

Implementation of Character Education for Elementary Students

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Abstract

Character education is essential to be carried out as early as possible in this millennial era in elementary schools. The characters that need to be developed are the values of discipline, love of the motherland, tolerance, religious, cooperation, independence, and fond of reading. This study aims to describe the implementation of character education in students through integration in the learning process and the culture of the school at Sekolah Dasar Negeri Pedurungan Tengah 02 Semarang City. The research is descriptive qualitative. Data were collected through interviews, observation, and study documentation, then analyzed through data reduction, and conclusion drawing. The technique of checking the validity of the data uses triangulation technique of interview, observation, and documentation. The results of this study indicate that: (1) the implementation of character education in SD Negeri Pedurungan Tengah 02 is carried out through integration of character values in the learning process including the preparation of character lesson plans, the selection of learning methods, and the use of learning models (2) the implementation of character education for students in SD Negeri Pedurungan Tengah 02 is carried out through school culture which includes discipline, homeland love, tolerance, religious, independent, mutual cooperation, and reading habit. It can be concluded the character education in the school can be implemented properly in SD Negeri Pedurungan Tengah 02.

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INTRODUCTION

In the current millennial era, the rate of information was unstoppable. Not only can information sources be obtained from one or two media alone, but there are tens, hundreds, or even thousands of media can become messengers and new knowledge whose changes occur in seconds, therefore need to filter before sharing. Likewise, the world of education, early childhood also become the target of world development information; they are so comfortable, just by moving a finger can obtain information and knowledge. School is no longer the only learning spot for them. But at an early age, they have not gained sufficient understanding of the difference between good and bad information so that they keep access information more and more less guidance. According to Putri (2018), as for to do to their children in digital parenting or digital parenting are as follows: (1) Improve and update insights about the internet and gadgets. Parents cannot supervise children when parents are technologically illiterate; (2) If there is internet at home, position it in the living room and who can see what the child is doing in accessing the internet; (3) Limiting children's time in using gadgets and the internet; (4) Providing mutual understanding and awareness of the negative impacts of the internet or gadgets, (5) expressly prohibits as soon as possible if there is nothing inappropriate to watch, (6) Establishing two-way open communication with children.

Samrin (2016) stated that character is identical with morals, ethics, and morals, so that character is a universal human behavior value covering all social activities, both in the context of dealing with God, with himself, with fellow human beings, and with their environment, which is manifested in the mind, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs. The inculcation of character values in education must begin at an early age. The success of character education in elementary school will be the foundation to build the attitudes of students at the level of education above and also in social life in general. For this reason, the role of elementary

schools is now essential in the successful implementation of character education. Through character education early on, it is hoped that future generations of people who are knowledgeable, cultured, and civilized in this millennial era. Kosim (2019) argued that to optimize the character education program in schools, awareness, and ability of all parties is needed, starting from the Department of Education, the school, and the community to jointly shape the character and develop the expected ethics.

The purpose of Character Education according to the Ministry of National Education (2010), explains the purpose of character education. They are developing the hearts of students as citizens who have cultural values and national character; develop the habits and behavior of commendable students; Instill leadership and responsibility; developing students into independent, nationally oriented people; as well as develop a school life environment as a learning environment that is safe, full of creativity and friendship According to Mustaqim (2015) at the age of the elementary school, it is necessary to build characters that are not only for individual students but also how the character of the nation (ideology) begins to be implanted. Some characters such as nationalism, law, and citizenship become the foundation in building these good citizen candidates, good citizens. This character can be introduced in simple ways, ranging from ceremonies, disciplined learning, respect for classmates, and so on.

One school that responds positively to character education is SD Negeri Pedurungan Tengah 02. According to the results of interviews conducted with school principals and teachers in elementary schools, character education has been running for about two years. According to observations from SD Negeri Pedurungan Tengah 02, it is located in Pedurungan Tengah. This school has been declared as a school of character and child-friendly school.

The purpose of this study is to determine the implementation of character education in students, which is implemented through the

integration of learning and school culture in SD Negeri Pedurungan Tengah 02.

The benefits of this research are to develop knowledge about the implementation of character education in schools and as a reference for further study, can add insight into researchers about the application of character education in schools, can be a school reference in striving to improve the quality of education that emphasizes not only the cognitive aspects but also the formation of the character of noble students, to maximize teacher performance so that it not only develops cognitive aspects but also shapes students with character.

METHODS

The approach used in this research is to use a qualitative approach to reveal in detail and comprehensively about the implementation of character education in students at SD Negeri Pedurungan Tengah 02.

The subjects of this study were principals, teachers, and students in SD Negeri Pedurungan Tengah 02. To obtain the expected data, the data collection techniques used were participant observation, semistructured interviews, and documentary studies in the form of photos directly or from school documents. To analyze the data collected, researchers used a qualitative descriptive analysis. The data obtained are then analyzed through data reduction, data display, and concluding. Analysis of the validity of the data in this study uses the degree of trust with methodological triangulation (data obtained through interviews are noticed by observation and documentation), and source triangulation is used to collect data from different sources with the same technique.

RESULTS AND DISCUSSION

The implementation of character education for students applied by schools is carried out as follows.

Learning Integrated Compilation of Characterized Lesson Plan

Before implementing learning, the teacher develops a lesson plan (RPP) in which there is a teaching material. The learning plan is integrated with the values of national character education to be taught. The selection of character values listed in the syllabus and lesson plans is adjusted to the competencies to be achieved from each subject. Also, learning activities carried out by schools through the process of learning themes that incorporate the values of the nation's character. The themes that are implemented in the learning process can take place in the classroom and outside the classroom, depending on the material in themes.

According to Setiawati (2016) how to implement character education integrated into this learning process by delivering moral messages directly to students during learning or through a hidden curriculum. The teacher uses children's language, trying to explain the character values either direct or implicit (moral knowing) and encourages students to do it in everyday life (moral feeling). That way, learners not only know about character values but are also more sensitive to these good characters.

Learning Methods

Nation's integrated national character education curriculum can be done in the use of appropriate learning methods. The teacher must be smart in choosing appropriate learning methods so that the cultivation of character education in students can run optimally.

In the selection of learning methods, the teacher looks at the material first so that the use of learning methods is appropriate and effective. Learning methods used contained with character values, such as discussions, questions and answers, assignments, and demonstrations.

As Wilandani opinion (2016) teachers can support success in carrying out teaching and learning activities so that before implementing the learning process, the teacher can manage students well, develop teaching methods that are applied, prepare and create learning media, conduct evaluations, and guide students well.

Learning Model

SD Negeri Pedurungan Tengah 02 in the making of learning tools, especially RPP is not only structured to develop students' abilities in the cognitive, affective, and psychomotor domains but also to add character values that are designed and achieved. The selection and use of learning models implemented by teachers at SD Negeri Pedurungan Tengah 02 are adjusted to the material because each learning model has advantages and disadvantages of each so therefore in learning the teacher uses the right learning model must be seen from the material so that the learning process is effective and the desired learning objectives are achieved.

Khalistyawati (2018) suggested that the use of Jigsaw cooperative learning models had a more positive and significant effect on the character of cooperation, critical thinking skills, and student cognitive learning outcomes rather than the use of STAD type cooperative learning models.

So how to implement character education that is integrated into this learning process by conveying moral messages directly to students during learning or through a hidden curriculum. The teacher prepares character lesson plans, uses learning methods, and uses learning models that are adapted to the material to run effectively. Character values that often appear in learning activities such as religious, cooperation, honest, disciplined, creative, independent, fond of reading, appreciating, and loving the motherland.

School Culture

Implementation of character education in SD Negeri Pedurungan Tengah 02 through school culture, among others.

Discipline

Wuriyandani (2014) the role of the family in disciplining students, one of which is to exercise control over children's behavior at home. In this case, parents can control the discipline of children in terms of watching TV, playing games, doing homework, learning, worship, and so on. If there is a deviant behavior of the child, then the parents need to notify the school so that solutions

can be found so that the abnormal behavior can be overcome. The child behaves again according to the existing rules. The implementation of the character values of discipline through school policies is carried out in writing through the school rules. So that the school rules and class rules that have been made can be implemented correctly, it is necessary to do socialization to students' parents. This activity is carried out at the beginning of the school year by the class teacher. This socialization activity is essential so that parents can maintain the consistency of the application of rules at school with at home so that it occurs continuously in the enforcement of discipline carried out at school and home. In addition to leaving school on time according to schedule, school policies also include the use of uniforms that are following school policies. In the morning, the principal and class teachers who are on duty on that day are ready at the school gate to greet students who go to school as in Figure 1.



Figure 1. The Implementation of Discipline Character Values

This is following the opinion of Setiawati (2016) through the teacher's example that has given the moral feeling because the teacher tries to touch the emotions of students so that awareness grows in themselves. Thus the teacher's behavior and attitude in providing a good example are expected to be a role model for students to imitate it as character building in themselves or better known as moral doing.

Love the Country

The inculcation of the value of the character of patriotism in students of SD Negeri Pedurungan Tengah 02 is in the form of flag

ceremony activities, which are held every Monday. In addition to the flag ceremony, which is held every Monday, there are also ceremonies to commemorate national holidays such as Independence Day on August 17, youth oaths, national education day ceremonies, teacher's day ceremonies, national revival day ceremonies, and others. By carrying out these ceremonies, students are expected to become more understanding and emulating the struggle of the nation's founders who were willing to sacrifice their whole body and soul for Indonesian independence as in Figure 2.



Figure 2. The Implementation of Love The Country Character Values

Other activities related to the character value of patriotism are the boy scouts extracurricular, dance and Paskibra, students are close to each other and do not discriminate against friends. The next activity to instill the loving character of the motherland is the morning apple activity, which is carried out every morning from Tuesday to Thursday. In the morning apple program, there is advice for the student-teacher on duty, and there is also singing national songs. According to Atika (2014) the implementation of character education for the motherland could be done before entering class, the learning process, after school, and extracurricular activities held at school. Like teaching the values of the loving character of the motherland in the form of preserving Indonesia's traditional culture by teaching dance.

Tolerance

Tolerance is a form of mutual respect for others and does not force the will. Humans who

consider themselves higher, good, and right tendency will lead to an attitude that is anti-tolerant. Implementation of the tolerance character values of students at SD Pedurungan Tengah 02 can support the tolerance of students. The inculcation of tolerance character values is carried out through a culture of help, such as visiting students who are sick. This activity is a form of a sense of humanity even though different religions but still see friends who are suffering as in Figure 3.



Figure 3. The Implementation of Tolerance Character Values

Then visit activities to the orphanage in the month of Muharram. This activity is also a school activity as a form of tolerance of school residents to orphans who need help. The next activity is the contribution of disaster. This activity is fundraising undertaken by schools for disaster victims who need help, such as victims of natural disasters, such as floods, earthquakes, tsunamis, although different ethnic, religious, and cultural. According to Soryani (2015) in an effort to instill tolerance attitudes, school principals and teachers teach tolerance attitudes through school policies, familiarize students through routine activities, give examples of tolerance or commonly called exemplary, and carry out spontaneous activities in the form of reprimand to students who behave disrespectfully and don't respect other people. Also, teachers instill an attitude of tolerance by conditioning students, helping students see similarities, training students to see differences early on, and integrating into subjects.

Religious

The implementation of religious character values through habituation carried out in SD Negeri Pedurungan Tengah 02 is still essential and only to teach and train students to be more responsible. The habit of teaching moral and religious values in students must begin with concrete, simple, practical exercises and do not cause feelings of fear, shame, or excessive guilt. Praying in congregation is a school program to instill the value of religious character. This activity is carried out jointly by the teacher and participants at each time of dzuhur prayer at the school mosque as in Figure 5.



Figure 4. The Implementation of Religious Character Values

Then the activity of reading Asmaul Husna before learning begins. This is a routine school activity to instill the religious character values of students. According to Marzuki (2018) strategies undertaken to overcome obstacles that arise in the implementation of the inculcation of religious character values include: (1) collaborating with students' parents and surrounding communities; (2) encourage parents to pay more attention to their children; and (3) giving students an understanding of the importance of religious character values.

Independent

Implementation of the value of independent character in the participants carried out by the school through several aspects, and the first aspect is the teacher's self-development to students in routine and spontaneous activities.

Routine activities include working on individual assignments on their own, doing each repetition by themselves, saying greetings when meeting with teachers, friends, and other education personnel, praying before or after the activity, preparing their own school equipment, preparing their own lesson schedule, doing their own breakfast before going to school, doing class picket, praying in congregation, while in spontaneous activities include rebuking students who shout so that it creates an atmosphere that is not conducive, reprimanding students who behave disrespectfully, students do not cheat during the test, give praise to students who get high grades, dare opposing or to correct a friend's behavior that is not commendable, and able to solve problems properly. Then the school provides lunch time and snacks then the teacher familiarize the students to be able to do lunch independently by eating the food that students bring from home at the class table or classrooms. as in Figure 6.



Figure 5. The Implementation of Independent Character Values

Students without instructions and the teacher's command are accustomed to preparing their own meals during meal hours. Students eat independently and store the feeding box back after meals. According to Husna (2017), the independent character becomes one of the characters that is quite important and needs to be instilled in students. Many parents and teachers complain that their children or students are less independent, carrying out their tasks.

Mutual cooperation

Implementation of the character values of cooperation in the form of clean Friday activities, namely students together with teachers cleaning the school environment, then class picket activities, students clean their classes each day according to the schedule of the picket officers, then the activities of caring for plants, and in August the class warranty competition and a garden-making competition with student guardians to instill the values of mutual cooperation as in Figure 6.



Figure 6. The Implementation of Mutual Cooperation Character Values

Then through group learning by class teachers, students are divided into small groups of 4-5 people. Learning as a group of students can cooperation, social interaction with each other and can instill respect and respect among peers. Group learning is given every time a meeting can gradually foster mutual respect, reduce the selfish habits of students, foster a sense of cooperation, foster an attitude of courage to express opinions or ideas of knowledge to fellow friends or teachers, foster an attitude of having an ethos work he has and is responsible for the tasks assigned. According to Utomo (2018) the principle of cooperation contained the substance of the values of God, family, deliberation and consensus, justice, and tolerance. Observing the principles contained in the cooperation inherent aspects contained in social capital.

Like to read

Samsuri (2016) the ability to read and build a culture of reading is a long process that requires tenacity and constancy. What is planted today will be picked in the next 15-20 years. An expensive investment that will have a tremendous impact on the progress of the nation in the future. During the process, both teachers, parents, and the community must be shoulder to shoulder and be part of the solution. Indonesia is reading, Indonesia is smart and victorious. Implementation of the value of reading fond characters in Pedurungan Tengah 02 Elementary School first through school literacy, the activities are carried out before learning begins in each class, the second through digital literacy with the use of technology, the third provides diligent reward pins to the library as learners who exemplary, and the fourth school provides a reading corner for students as a convenient place to read as in Figure 7.



Figure 7. The Implementation of Like to Read Character Values

A good library should be able to provide a comfortable atmosphere with always keeping clean, keep the book tidy, as well as the arrangement of reading places that can make students comfortable to linger in the library. According to Triatma (2016) efforts that must be done by schools must be able to stimulate and provide encouragement to bring up the potential of students in terms of reading. One way to motivate students in learning is to generate student interest. Therefore efforts to increase interest and reading habits are also held in schools through the existence of a library.

CONCLUSION

The conclusions of this journal are as follows: the implementation of character education for students in Pedurungan Tengah Elementary School 02 is carried out in an integrated manner in learning such as the preparation of character lesson plans, selection and use of appropriate learning methods, and the use of learning models that are appropriate to the material for effective learning, implementation of character education for students in SD Negeri Pedurungan Tengah 02 is done through school culture there is a character value that is the character of discipline, the loving character of the homeland, the character value of tolerance, religious character value, independent character value, the character value of cooperation, and reading character values.

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