



## Teacher's Strategy in Forming Elementary Student Character

Fauji Koda, Taufik Abdullah

<sup>1,2</sup>, Universitas Muhammadiyah Maluku Utara, Indonesia

DOI: <https://doi.org/10.15294/edukasi.v17i1.44926>

### Info Articles

*History Article*

Submitted 2023-03-23.

Revised 2023-04-16.

Accepted 2023-04-23.

*Keywords:*

*Teacher Strategy, Character Formation, Elementary School*

### Abstract

Character education is not just educating about what is good and what is not good, but also to get used to all the good things that they can apply in their daily lives and can implement them consciously. This study aims to describe the teacher's strategy in the formation of student character in Elementary School 25 City of Ternate in implementing the teacher's strategy in forming the character of student discipline in Public Elementary School 25 City of Ternate. This research is a qualitative descriptive study. Data collection techniques with interviews, observation, and documentation. test the validity of the data by triangulation of sources and techniques. The data in the analysis of the results of this study are: (1) teacher's strategy in the formation of students' disciplinary character. Character education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. The teacher is a figure whose every move is modeled by his students. To become a teacher is not an easy thing that can be done by everyone because it requires special skills. someone who teaches science. professional education with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students.

\* Correspondence Address:

E-mail: [faujimukam@gmail.com](mailto:faujimukam@gmail.com)

p-ISSN 0852-0240

e-ISSN 2746-4016

## INTRODUCTION

Education is a significant need and demand to ensure the development and continuity of the nation and state to achieve high quality and intellectual elementary schools. Based on Law Number 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character., as well as the skills needed by himself, the community, the nation and the state.

The definition of education is known to be that character aspects are very closely related to education (Bitasari, 2018; Astuti, 2019). The provisions in this law can also be interpreted as an effort to encourage the creation of future generations who have religious character, have noble character, are intelligent, independent, and democratic (Kholifah, 2017). Therefore, it can be concluded that the purpose of education is to educate individuals so that they have whole personalities, are closer to the creator, and have morals which can create a nation with character and be the first step in growing a superior generation (Farida, 2022).

Character education is not just educating about what is good and what is not good, but also to get used to all the good things that they can apply in their daily lives and can implement them consciously. To realize the development of the ideals of character development, the government has made character building one of the priority programs implicitly confirmed in the 2005 RPJN (Long Term Development Plan), in which character education is placed as the foundation for realizing the vision of national development.

Another thing that often happens is about respect for teachers, in fact, a number of cases of disputes between teachers and parents of students show that respect for teachers is fading. Many disputes occur because parents do not accept the teacher's actions in giving warnings and reprimands to students (Kusumawardani, et. al, 2020). Today the teacher's authority in front of his students has decreased significantly compared to the previous era. For example, sometimes students don't hesitate to make fun of their own teacher because they don't like the teacher or the lesson the teacher is giving. In daily interactions, many students are rude to teachers (Nurmala, et. al., 2017). This can be seen from the way they speak, behave, or from their level of obedience. When students are reminded by the teacher, instead of following the teacher's advice, many resist. Phenomena like this occur as a result of an education system that ignores behavior and character education, and places too much emphasis on cognitive aspects.

The character of students at Public Elementary School 25 Kota Ternate is generally very diverse because basically every child has their own character and behavior. There are students who are easy to manage, diligent, lazy or need extra guidance and attention, some are not. The character of each student is different, such as the character of discipline, honesty, responsibility and social care. These differences are due to different family backgrounds and different parenting styles (Farida, 2022; Andriani & Rachmawati, 2022). Through strategies and habits that are implemented in schools, it is hoped that they will also influence the formation of student character such as religious behavior, discipline, responsibility, and so on.

## METHODS

Researchers describe what was seen, heard, and asked. Descriptive aims to systematically and accurately describe facts and characteristics regarding a particular field. This research seeks to describe a situation or event. As for the research design used by descriptive qualitative writers, namely collecting information by conducting interviews, observation and documentation. The use of this method aims to determine the effect of various teacher strategies in building the character of students at SD Negeri 25 Kota Ternate.

Subjects are used to provide information about the situation and conditions of the research setting. Then the subject of this research is the sixth-grade students of Elementary School 25 Kota Ternate. The object of research is the thing that becomes the focus of attention of a study. The object of this research is an interview that will be submitted to the homeroom teacher of class VI and the principal of SD Negeri 25 Kota Ternate.

The data collection techniques applied in this study were: Observation frankly, namely the researcher collecting data stated frankly to the data source that he was conducting research and unstructured interviews and documentation of research activities (cameras and school photos). All scientific works will be examined for their validity. In this case, whether a study was actually carried out and whether the results were accurate. So, in this case it is necessary to check the correctness of the instrument as well as the correctness of the data obtained by the researcher. Researchers can re-check the results of the analysis that become their findings by making comparisons through various sources, methods, and time.

Data analysis was carried out after the research process, after the researcher found the complete data, then the researcher processed and analyzed carefully and in detail so that answers were found to the questions that had been raised in the research activities. Researchers used data analysis techniques with the Miles and Huberman models in four stages (data collection, data reduction, data presentation, data verification or drawing conclusions).

## **RESULTS AND DISCUSSION**

Character education is an education that is used to instill and develop character in students, so that they have a noble character after having it can apply it in everyday life both at home, at school and in the community (Supriani, et. al., 2022; Hasanah, et. al., 2022; Wijayanto, et. al., 2022). Teachers are one of the important components of education, because teachers are role models for students, all forms of behavior will be noticed by students. Not only good at delivering learning materials but teachers or educators are also required to be smart in instilling social values and norms so that students are good at carrying themselves in a social environment (Putri, et. al., 2019). *Teacher Strategies in Building Student Character in Public Elementary Schools 25 Ternate City.*

According to an interview with Mrs. Rohana Hadi as the principal (Monday, November 21, 2022), said about the character of students, namely the attitudes that arise from students in dealing with a situation. The beginning of character building is by setting a good example in everything to students. We must behave to students so that students model good things. In addition, always convey moral messages and give appreciation and appreciation and be honest to students who have given inspiration.

According to Marlin's mother Hi. Badarudin as the homeroom teacher of class IV (November 23, 2022), stated that what is meant by student character is aspects or qualities of students consisting of attitudes, interests, learning motivations, learning styles, and student abilities in terms of learning. The formation of character attitudes and spiritual attitudes that starts from the teacher by modeling examples to students such as by giving examples of good behavior starting from appearance, character, traits and of course as a good example for students first, and as a teacher must pay attention to his good attitude at school and outside school because the teacher is a person who is gugu and imitated and always gives advice, giving reprimands and constantly reminding students, getting used to routine activities to students so that students are able to apply them in everyday life, and giving points to students who say dirty which will greatly affect the value of PPKN (Pancasila and Civic Education) has been greatly reduced.

According to IA homeroom teacher Mariyani Muntaha (December 16, 2022), character and the beginning of character formation Character formation in an education system is the relationship between character components that contain strategic values, what teachers do for student character

building, communication that values children as individuals who pay attention to the development of children's talents and independence.

Researchers revealed that the forms of student character are different and various types of characters. Children's character cannot be equated between students and other students (Blanton, et. al., 2018). This makes the characteristics of the child's personality that we may not necessarily be able to find in other children. This difference in character is influenced by several factors ranging from the closest environment, namely family, friends, and school environment (Muller & Kerbow, 2018).

Character education in schools is a major thing that must be implemented by schools in producing the next generation of the nation with good character. Based on the findings of researchers conducted at State Elementary School 25 Ternate City, that a teacher has performed his role in the formation of student character, namely spiritual attitudes and social attitudes inside and outside learning. A teacher should be a good example for his learners. The role of the teacher here is expected to shape the character of students, namely spiritual attitudes and good social attitudes.

Regarding the formation of spiritual attitude character in school, it can be seen from simple things, namely praying before learning begins after learning is complete and added reading Do'a for religious activities for Muslims accustomed to Dhuha prayer and for non-Muslims following activities according to the teacher who gives directions, doing 3S (smile, greetings, greetings) does not distinguish friends of different beliefs.

Regarding the character building of social attitudes in schools has not been fully implemented by students, there are some students who have not been able to implement social attitudes such as cheating habits, coming to school not on time, not maintaining environmental cleanliness, saying dirty, lack of manners and less active in class or embarrassed to ask. Character building strategies can be carried out through the following attitudes: example, instilling discipline, habituation, creating a conducive atmosphere, integrity and internalization (Hidayah, 2021; Rohmawati & Pahlevi, 2023).

### **Exemplary**

The strategy or way that I instill to shape the character of students is the first to be an example by providing examples of good behavior starting from appearance, character, traits and of course as a good example for students first we as teachers must pay attention to our attitudes both at school and outside school because the teacher is a person who is gugu and imitated (Rokhmawan, Et. al., 2022: Pratomo & Shofwan, 2022).

This is in accordance with the statement of the principal and homeroom teacher that in character building, one of them is by example activities as a good example carried out by the teacher. The attitudes and behaviors shown by teachers have a tremendous influence on students (Palunga & Marzuki, 2017; Erlanda, et. al., 2021). Behavior shown by teachers directly or indirectly can provide learning motivation and student attitudes.

### **Rebuke**

The second strategy is that I always remind, give reprimands and advise directly to the child even though the child still does not obey and we always always remind, give reprimands and advise the child. Not only in class IV but we also instill it in all students both grade I to grade VI. If there is an excessive child then I will call him to the office and then I advise him personally. This is in accordance with the results that teachers need to reprimand students who behave deviating from their proper behavior (Via & Padang, 2021). Teachers can remind students to practice good values so that it can help students to change their behavior.

### **Routine Activities**

The third strategy provides routine activities such as praying before learning begins and adding reading Sholawat 7x, praying after learning is complete and adding reading Asma'ul Husna, shaking hands, praying Dhuha. In addition, extracurricular activities outside of study hours are also provided

by the school to develop students' interests and talents. This is in accordance with the results that routine activities are activities that are carried out consistently every time. Such as praying before and after carrying out learning, reading asmaul husna and memorizing short letters, saying greetings when passing by the teacher, and cleaning the classroom (Sanli, 2019).

### **Giving Appreciation**

The last strategy always gives points to children who say dirty and that greatly affects grades. This is in accordance with the results that in classroom management, teachers must have ways to act in the classroom such as, enforcing moral discipline through agreed activities, acting as an example and guide for students, creating a democratic classroom atmosphere, teaching good character values, using appropriate learning methods, and training students to solve existing problems fairly and peacefully (Hajar, 2022).

### **CONCLUSION**

The strategy of class teachers in building the character of grade IV students of State Elementary School 25 Ternate is to be a good example, give advice, reprimand and remind students, always give appreciation to children who have obeyed the rules well, the last by providing habituation of routine activities such as spiritual attitudes and social attitudes. While the inhibiting and supporting factors of class teachers in the formation of the character of grade IV students of State Elementary School 25 Ternate include the role of family, children's character and technological advances. While the supporting factors felt by teachers in character formation include the role of parents, the role of teachers, the role of the environment and surrounding friends.

### **REFERENCES**

- Andriani, F., & Rachmawati, Y. (2022). Etnoparenting: Pengasuhan Orang Tua Perkawinan Multi Etnis. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4669-4680.
- Astuti, F. (2019). *Strategi Guru Kelas dalam Membentuk Karakter Peserta Didik di SEKOLAH DASARIT Permata Bunda III Bandar Lampung* (Doctoral dissertation, UIN Raden Intan Lampung).
- Bitasari, W. (2018). *Implementasi Metode Pembiasaan dalam Membentuk Karakter Disiplin Siswa Kelas IV C di Sekolah Dasar Brawijaya Smart School* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Blanton, M., Otálora, Y., Brizuela, B. M., Gardiner, A. M., Sawrey, K. B., Gibbins, A., & Kim, Y. (2018). Exploring kindergarten students' early understandings of the equal sign. *Mathematical Thinking and Learning*, 20(3), 167-201.
- Erlanda, M., Sulistyarini, S., & Syamsuri, S. (2021). Implementasi Pendidikan Karakter Religius Melalui Budaya Sekolah di SMA Mujahidin Pontianak. *Equilibrium: Jurnal Pendidikan*, 9(3), 310-318.
- Farida, F. (2022). *Strategi guru dalam membentuk karakter siswa di SEKOLAH DASARI Miftahul Hikmah Mojokerto* (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- Hajar, S. (2022). Manajemen Pengelolaan Kelas Dalam Pembinaan Karakter di SMA Negeri 1 Seunagan Kabupaten Nagan Raya. *Jurnal Seumubeuet*, 1(1), 42-69.
- Hasanah, V. R., Ardiwinata, J. S., Jubaedah, Y., Ariani, I. P., & Ardiyanto, A. P. D. (2022). The Role of Community Mobilizers in Family Economic Empowerment. *Edukasi*, 16(2), 153-158.
- Hidayah, A. I. (2021). *Upaya Penguatan Pendidikan Karakter dalam Pembelajaran Daring di MI Roudhotul Ulum* (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- Kholifah, S. N. (2017). *Strategi guru dalam pembentukan karakter siswa berbasis kurikulum 2013 di Sekolah Dasar N Sidomulyo 01 Kota Batu* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).

- Kusumawardani, N., Fitriani, A., & Andayani, T. R. (2020). Membangun kesepakatan orang tua dan guru tentang cara pendisiplinan siswa di sekolah. *Indigenous: Jurnal Ilmiah Psikologi*, 5(1), 25-34.
- Muller, C., & Kerbow, D. (2018). Parent involvement in the home, school, and community. In *Parents, their children, and schools* (pp. 13-42). Routledge.
- Nurmala, S., Hasyim, A., & Yanzi, H. (2017). Peranan Guru Terhadap Perubahan Sikap Sosial Siswa. *Jurnal Kultur Demokrasi*, 5(7).
- Palunga, R., & Marzuki, M. (2017). Peran guru dalam pengembangan karakter peserta didik di sekolah menengah pertama negeri 2 depok sleman. *Jurnal Pendidikan Karakter*, 8(1).
- Pratomo, R. Y., & Shofwan, I. (2022). Implementation of Education and Training Program Evaluation. *Edukasi*, 16(2).
- Putri, A. A. F., Putri, A. F., Andriningrum, H., Rofiah, S. K., & Gunawan, I. (2019, December). Teacher function in class: A literature review. In *5th International Conference on Education and Technology (ICET 2019)* (pp. 5-9). Atlantis Press.
- Rokhmawan, T., Daryono, D., Fuat, F., Sayer, I. M., Konstantinopoulou, X., Mas'udah, N., & Nafisah, D. (2022). Teachers and Students Benefits for Bringing Oral Storytelling in Front of the Classroom. *Bulletin of Community Engagement*, 2(2), 70-88.
- Rohmawati, A., & Pahlevi, R. (2023). The Influence of School Environment on the Character Building of Discipline and Politeness of Primary School Students. *Indonesian Journal of Primary Education Research*, 1(1), 10-19.
- Şanlı, C. (2019). Investigation of question types in high school geography coursebooks and their analysis in accordance with the Revised Bloom's Taxonomy. *Ege Coğrafya Dergisi*, 28(2), 111-127.
- Supriani, Y., Nurwadjah, N., & Suhartini, A. (2022). Konsep Pendidikan Karakter Dalam Islam. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(2), 438-445.
- Via, I., & Padang, A. T. (2021). Pentingnya Tata Tertib Untuk Membentuk Disiplin Belajar Siswa SMP. *Kumpulan Artikel Ilmiah Rumpun Ekonomi dan Ilmu Sosial*, 1(1), 78-94.