

The Implementation of Character Education in Shaping Social Development of Students in Private Elementary School of Mazmur 21 Pontianak

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Abstract

Character education is not a type of subject, but it is a process of internalization or implanting positive values for students for having good characters. This study aims to analyze the implementation of character education in shaping social development of students, examine the obstacles of the implementation of character education in shaping the social development of students, and finding action plans for optimizing the implementation of character education in shaping students' social development. The method used in this research is a qualitative method. The data analysis is an interactive analysis model, namely, data collection, data reduction, data presentation and data verification. The results showed that the implementation of character education in shaping the social development of students in private elementary school of Mazmur 21 Pontianak in civilizing activities in the form of routine activities, spontaneous activities, exemplary and also conditioning starting in terms of standards and objectives, resources involved, characteristics of implementing organizations, communication, the attitude of the implementers, the social, economic and political environment, as well as the policy performance is good enough. The obstacles to the policy of implementing character education in shaping social development consist of internal factors and external factors of the school and students. The follow-up to overcome the obstacles is given according to the level of violations. It can be in form of correction (reprimand), compensation or punishment. The significance of this study is its contribution to people's thinking about the relation between character education and social development in order to be able to apply character education, both within the family and community.

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INTRODUCTION

The Ministry of Education and Culture has launched the application of character education for all levels of education in Indonesia starting from the level of Early Childhood Education (ECE) to Higher Education (HE) in the education system in Indonesia. However, the application of character education in schools requires an understanding of concepts, theories, methodologies and applications that are relevant to character formation and character education. Character is a psychological trait, moral, or mind nature that characterizes a person or group of people. Character is the result of a very deep and lasting activity that will lead to social growth. According to Fitri (2012): "Character education is an active effort to form habits so that the nature of the child will be engraved from an early age, so that they can make good and wise decisions and practice them in their daily life." In short, Lickona in Samani & Hariyanto (2013) defines, "Character education is a deliberately designed effort to improve the character of students."

Listyarti (2012), "Character education is an effort to guide students' behavior in order to know, love and do good things." So, it can be concluded that character education is actually not just educating right and wrong but includes the process of habituation of good behavior so students can understand, feel and want to behave well.

The development of character education in the school environment is basically to make students learn and accept character values as their responsibility and to believe in them. In the observations of researchers, SD Mazmur implemented the implementation of character education through the civilizing activities they commonly call devotion. To make children to be logically intelligent is not easy, but to make children morally intelligent is much more difficult. Therefore, this study specifically examines the implementation of character education in shaping children's social development.

Elizabeth B. Hurlock (in Djaali, 2014), "Social development is the ability of a person to

behave or the manner of behavior in interacting with elements of socialization in the community. This will be much influenced by the personal nature of each individual, namely the nature of introverts and extroverts. "Based on the interpretation above it can be concluded that the social development of students includes the natural learning process by students in processing the level of socialization with the surrounding environment.

A child can be defined to have good social development if he is able to adjust to his environment. E. Hurlock (in Gunarsa & Yulia 2003) formulated the adjustment. He stated, "When a person is able to adjust to others in general or to his group, and he shows pleasant attitudes and behavior, it means he is accepted by the group and their environment."

Several definitions that have been described mention that character education and social development are two interrelated things. According to researchers, this clearly has something to do. Because when it comes into the wider world, cognitive knowledge alone is not enough to be able to socialize, but it also takes the ability to adjust to the norms that apply in the environment where the individual is located.

The result of the study shows that there are differences regarding the implementation of character education in the school. The school does not only provide the theory of character education to students, but also instills awareness to willingly practice these character values voluntarily. Considering that there are still many schools that only understand the concept of character education but have not applied the relevant application.

This study was aimed to examine deeply about character education as well as its relation to the social development, that realized it in the form of a scientific work which is entitled "The Implementation of Character Education in Forming Social Development of Students in Private Elementary School of Mazmur 21 Pontianak."

METHODS

The approach of this study is a qualitative approach. It is the research paradigm to describe events, the behavior of people or a situation in a particular place, in detail and in depth which is in form of narrative. The informants consist of the Head Principal of SD Mazmur 21 as the key informant, then three students of the V grade, two homeroom teachers, two teachers, and one alumnus as the main informant, then three students of IV grade, and three parents as the supporting informants. The informants were selected based on the categories or purposes which were assumed to understand the problem under the study, also based on the consideration of knowledge and function in SD Mazmur 21.

Guided by what was said by Sugiyono (2008) "That in qualitative research the data collection is more on observation, in-depth interviews and documentation." The analysis of the data used is interactive analysis models in the form of data reduction, data presentation, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Implementation of Character Education in Forming Student Social Development

The regulation of Ministry of Education and Culture number 81 A of 2013 concerning to the implementation of the curriculum states that, in principle, learning activities are an educational process that provides opportunities for students to develop their potential into abilities that are increasingly increasing in the attitudes, knowledge, and skills which are needed for living and socializing, for nation, and for contributing to the welfare of humanity (Fauzi, Sunarjan & Amin, 2017). Astuti, Kismini & Prasetyo (2014) stated that the model of socialization of national character education for students in elementary schools was carried out in several ways which are integrated in the curriculum through school management, and through extracurricular programs.

Schools provide character education to their students not just for theoretically, but also

embed the awareness to willingly practice these character values voluntarily. Therefore, the implementation of the strategy carried out by Mazmur 21 Elementary School Pontianak is through civilizing activities. The civilizing activities consist of routine activities, spontaneous activities, exemplary and conditioning.

Routine Activities

Character education is a process of internalization or embedding positive values for students so that they can have good character in accordance with the values referred to the religion, culture, and national philosophy. This opinion was reinforced by Fitri's statement (2012) which states that character education is an active effort to form habits so that the nature of children will be carved from an early age, so that they can make good and wise decisions as well as apply them in their daily lives. Furthermore, Lickona quoted in Samani & Hariyanto (2013) defines character education as an intentionally designed effort to improve the character of students.

Character education can be implemented through various strategies and approaches. But in this study the researcher focused more on the implementation of character education in shaping the social development of students in civilizing activities held at the beginning before the process of teaching and learning took place or commonly called devotion. This activity is interesting and different. For the sake of achieving these activities, it is necessary to implement character education in shaping the social development of students who are studied using the Van Meter and Van Horn theory which consists of several variables, namely:

Policy Standards and Objectives, is the implementation of policies needed to direct policy implementation, to be in accordance with the planned program. Hardati (2015) argues that the character values that must be taught are: religious, honest, intelligent, fair, responsible, care, tolerant, democratic, patriarchal, resilient, and polite. Standards and objectives of the character education policy on routine activities or devotion at the research setting are adapted from

the character first curriculum. The theme of the characters delivered is different between odd and even semesters. At the time of the research the character material presented was the initial package (series 1) namely; Obedience, Honesty, Gratitude, Generosity and Discipline.

The resources are the success of the policy implementation process that is influenced by the use of human, finance, and time resources. The human resources in the implementation of character education itself are parents, educators and education in schools and communities around the student's residence. The main resources of implementing character education do not have to be linked to the budget. The availability of infrastructure facilities for education can be done by setting up sound systems or devotion worship equipments which is done by the school. Time resources are important part of policy implementation, because time supports the policy success, character education in civilizing or devotion activities is conveyed by the teacher for one hour lesson (35 minutes) every morning.

The characteristics of the Implementing organization are the nature or characteristics of the implementing agency of the policy. In accordance with its vision and mission, the school facilitates students not only to be cognitively intelligent, but also to be faithful in God, be skilled and attentive towards the environment. The main purpose of this education is to provide perspective and values of truth in students' life, to form a person with character and academic in accordance with the stages of his age, so that students can grow physically, psychologically and mentally in balance.

Communication, etymologically, communication from Latin "communicatio" means notification, giving part, exchange where the speaker expects consideration or answer from his audience. Communication between related organizations and implementation activities plays an important role for ongoing coordination of policy implementation. There are two ways of communicating with parents. First, through parent's meeting, this activity at the beginning of the school is held every Saturday at 08.00 WIB.

But over time, parent's meeting activities have been changed become once for three months. Second, through a contact book called a communication book. Even though there is already a parent's meeting schedule, it does not mean that communication between school and parents breaks up. Every day parents will be told about the events their children experienced while in school. The communication is delivered through communication books. So, another feature is that all students must have a communication book. All regulations and policies relating to teaching and learning activities in schools have also been included in the book. Meanwhile, to communicate with parents about the development of students, a page of borrowing notes for books, award sheets, student-communication agenda, announcement and anecdotal records are provided.

The attitude of the Executors is how the implementers behave in carrying out their duties and responsibilities as policies executors must be based on a disciplined attitude. As happened at the time of the study. It was found some teachers immediately disciplined some students who were caught chatting while devotion activities had begun. Then there was also found a teacher who was in charge for handling students who were late behind. Because students who were late for devotion had to stand up during devotion activities took place. Character education carried out in schools will be succeeded in shaping the character of students if it is carried out by all of school residents, including teachers who directly or indirectly interact with students both in the classroom and outside the classroom, both within the school and outside school environment.

Social, Economic and Political Environment, is the extent to which the external environment contributes to the success of public policy. A non-conducive social, economic and political environment can be a source of problems from the failure of policy implementation performance. Character building must be continuously carried out from all educational environments, whether family, school or community. The social environment and natural environment contribute to the formation of a

person's character. (Raharjo, Rifai & Suminar, 2015).

Factors such as support from parents, community, and friends influence are factors that arise because of the existence of student relations as a form of association with other people that affect the behavior patterns which arise in the family environment, school environment and the environment around his residence. This statement is supported by the opinion of Rodiyah (2017), which states that the conservation character of values which inherent in individual justice is also represented in individual behavior, actions and activities. The social environment at school and at home has equally strong opportunities for character development. Considering that society is the braid of social relations, and society is always changing (Hardati, 2010), it is need to have a good cooperation and communication between schools and families in developing children's character.

The school socializes character education to parents by holding parent's meetings, which is providing counseling to always supervise children's character, teaching courtesy, respecting parents, and being responsible for assignments at home and school, discipline, and various other characters. Because parents are the first mentor for children in establishing relationships and providing deep affection both positive and negative (Wuryati, Astuti & Rachman, 2012).

Policy Performance is the achievement of the implementation of an activity or policy program in realizing the goals, objectives, vision and mission of the organization contained in the planning strategy of an organization. The real evidence of the results of the performance by the policy implementers that the researcher found in the field is the character assessment document by the classes IV and V homeroom teachers, where the informant classes are located.

Spontaneous Activities

This activity is usually carried out when the teacher and other education personnel know that there are actions which are not good for students which must be corrected right away. The

teacher has a very educating way when facing students who are found to behave disobediently. As when the students did not clean the class, the teacher gave substitute cleaning assignments such as cleaning the teacher's room or just throwing the trash in the rubbish bin in the teacher's room into the school trash can. For students who are fighting, they will be given advice by the homeroom and then they are given disciplinary sanctions. For example, students are asked to write "I promise not to fight again" as many as 2 pages in the disciplinary book. Basically, the way to reprimand and give advice to students must pay attention to their character development. The wrong way to reprimand and to advise will actually hurt students' hearts and can even make students become more uncontrolled.

Spontaneous activities are also applied to good student attitudes, for example by giving praise when seeing students who throw garbage in its place, giving awards to students who have good achievement. With praising, the students will feel that they are valued so that it will encourage them to continue to maintain and even improve their good deeds.

Exemplary

Teachers as role models have an important role in the implementation of character education in schools. It is as much as is proper for a teacher to have a good character that describes the personality traits of a teacher. Buchory & Swadayani (2014) stated that the teacher's task as a role model for student is to set a good example related to moral, ethical, and moral issues wherever they are.

The following are the results of research on teacher's exemplary. First, it is discipline. The discipline of the teacher in teaching character, it can be found the spirit and the sense of responsibility to carry out the task. It can be found, with full responsibility, the teachers in charge of delivering character material are always present on time unless they get obstacles which require absence but still conveys the reasons first. While outside of disciplinary teaching assignments, it can be also found on time arrivals, because schools require classroom teachers and

education personnel to arrive at 6:45 a.m. every day except for subject teachers who do not get the schedule in the first new hour are allowed to come according to the existing teaching schedule, but still they are required to come before the teaching schedule begins. There is three (3) times delay tolerance for teachers and education personnel. Thus the teacher has already shown the example of the character value of discipline to students.

Second, neatness: The teacher pays attention to the neatness of uniforms and appearance. Besides being able to generate self-confidence, it can also create attraction for students. Teachers and education personnel appear to be always well-dressed and use uniforms in accordance with the regulations that are applied in schools.

Third, courtesy: Courtesy is characterized by the behavior of respecting older people, using polite and respectful language. Observation results show that the exemplariness of good manners by educators and education staff are good enough, it is proven when the teachers ask the students to do something such as throwing out garbage, they start it with the word "help" and end it with the word "thank you" after students managed to carry out orders properly.

Fourth, responsibility. Responsibility is the ability to carry out a duty of obligation upon us as well as possible. The form of a teacher's responsibility in teaching and learning activities is that the teacher has mastered effective teaching methods. It is evidenced by several things that have been done by the teacher such as: planning, providing and assessing learning materials that will or have been given, providing a harmonious learning environment, managing and assessing student progress, making notes about the development of students.

However, for the responsibility of providing instruction to students in order to acquire skills and social development and good habits still requires special direction. Because it is not all teachers are able to study the characteristics of students in their classrooms.

Fifth, Concern. The homeroom and the subject teachers always communicate with the

students who have problems in behaving less discipline in school. Whether it is about failure to absorb lessons, violate school rules, or engage in a fight. If the discussion with students is felt to be unsuccessful for the better change, the homeroom teacher and the subject teacher will invite the parents of the student to be invited to communicate, exchange ideas to find an agreed way to deal with the student's behavior.

Conditioning

Civilizing the character must be supported by consistent conditioning in order to develop and run effectively. Shaping social development that is good for students can be done by applying character values. Conditioning can be done in various ways. Regarding to the efforts to shape social development which is in accordance with character education for students, the following explanation of its conditioning is required.

Students' social development itself includes the learning process which is experienced by the students in processing the level of socialization with the surrounding environment. A child is said to have good social development if he is able to adjust to his environment. Elizabeth Hurlock as quoted (in Gunarsa & Yulia, 2003) provides formulation of general adjustments. He stated that when a person is able to adjust to others in general or to his group, and he shows pleasant behavior, it means he is accepted by his group or environment. He gives four criteria as a characteristic of good self-adjustment. First, real attitudes and behaviors in accordance with the norms prevailing in the group, it is proven by the results of observations where the informant showed a willingness to obey the rules of school and class. First proof, the line up to enter every class; before teaching and learning activities, every morning students must make a line in front of the class. Then, the class leader will show which line is the first to enter the class according to the neatness. Teachers who get a teaching schedule at the beginning of the lesson will usually supervise the course of the activity. Every student is seen doing it happily.

The second proof, using indoor sound. Other observations result that the researcher found in class is that students are accustomed to use sound in the classroom. In this case the sound in the classroom means to get used to talk softly whenever they are in the classroom, try to make the sound can be only heard in the room. Even though there are no teachers guarding in the classroom, if there is one classmate who starts making a noise, there will be one of the children, usually a class security member who is in charge, will reprimand his friend. This is applied in order to keep the learning process in other classrooms run well. This also relates to the theme of the characters taught in the school, namely the application of obedience and discipline.

Second, adjust to the new group. Students are also able to adjust to the group they enter. It is like being friendly to others and being patient and calm in speaking. This is a manifestation of the theme of the character of generosity and honesty. The first evidence of this development is that students raise their hands before speaking, the researchers discover the fact that students always raise their hands everytime they want to convey something. Whether it is when they want to ask questions about the material presented, or when they ask for permission to do something else. This event shows that students are accustomed and used to learn to respect others who are speaking without interrupting.

The second proof is asking permission to go to the toilet. It has become a normal event to see students who have permission before going to the toilet when class hours are taking place. But different from the things that have been entrenched in the school where the study was located, the children were allowed to go to the toilet after the friend who had previously gone to the toilet had returned. This regulation is enacted so that when children leave the classroom with permission to go to the toilet, the teacher can make sure that they really aim defecate in the toilet, not to avoid lessons or even telling stories to friends so that they forget lessons in the ongoing class. However, it is not applied if it is indeed an emergency, with a note that the

students are not lying, it will be permitted for two students to go to the toilet together.

Third proof of permission before drinking or even if you want to take something that has fallen. Another interesting thing that researcher found at the time of observation is that students always ask permission first when they want to drink or take their belongings that fall during the teaching and learning process. "Excuse me mister/miss, I want to drink or I want to take my pen/pencil/book/etc" This simple activity contains a very deep meaning in the form of appreciation given by the students to the teacher who is speaking in front of the class.

Third, pleasant attitude towards others: Students also show some pleasant attitudes towards others. Like being polite to older people, willing to greet friends, respecting other people's opinions, giving a smile when friends say hello, not disturbing other people's conversations, and paying attention to other people who are talking. It is one form of the theme of the character of gratitude and honesty.

The first proof of this development is, always thanking friends. Giving thanks to people who have done good to us is normal, but the students are not only taught to look at the meaning of gratitude only from one side, they are also accustomed to thanking people who have done work for many people. As the researcher found during the observation, fourth (IV) grade students simultaneously expressed their thanks without warning to one of the classmates who had led the prayer before and after teaching and learning activities. A simple form of action, but has a deep meaning. "Thank you (mentioning the name of the good student) you are very good". Besides thank you, praise sentences are tucked too as a form of appreciation for the work of their friends. Herbert Mead views it as a symbolic interactionism.

Second proof, the students immediately notify the teacher if they do not bring their homework. The evidence of this fact was obtained during the interviews with homeroom teachers and teachers. Mrs. BR said that every morning, it was the routine of the homeroom teacher or teacher who taught in the first hour to

ask whether the students had done their homework or not. The students who do not bring homework usually go ahead by themselves while carrying their communication books. They do report so that the teacher writes that in their anecdotal records.

Third proof, respect the opinions of others. This fact is supported by the results of the interview with the informant Y about how is his attitude when getting group assignments with friends who are not Y's close friends. The informant stated that the opinion of group friends still must be accepted and appreciated, even though for example he was not a close friend, because everyone have the same rights in delivering their opinions.

Fourth, besides being able to participate and play role as well as possible as a group member, the students are also able to participate and carry out their roles as group members. The first proof is working on a joint picket assignment. Not only cleaning the classes' floors before they going home from school, but the students who do picket are also volunteered to erase the blackboard before the teacher showed the person. There are also those who are in charge of disposing rubbish that accumulates in class trash cans. They place positions on each task that must be done. The awareness like this shows that students are aware and able to carry out their roles in a group, however, there are surely still some students who are still running away from picket assignments, but it is only a few of students.

Second proof; participate in school activities or events. The activity which is referred here is a school activity in the form of developing student talent. Such as involving students as music players in devotion worship activities, as well as attending academic and non-academic Olympiads. The things described above are one form of the theme of the character of obedience, order and generosity.

When it is linked to the theory of symbolic interactionism which states that individuals in society have autonomy, but do not just ignore the structure, the concept of "the self" is "I" which is a free will, in the form of desire and

encouragement that exists in each individual. Then there is an actor element that is voluntaristic. However, because "I" is always controlled in its interaction with "Me", then there is a tendency to see the actors are forced by internal psychological conditions or broad-scale structural strength. It happens because this theory sees all that is understood as a process. Orientation in particular leads to the mental capacity of actors and their relationship to actions and interactions. Because of that, there are only a few actors in the autonomous symbolic interactionism. However, humans can still make choices about the actions in which they are involved.

The fact of the findings in the field states that the implementation of character education has not been fully in accordance with the theory. It can be seen where some of the informants still do violations even though there are rules. Because basically the relationship between an individual and a structure is depended on how the individual responds to existing rules/ structures. The influence of individuals can be stronger so they tend to ignore the structure, vice versa, the structure can be also stronger so that individuals tend to follow the structure. It is in the sense that there is a balance between individual influence and structure.

If a character teaching is accompanied by conditioning that is right on target, it will produce social development in the form of the application of good character values. In addition, it also explained that character education can shape students' social development well, if there is a good cooperation between the implementing party and the target parties, as well as good communication with parents. Besides through action, conditioning is also carried out by installing pamphlets containing character values, or giving awards to teachers and students who excel in character values that are prioritized. With the pamphlets containing characters that installed in the corners of the school and also in the classroom, it is expected to create a learning environment that can trigger students' enthusiasm to always try and learn to get used for behaving

in accordance with the norms and values of the characters that have been taught.

Obstacles in the Implementation of Character Education in Shaping Students' Social Development in private elementary school of Mazmur 21 Pontianak

Obstacles in the implementation of character education in shaping social development of students can be sourced from various parties. First, from the implementing party itself, which sometimes there is a teacher/implementer who is unable to attend due to the conditions that are not possible. Second, the partners/parents, which some of them did not have time to attend parents meetings so that the coordination did not go smoothly. Third, the target party/students where there are still students who do not carry out character education well. Based on the observations, there are several obstacles faced by schools in the implementation of character education in an effort to shape the social development of students, namely internal and external factors which are both from the school and the students themselves.

Internal factors: Internal factors from the school are: First. Character values developed have not been translated into representative indicators. Indicators that are not representative and good will cause difficulties in measuring their achievement. Secondly, schools have not been able to choose the character values that are suitable with their vision. The number of character values is so many, whether those that are given by the Ministry of Education and Culture, and those from the other sources. It is resulted on the character building movement in the school to be less focused, so that the monitoring and the assessment are not clear either. Third, the teachers cannot be the example of the character values they choose.

Internal factors from students: First, habits. There are bad habits of some students at home which are brought to school so that it affects other students. Second, student goals: The less disciplined behavior of students in schools is possibly because these students are indeed aiming for attention. Deliberately behave badly so that

the teachers focus on their behavior. Cases like this are usually because the student gets less attention or love at their home.

External factors: The external factors experienced by the school staffs are: First, the teachers' understanding on the concept of character education is still not maximal. The number of teachers in Indonesia is very large and it is a very large program target. Character education programs cannot be properly socialized to all teachers so that not all of them understand it. Second, cooperation with parents: Often parents misinterpret character education, not a few parents who hand over the handling of children's character to school. Of course it is a big mistake, forming characters even more leads to good social development, it needs support and two-way communication between schools and parents. It takes openly discussion on child problems in order to find good solutions.

The inhibiting external factors from students are: First, the family environment (parent-child relationship). Although all parties are responsible for the character education of prospective future generations, the family is the first and foremost vehicle for children's education. Family failure in character education for their children will make it difficult for other institutions outside the family (including schools) to improve it. The failure of the family to shape the character of children will result in the growth of people who are not characterized. Second, peers. Peers can influence the character and the development of a child, both peers in the school and residence or community. For example, bad habits that their peers have will easily affect their children. Bad habits that are easily imitated are usually words or actions.

Follow-up Plan for Solutions to Optimize the Character Education Implementation in Shaping the Social Development of Students in Mazmur 21 Private Elementary School Pontianak

Alternative efforts for social development which is according to Albert in Syah (2014) is the approach of social learning theory to the process of social and moral development of students is

emphasized on the need for conditioning (refraction to respond) and imitation. According to the principle of conditioning, learning procedures in developing social and moral behavior are basically the same as learning procedures in developing other behaviors, which is with reward and punishment. The basic idea is that, once a student learns the difference between a behavior that produces rewards and behaviors that result in punishment, he always thinks and decides on certain behaviors that he needs to do.

Imitation itself is another procedure that is also important which is also an integral part of learning procedures according to the theory of social learning; it is the process of imitation. In this case parents and teachers should play an important role as a model or figure that is used as an example of social and moral behavior for students.

The comments delivered by parents/teachers when rewarding/punishing students are important factors for the process of internalization or appreciation of the students towards moral standards. It is very important to give an explanation so that the students really understand about certain types of behavior that produce certain rewards and certain behaviors that result on punishments.

The school's efforts in providing an explanation of the rewards/punishments of student behavior are contained in a communication book called anecdotal record. Every student who makes a mistake will be recorded on the total record page. Parents or guardians are asked to pay attention to the notes and sign them. Students who make mistakes will also be subject to discipline. Parents or guardians of students are also asked to sign the discipline so that a good cooperation will occur.

The communication book document, part of the total student record, shows that students who were found to violate the rules and school policies did not get the same reward. The school handles them based on the level of mistakes they make. Even for students who rarely make mistakes, tolerance is given in the form of warnings if they are proven to accidentally violate school rules. The following are the findings of the

types of follow-up actions on student behavior at school.

Discipline (the term for punishment at the research location), is given when students make mistakes. Discipline is given according to the level of students' mistakes which can be in the form of correction (reprimand), compensation, punishment or separation (can be a suspension or drop-out). The most important thing in discipline is that students realize and acknowledge that their actions are wrong and want to repent.

Correction (reprimand) is done when the student commits a violation and is not postponed. Students who are proven to do violation will be taken into a separated room and they are given an explanation of the correct standard of behavior, that their actions are wrong, and also the explanation why they should not behave in this way. They are also encouraged to admit their mistakes and choose the right ones. Compensation is applied to students who are proven to damage or eliminate school facilities or other people's goods. The amount of compensation will be assessed separately in each case.

Punishment is a consequence for students who oppose authority and make the same mistakes repeatedly. Students who commit violations can be given limited time for resting and also given special work according to age level, for example picking up leaves, throwing out trash, cleaning class or teacher's room. The follow-up actions are not only in the form of discipline, the school also provides rewards to students who have succeeded in becoming exemplary students. Three outstanding students from each class will receive prizes and certificates at the end of the semester.

CONCLUSION

Based on the data and results of the discussion, it can be concluded that the implementation of character education in shaping the social development of private elementary school students of Mazmur 21 Pontianak in civilizing activities in the form of routine activities, spontaneous activities,

exemplary and conditioning starting in terms of standards and objectives, resources involved, the characteristics of the implementing organization, communication, the attitude of the implementers, the social environment, the economic and political environment, and the performance of the policies have been quite good. The obstacles of the implementation policy of character education in shaping social development consist of internal factors and external factors both from the school and the students. Follow-up solutions to character education optimization are given according to the level of violations. It can be in form of correction (reprimand), compensation or punishment.

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