and moral action are 91.75, 83.25 and 91.75.
   d. The integration of the 3M increases the average scores of the teacher's activities in terms of**A**dult Relationship from 80.50 to 88.08 (good to very good). The highest scores of moral knowing, moral feeling and moral action are 91.75, 83.25 and 83.25.
   e. The integration of the 3M increases the average scores of the teacher's activities in terms of **A**ctive Exploration from 84.25 to 88.92 (from good to very good). The highest scores of moral knowing, moral feeling and moral action are 91.75, 83.25 and 91.75.
   f. The integration of the 3M increases the average scores of the teacher's activities in terms of **A**ssesment Practice from 83.25 to 88.92 (from good to very good). The highest scores of moral knowing, moral feeling and moral action are 91.75, 83.25 and 83.25.
2. The implementation of the 3M6A's Designing PjBL increases the percentage of the students' orientation from 58% to 80%. There is 41.2% increase prior to and after the implementation of the method. All of the descriptors of the students' orientation towards task and achievement were categorized as good. The percentage of the need for achievement is 59%, the percentage of product-oriented is 69%, that of resilience is 46%, that of hard-working and highly motivated is 76% and the percentage of taking initiative is 40%. More detailed information is described as follow:
   a. There is 37% increase from 22% to 59% in terms of the need for achievement from the first to the fourth observations. It is categorized as good.
   b. There is 42% increase from 27% to 69% in terms of the product-oriented from the first to the fourth observations. It is categorized as good.

c. There is 20% increase from 26% to 46% in terms of the resilience from the first to the fourth observations. It is categorized as good.
d. There is 29% increase from 47% to 76% in terms of the hard-working and highly motivated from the first to the fourth observations. It is categorized as good.
e. There is 28% increase from 12% to 40% in terms of the initiative from the first to the fourth observations. It is categorized as good.

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