The Implementation of Character Education at the Elementary School Level

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Abstrak

Pendidikan memiliki peranan utama didalam membangun dan membentuk kualitas karakter anak bangsa. Tujuan dari penelitian ini adalah peneliti ingin mengidentifikasi karakter yang ditunjukan perilaku siswa SDIT Mutiara Cendekia dan mendeskripsikan penerapan pendidikan karakter. Metode penelitian yang digunakan menggunakan metode penelitian kualitatif deskriptif, sehingga hasil penelitian ini adalah: 1) Nilai karakter yang diterapkan dan ditunjukan yaitu religius, kemandirian dan tanggung jawab, jujur dan bijaksanaan, hormat dan santun, nilai dermawan dan suka menolong. 2) Penerapan dan konsep pendidikan karakter di SDIT Mutiara Cendekia dengan membudayakan atau pembiasaan. 3).Strategi yang digunakan guru dalam penerapan pendidikan karakter seperti selalu mengingatkan siswa akan hal baik, memberikan teguran dan hukuman yang mendidik, guru memberikan contoh atau menjadi suri teladan, dengan menerapkan pembiasaan, dan menumbuhkan kesadaran serta keinginan dari siswa secara individu. 4) Hambatan dalam penerapan pendidikan karakter di SDIT Mutiara Cendekia meliputi factor dari guru, orang tua, lingkungan dan siswa itu sendiri.

Kata kunci: pendidikan karakter, strategi penerapan, penghambat penerapan

Abstract

Education has a major role in building and shaping the quality of character of the nation's children. The purpose of this study is that researchers want to identify the characters shown by SDIT Mutiara Cendekia students and describe the application of character education. The research method used is the descriptive qualitative research method, so the results of this study are: 1) Character values that are applied and shown are religious, independent and responsible, honest and wise, respectful and polite, generous, and helpful. 2) The application and concept of character education at SDIT Mutiara Cendekia by cultivating or habituation. 3). Strategies used by teachers in implementing character education such as always reminding students of good things, giving educative warnings and punishments, teachers providing examples or being role models, applying habituation, and growing awareness and desires of individual students. 4) Barriers to the implementation of character education at SDIT Mutiara Cendekia include factors from teachers, parents, the environment, and the students themselves.

Keywords: character education, implementation strategies, implementation barriers

INTRODUCTION

Social deviations, such as brawls, inter-religious clashes, inter-ethnic clashes, murder, rape, persecution, student brawls, corruption, often occur in Indonesia. The state is believed to have tarnished and damaged the character of the Indonesian nation, which is known to be honest and tolerant among religious people, friendly, cooperation, harmony, mutual respect according to the principle of unity and integrity, and according to the values of Pancasila which raises questions. One of the problems of educational effectiveness is moral education. Moral education can be taught as part of learning in the formation of the character of students. Education is one of the main keys to building and shaping the character quality of citizens. Education is also a long-term saving or investment and is very valuable for the development of a country, as a developed and developing prosperous country can be seen from the quality of its citizens. Educate the public to live in harmony, have a high tolerance, and have a democratic and global perspective. This is related to the function and purpose of national education as regulated in Law number 20 of 2003 concerning the National Education System article 3 which regulates "National education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Based on the description above, it shows that the function of national education is to develop and shape the character of students to become democratic, responsible, loyal, and broad-minded citizens. Citizens with good character are a very valuable aspect in the life of the nation and state, formal, informal, and informal. The formation of good character is the same as the formation of one's character. Without good character, a person will easily do anything that makes him happy even though it can hurt others.

The creating of a mature character takes a continuous and continuous process throughout life. This process starts early because, in terms of child development, it is the perfect time to instill character values. Elementary school-age children are the perfect age for instilling character values. Failure to instill character will create problems in later adulthood. To prevent this, schools must be committed to shaping the character of the nation's children (Prabandari, 2019).

In character building, there are many challenges in the development of technology and information as a result. Due to globalization, negative external culture is easily absorbed without a strong filter. The high influence of changes in patterns and ways of teaching will affect how character education can be applied in the school environment (Taufik, 2014). The implementation of character values cannot run because of the impact of online learning, where the observation of the applied character values cannot run optimally (Fadhilaturrahmi et al., 2021).

The implementation of character education in elementary schools is carried out in learning as well as outside learning. Implementation of character education in learning uses learning application planning and the learning process. The implementation of character education outside of learning is the school culture and extracurricular activities. School culture includes routine activities, spontaneous activities, the teacher's example, and environmental conditioning. Character education can be formed by students' social attitudes and behaviors that are carried out outside the classroom and are related to agreed school rules and become good habits in the classroom related to character values as forming students' attitudes and behavior (Utomo & Muntholib, 2018).

In the application of character education, school members are required to agree with character values that will be developed in school institutions. Character education is not included in special subjects but must be integrated into the curriculum, as a reinforcement for the daily implementation of students (Judiani, 2010).

In thematic subjects, students are invited to play a direct role in planting plants by being given an understanding of the meaning that is built to strengthen the benefits and impacts of doing environmental damage.

The problem is that most teachers do not have the will to do this independently. Awareness has not been shown with real action. This is because education in Indonesia is still focused on cognitive or academic aspects, while the soft skills aspect which is the main element of character education has so far been very poorly implemented.

This study looks at how character education is applied in schools by paying attention to religious components, independence, and the influence of intelligence in building the character of students. Where the application of several components that form in character education in elementary schools. The thing that distinguishes previous research is how to see the strengthening of religious character education which is included in implementing the national curriculum learning.

Based on the above background, the objectives of this study are: Identify what good characters have been shown by Mutiara Cendekia Integrated Islamic Elementary School students and describe the application of character education. The usefulness of this qualitative research are:

1. Theoretical Function
      This research is expected to be useful for the world of education and disseminate information about the application of character education.
2. Practical Application
      a.   For tehacher as a guide to improve the abilities to use appropriate strategies to shape students' character.
      b.   For schools, this research can provide information to shape the character of students in a better direction.
3. The government agencies are expected to be able to reintroduce character education in all schools as well as improve and implement the implementation of character education through teacher training programs properly.

RESEARCH METHODS

The method used in this study is qualitative, namely a scientific research method that aims to understand a phenomenon in a natural social context, by prioritizing a deep communication process between researchers and the phenomenon being studied (Mardiyah, 2019).

Descriptive research consists of collecting data based on the factors that support the research subject and then analyzing these factors to find their role. Researchers use qualitative methods because this research is based on the understanding and importance of applying character building based (Prabowo & Heriyanto, 2013).

Activities carried out in analyzing the data include, firstly collecting data, secondly doing data reduction, thirdly displaying the data obtained, and fourthly drawing conclusions by verifying the resulting data. Looking at several previous research journals, then doing data reduction which focuses on research findings. The reduced data is then displayed in order to determine the steps to be taken. After performing data reduction, conclusions are drawn from the data that has been studied. Data collection techniques are listening, interviewing, and taking notes. Then the validity of the data using data triangulation.

The location of this research is SDIT Mutiara Cendekia, with the research subjects being principals, teachers.

RESULTS AND DISCUSSION

Based on the research that has been done, get the results that:

1. Applied Character Value
      Based on 9 character values, the character values that are mostly applied at SDIT Mutiara Cendekia are the values of Love of Allah which are applied through congregational prayers, remembrance, reading the Quran, and memorizing it. The value of independence and responsibility is shown by doing their tasks without cheating even though it is difficult and daring to apologize if they make mistakes. The values of honesty and wisdom are applied through the activity of having the courage to admit the mistakes they have made.

The values of respect and courtesy are applied in schools by behaving in greeting and greeting teachers at school, respecting teachers, loving friends, using neat uniforms and according to the rules. The values of generosity, love to help, cooperation is applied in schools by giving alms to people who can't afford it, distributing necessities and food needs every Friday. Values Confidence, creativity, hard work are applied in schools by boldly conveying their experiences in front of the class, doing activities that require skills to make handicrafts, and guiding students not to give up easily. Leadership values, justice are applied in schools by giving responsibility to students to lead their friends in class. Make a study group with one of his friends being the group leader, and this is done in turn.

Values of kindness, humility are applied at school by not using accessories excessively and being instilled in saying words for help if you need help from others.

The value of tolerance is applied through cooperative activities without having to choose friends and not disturbing friends who are worshiping. These character values are applied through simple activities in the classroom and at school.

Placing changes in student behavior from negative to positive cannot only be done by one party while the other party does not support it. The synergy between all school components, by implementing group format character education, will be able to change students' bad habits into students who have an honest attitude in various aspects (Futihat, 2020).

2. The application of Character Education in Schools

The concept is indispensable in the application of character education in schools. The concept of implementing character education used by SDIT Mutiara Cendekia is the concept of habituation. According to resource persons, habituation is done so that students can get used to the activities carried out at school and can apply them in the environment outside of school. Habituation activities carried out such as carrying out routine worship every day with obligatory prayers, sunnah prayers, and remembrance, collecting garbage every Friday.

Students at the elementary school level are very important to get character education because at this age students must already have an attitude of responsibility, concern, and independence where this stage is the growth and development of children's morals (Ani, 2014). Character education is carried out while learning is still taking place using online methods, which can be applied to portfolio-based multiple intelligences character education (Santika, 2020).

3. The Strategy and the Purposes of teachers for the implementation of character education.

Strategy is a method used by teachers in implementing character education to achieve the desired goals and can be applied optimally. The strategies used by teachers and principals at SDIT Mutiara Cendekia are to always remind students to do good things, give warnings if students make mistakes, set examples for students in doing good things, carry out routine or habituation activities, and raise student awareness.

Increase collaboration between school principals, teachers, and guardians of students to implement character-building strategies through learning activities in the classroom and outside the classroom. Wherewith the support of routine school activities following the established rules (Harahap, 2016).

4. Barriers to the Implementation of Character Education

Several obstacle factors can affect the character of students so that teachers and schools must know how to minimize the various obstacles that will occur. The obstacles faced by SDIT Mutiara Cendekia teachers and how to minimize them.

Firstly, unfavorable environmental factors often have a bad impact on the development of student character, how to minimize them by giving students input and not getting tired of reminding students to always behave well.

Second, the factor of parents being ignorant and too busy with their affairs, how to minimize it by holding a parent meeting to discuss how to implement character education in students.

The third factor is students don't care about what the teacher order or something that is told is mostly ignored, how to minimize it by giving warnings, reprimands, and being firm with students who violate the rules.

The fourth factor is the teacher, the teacher has not been able to become an example of the character values he has chosen. The most serious problem is the role of the teacher to be a role model in realizing character values specifically following character values.

Educators who are unable to understand the characteristics of each student can be an obstacle in the implementation of the formation of character values. In addition, the lack of supporting facilities in learning activities cannot be separated from being an inhibiting factor (Rachmayanti & Gufron, 2019).

The Application Character Value

Based on the results of data from observations and interviews obtained, it shows that the characters applied to each class at SDIT Mutiara Cendekia vary depending on what teachers need to add or subtract from the character values needed by the school (Supranoto, 2015). Some of the character values that are most widely applied by SDIT Mutiara Cendekia teachers are religious, independent, responsible, generous, or helpful.

Following Presidential Instruction number 87 of 2017, it is stated that character education consists of five main character values originating from Pancasila, which are priorities for the development of the Strengthening Character Education (PPK) movement, including religion, nationalism, integrity, independence, and cooperation. These values cannot stand and develop alone but must be related to one another.

The Application and Concept of Character Education

Based on interviews and documentation conducted with teachers and principals at SDIT Mutiara Cendekia, the implementation of character education there has been going quite well with the implementation of habituation activities.

Character is defined as a way of thinking and behaving which is a characteristic of individuals who work together, both within the family, community, and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the decisions they have made (Kunci, 2013). Shaping a character requires an attitude of patience, habituation, and repetition so that the process of character education is the entire educational process as a personality experience through understanding and values of moral virtues, religious ideal values, and moral values. Character education in schools cannot run without the support of all school stakeholders (Chairiyah, 2014).

Character value can be seen as a coordinated set of habits, what we think, feel, and do, so that a task is accomplished. This opinion can confirm that the essence of a character is not only in understanding but also in the method of internalizing habits (Sari, 2017).

Habituation is an effort made by teachers in the application of character education so that students will automatically get used to these activities, it is in line with Permendikbud No.23 of 2015 concerning the growth of character or character, article 1 paragraph 4 which emphasizes that: "Habituation is a series of activities that must be done by students, teachers, and education personnel with the aim of cultivating good habits and forming a generation of positive character. The habituation activity is carried out so that students are able to apply the understanding they have gained in their daily lives, not only at school but also in their family environment.

The Teachers' Strategies and Purposes in the Application of Character Education

Based on the results of the interviews obtained, it is known that the strategies used by each teacher are different and varied, such as always reminding students of good things, giving reprimands, giving examples or being role models, routine activities, or habituation, and raising student awareness.

The implementation of character education is carried out through the integration of character building with learning methods, school management support, and extracurricular activities (Abdillah Dalimunthe, 2016).

Education cannot and should not be separated from culture. The educational process is a civilizing process, and the civilizing process is an educational process. Likewise, in the process of building children's

character, one of the strategies can be done through the process of civilizing in the school environment or through school culture (Ismia, 2018).

Evaluation of strengthening character education is carried out by looking at the spiritual character of students and students' social characters through observation sheets during the direct observation process in class, other important notes, and portfolios (Onde et al., 2020). Although the strategies used by each teacher are different, the goal expected by the teacher remains the same, namely wanting students to be able to change and have a good character so that they can apply their character not only at school but in their daily lives.

Character is the universal value of human behavior, including human relations with God, nature, and others. Character is manifested by thoughts, attitudes, feelings, words, and actions. Character formation is influenced by innate (fitrah) and environmental factors. Character education is a deliberate effort to help someone understand and behave in accordance with the noble values of character through the heart, mind, practice, and taste (Samrin, 2016).

The weakness of the Implementation of Character Education

Based on interviews that have been conducted with the informants, it is known that there are several obstacles in the implementation of character education, namely.

The first factor is from the teacher, in the form of a lack of time with students so that the teacher cannot fully supervise students. Second, the factor of students in the form of not caring about what the teacher has taught. The three environmental factors, a bad family environment and a bad place to live sometimes often make the character of students become bad, children will grow up to be individuals with a character if they can grow in an environment of character so that the nature of every child born can develop optimally.

Fourth, the factor of parents of students in the form of their lack of time and attention to students due to busy work, apathy parents to the character of students so that there is no follow-up to the character that the teacher has instilled in students, and the attitude of parents who cannot accept if their child makes a mistake then is reprimanded or punished by the teacher, this is related to the way parents educate their children. one of which is wrong parenting on the development of children's character at home.

Based on the discussion and explanation above, it can be concluded that the application of character education must have continuity and support from all parties. Cultivation of character to students comes from internal factors (inside) and external factors (outside).

These obstacles are started from controlling the students outside the school is quite difficult. In addition, the role of the family in helping the process of character building is still lacking. Often found families who are hands-off in educating their children. Whereas in the society) children often find and develop their talents. Whereas it is like the best schools exist in the outside world such as in the family and society (Agustinova, 2020).

CONCLUSION

Based on the above discussion regarding the application of character education in elementary schools, it is much influenced by religious character education. Where the strategy used by schools to carry out character education is habituation, but the strategies used by every teacher at SDIT Mutiara Cendekia are different and vary according to the conditions of the classroom environment and see the tendency of attitudes that have been formed in students. The implementation of character education cannot be separated from the perceived obstacles and obstacles to the implementation of character education at SDIT Mutiara Cendekia which are influenced by students, the environment, and parents. Where in its implementation the teacher as an educator always reminds students to always do good, motivate students, give punishment to educate students if they make mistakes, and coordinate with parents about how to implement good character education for students. To overcome obstacles in the implementation of character education, teachers and principals need to follow the deepening of character

education. The school maintains good relations with parents in instilling character education in students both at home and in their family environment.

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