The Implementation of Character Education in Elementary School

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ABSTRACT

The purpose of this study was to analyze the implementation of character education at 006 State Elementary School. The type of research used was qualitative. The subjects in this study were principals. Data collection techniquesin this study used interview techniques and data documentation, besides the data analysis techniques through data collection and data reduction. The results of this study were: Implementation of character education in Public Elementary School 006 has been going well, this based on the results of interviews with principals that in the civilization process students pray before starting learning activities, taking pickets alternately with classmates, reviving greetings culture greet and smile, visit sick friends, donate to areas affected by natural disasters, conduct Dhuhr prayer at school, commemorate national and religious holidays and this is also supported by extracurricular activities that reflect character education such as scouts, art, dance, and sports.

Keywords: Implementation, Character Education, Elementary School.

INTRODUCTION

The word character comes from the Latin word, kharassein, and kharax. Charassein in Greek, which means to make sharp and make deep. In Indonesia, the term character used in educational system and included in curriculum (Majid, 2011). According to some experts, there are several definitions of character as follows: Hornby and Parnwel (1972) define character as a mental or moral quality, moral strength, name, or reputation. According to Musfiroh (2008), a character refers to a series of attitudes, behaviors, motivations, and skills. Simon Philip (2008) states that the character is a collection of values that lead to a system that underlies the thoughts, attitudes, and behaviors displayed. Koesoema (2007) understands that character is the same as personality. Personality considered a characteristic or characteristic or style or distinctive nature of a person from the formations received from the environment (Gunawan, 2014).

Based on the understanding above, the character is a condition in a person that distinguishes himself and others. Character education (Narwanti, 2011), is a system of instilling character values to school residents, including components of knowledge, awareness or will, and actions to implement these values; both to God Almighty, self, others, the environment, and nationality. So that we become human beings as we are. Character education is not only related to the problem of right and wrong but more on the cultivation of habits about the good things in life. Character development and character education become necessary because education not only makes students smart but also has good manners so that its existence as a member of the community becomes meaningful both to himself and others. The most effortless character building done when children are still in elementary school. That is why the government prioritizes character education in elementary schools. It does not mean that other education levels do not receive attention but only get different portions in attention (Menteri Pendidikan Nasional, 2010).

In other words, good character education must involve good knowledge (moral knowing), good feeling or loving good (moral feeling), and ethical behavior (moral action) to form a manifestation of the unity of behavior and life attitudes of students (Mulyasa, 2013). 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 for building students' personalities at the next level of education and in social life in general. Thus, the role of elementary schools is now crucial in the successful implementation of character education. Through character education early on, it is hoped that the future generation of young people who are knowledgeable, cultured, and civilized in the globalization era.

According to researchers, in the research carried out, there needs to be prior research. However, researchers have not found journals, books, and papers that discuss the implementation of character education in SDN 006 Sangkulirang. Several papers discuss the implementation of character education that considered to be related to this research, as follows:

First, a study conducted by Ardian Priambudi research showed that; (1) character education planning is done by integrating character values into subjects. Character education also carried out through routine school activities, spontaneous activities, role models, environmental conditioning. (2) Character education implemented by inserting character values in the learning activities of the opening, core, and closing stages. The delivery method uses exemplary, live in, active students, and joint search. (3) the teacher's character education assessment based on observations and assignments based on spiritual and social attitudes.

Second, a thesis wrote by Fulan Puspita research. The results of the study showed that habit-based character carried out with various activities, namely: (1) Routine activities: greetings and Salim, prayers before and after learning, tadarus together in class, praying the congregation, memorizing al-Qur'an (specifically Tahfidz class), ceremonies, class picket, and gymnastics. (2) Spontaneous activities, such as PHBI activities (commemoration of the Islamic New Year). (3) Conditioning, which consists of activities to organize the physical environment and non-physical conditioning activities. Modeling based on the exemplary character divided into two: (1) intentional exemplary, which consists of exemplary in carrying out worship, maintaining cleanliness, and discipline, and (2) exemplary unintentional, which consists of being friendly, polite, and polite. The success of character building based on habituation and role models that can give birth to characters, such as: (1) increasing academic and non-academic achievements of students, (2) increasing faith (religious), (3) changing attitudes (akhlakul karimah), (4) increasing hobby reading and (5) raising awareness for the environment.

Third, research wrote by Muhammad Fauzan Muttaqin, the results of the study showed that the central implementation values of Character Education Reinforcement in elementary school on the values of religion and nationalism have been excellent and had also become the elementary schools' culture. However, independence, cooperation, and inter-functional have been good, but have not maximally and routinely implemented by all of the elementary schools' community members. Values integrated into classroom learning activities, school environment, and the role of the surrounding community. The obstacles found are the limited school facility, the violation of the school's regulation, parental abandonment, and the influence of the surrounding community. The solutions for overcoming these obstacles:

The schools should cooperate with the parents through the provision of additional prayer equipment in the classroom. The school should set the national anthems song more often before the beginning of the teaching-learning process. The school should give a penalty to the students who violate the school regulation, give awards to the students for their role-modeling activities, give direction to the students' parents provide a role model, habituation, and monitoring of the students' daily activities through their parents.

Fourth, research wrote by Suherman (2018), the issue of this research emphasizes the implementation of character-building values through physical education learning in elementary

school. The effort in developing this character-building practice is essential to tackle moral and character crises, which have occurred in both individual and collective levels reflected in educational institutions from elementary school to higher education. Hence, to form culture and national characters, educational programs and processes are inseparable from environmental factors, including the values of society, culture, and humanity. The subject of physical education based on the 2013 Curriculum has a significant difference compared to the previous physical education subject. Since integrated physical education has its features in terms of planning, systematic implementation, and instructional medium, its research aims at producing guidance in implementing character values integrated into physical education in elementary school. The research findings showed that character values can implement in physical education in elementary schools in Sumedang.

RESEARCH METHODS

This type of research is qualitative. The subjects in this study are the headmaster. Data collection techniques used in this study are interview techniques and data documentation and data analysis techniques through data collection and data reduction. Interview technique is a way for researchers to ask questions that will ask the principal as a form of data questions. The data analysis technique is a way for researchers to collect data, which will then reduce to find data relating to the implementation of character education in SDN 006 Sangkulirang.

RESULTS AND DISCUSSION

The Character-Building Strengthening Program for elementary schools includes the integration of characters into the curriculum (Alimi, 2013; Ghufron, 2010); integration of existing subjects, maintenance of intellectual priorities (Bachr, 2017); personal development, and local content (Judiani, 2010). The central values of the integration of Strengthening Character Education in primary schools are carrying out learning activities in the classroom, the school environment, and the participation of surrounding communities. These central values are religious, nationalism, independence, cooperation, and integrity (Hendarman, 2017).

In the implementation phase, learning experiences and learning processes develop, which leads to the formation of character in students. This process carried out through a process of empowerment and civilization, which takes place in three pillars of education, namely the education unit, family, and community. The problems at research site are as follows:

1. The lack of exemplary attitude from home. There are bad habits that are embedded in students when at home brought to school; for example, at school, students are taught to speak politely. However, if at home, they are accustomed to hearing rude and abusive words from home, then those words are used by children to interact with his friends at school.
2. The lack of a responsible attitude in carrying out the tasks assigned at school because children are accustomed to being helped in their home environment, spoiled, and undisciplined attitudes at home, which also carry over to the school.
3. Students contaminated with various types of online games that prioritize violence so that students tend to be selfish, want to win themselves, do not care, and lack of sympathy with their peers or classmates.

A. *Empowerment Process*

Empowerment is one of the nation's character-building strategies aimed at enabling stakeholders to develop their active participation in character building. The following strategies carried out for the empowerment of character education, namely:

a. Family

1.   Form a class committee. The school set regulations that encourage parents to play an active role in interacting with schools. The school makes the class committee a partner in

implementing character education. For example, make a contact book that contains a notification to parents about the tasks that students must complete at home within a specified period, so that there are no students who do not do their task because their parents know the students' task. In the 2013 curriculum, there is one session in the learning process students asked to do assignments with their parents.

2. Providing training and counseling about character education to parents/guardians of students regularly. SDN 006 Sangkulirang held counseling about character education to parents twice a year, at the time of receiving report cards. The parents of students arranged the report card reception program with counseling activities provided by competent speakers in their fields.

3. Give appreciation to parents who show their commitment to building character education in the family environment. The school cooperates with the parent every year to give a "Parents of the Year" award to parents who are considered prominent in showing their commitment to building character education in the family environment, their involvement in school activities, and their concern for character education activities.

b. School

1. Establish regulations regarding the integration of character education in all subjects. SDN 006 Sangkulirang has been implementing the 2013 curriculum since 2013. In the 2013 curriculum, character education very clearly integrated with all subjects.

2. Train teachers in integrating character education learning. Provide training to teachers in integrating character education learning in all content courses two times a year by inviting speakers who are competent in their fields.

3. It provides learning resources related to character education. School provides complete learning resources related to character education, student textbooks, teacher books, other companion books, and other learning resources.

c. Community

Schools that involve the community to develop Character Education.

B. Civilization Process

Character education can be integrated into the learning process by introducing values, facilitating an awareness of the importance of values, and internalizing values into the behavior of students' daily, through a learning process that takes place both inside and outside the classroom at all subjects (Kemendiknas, 2010).

Integrating character education in the learning process can be done by:

1) Integration of learning materials
2) Integration of processes
3) Integration in selecting teaching materials
4) Integration in choosing learning media

In the process of civilizing character education, the school applied character education learning through:

a) Assignment

The assignments given to students have character education

b) Habituation

Routine activities carried out before studying, while at school, and after studying. Example: pray before starting learning activities, do shifting alternately with classmates, turn on the culture of greetings, greetings, and smiles, visit friends who are sick, donate to areas affected by natural disasters, perform midday prayers at school, commemorate national and religious holidays. Extracurricular activities can reflect character education, such as scouts, art, dance, and sports.

c) Teaching

The 2013 curriculum structure implemented at SDN 006 Sangkulirang is as follows:

Curriculum structure

The curriculum structure is a pattern and arrangement of subjects that must be taken by students in learning activities. The curriculum structure of SDN 006 Sangkulirang is shown in Table 1.

Table 1. The curriculum Structure SDN 006 Sangkulirang for Academic Year 2018/2019

Number	Subjects	Allocation time for learning per week					
		I	II	III	IV	V	VI
Group A							
1	Pendidikan Agama dan Budi Pekerti	4	4	4	4	4	4
2	Pendidikan Pancasila dan Kewarganegaraan	5	6	4	4	4	4
3	Bahasa Indonesia	8	8	10	7	7	7
4	Matematika	5	6	6	6	6	6
5	Ilmu Pengetahuan Alam	-	-	-	3	3	3
6	Ilmu Pengetahuan Sosial	-	-	-	3	3	3
Group B							
	Seni Budaya dan Prakarya (termasuk Muatan Lokal)	4	4	4	6	6	6
	Pendidikan Jasmani, Olahraga dan Kesehatan (termasuk Muatan Lokal)	4	4	4	3	3	3
Self-development							
	Ekstrakurikuler /Pramuka						
Total Time Allocation Week		30	32	34	36	36	36

Information:
1. Art and Culture courses can contain local languages.
2. Besides extracurricular activities such as those listed in the curriculum structure above, there are also SD / MI extracurricular activities including Scouting (Mandatory) and School Health Enterprises
3. Group A subjects are groups of subjects whose content is developed by the center.
4. Group B subjects consisting of Art and Culture and Workshops, as well as Physical Education, Sports, and Health, are groups of subjects whose content is developed by the center and supplemented by local content developed by local governments.
5. Education units can add hours of study per week following the needs of students in the education unit.

Curriculum loading units of education units

In the 2013 curriculum, the essential competencies of the subject's function to form the Core Competencies. The SKL, KI, and KD subjects in SDN 006 Sangkulirang Curriculum took part in Permendikbud 54 in 2013 and Permendikbud No. 67 in 2013.

As a rung to multi-dimensional graduate competencies, Core Competencies also have multi-dimensional competencies. For operational convenience, the competence of graduates in the realm of attitude split into two— First, spiritual attitudes related to the goals of national education shape students who are faithful and pious. Second, social attitudes related to national education's goals shape students who are noble, independent, democratic, and responsible.

Core Competencies are not to teach but to formed through learning various essential competencies from some relevant subjects. In this case, the subjects positioned as a source of

competence. Whatever taught in certain subjects at a particular class level, the result is the Core Competencies that students must possess at that grade level. Each subject must refer to the core competencies that have formulated. Therefore, all subjects taught and studied in the class must contribute to the formation of Core Competencies.

Core Competencies will bill each subject what they can contribute to shaping the competencies that students expected to have. Core Competencies are a binder of various essential competencies that must be produced by studying each subject and functioning as a horizontal integrator between subjects.

a. National Content

National content in the SDN Curriculum. 006 Sangkulirang follows Permendikbud number 67 of 2013. National content, local content, school-specific and extracurricular content designed to achieve SKL on Permendikbud number 54 of 2013. The core competencies to achieve described below:

Core-1 Competencies (KI-1) for the core competencies for spiritual attitude;
Core-2 Competencies (KI-2) for the core competencies of social attitudes;
Core-3 Competencies (KI-3) for core knowledge competencies; and
Core-4 Competencies (KI-4) for core competency skills.
Core Competencies grade 1 to grade 6:
1. Accept and practice the teaching of the religion they hold
2. Demonstrate honesty behavior, discipline, responsibility, courtesy, caring, and, confident in interacting with family, friends, teachers, and neighbors
3. Understanding factual knowledge by observing [listening, seeing, reading] and asking based on the desire to know about himself, God's creatures and their activities, and the objects they encounter at home and school.
4. Present factual knowledge in a clear, systematic, and logical language, in artistic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.

b. Local content

Local content integrated with the content of arts and culture learning and crafts (SBDP) and physical education in sports and health (PJOK). In the SBDP content integrated local content consisting of regional languages and regional arts. Whereas in the integrated PJOK content local content of regional sports.

c. Personal Development (Extra-Curricular)

Character education also implemented in students' self-development activities through a variety of extracurricular activities and habituation activities; students choose according to their interests and talents.

1. Extracurricular Activities
    a. Expectation: Scouting
    b. The sport consists of: Table Tennis, Football/futsal, Volleyball, Chess, Art, Music / Choir, Dance, Painting, Hadrah, Tambourine, U K S: Little Doctor, Local and global Excellence-Based Education
    c. English
    d. ICT

2. Habitual Activities

    a. Routine (a scheduled activity), namely:
        1. Flag ceremony every Monday
        2. Prayer together on the school grounds every Saturday
        3. Read short surahs

4. Physical Freshness Gymnastics every Friday
5. Pickets routinely clean the school grounds everyday
6. Dhuhr prayer in the congregation for students in grades 4, 5 and 6
7. Ant operating movements every day (5 minutes before entering)
8. Cooperation with cleaning school every Friday

b. spontaneous (an activity no scheduled) in special events such as:
1. Greet each other when meeting friends or teachers
2. Kiss the teacher's hand when meeting
3. Throw garbage in its place
4. Culture queuing when entering classrooms
5. Interrupted if there are friends who fight

c. Exemplary (an activity in the form of daily life behavior) such as:
1. Orderly, neat and polite in uniform according to the schedule that has determined
2. Come and go home from school on time
3. Do assignments and homework properly and on time
4. Speak and behave politely and adequately
5. Developing a culture of reading
6. Have a high empathy attitude if there are friends who are experiencing difficulties/difficulties
7. Instill big-hearted attitude, want to forgive and apologize if making a mistake
8. Dare to recognize the strengths of friends and acknowledge the lack of self and congratulate / applause if there are friends who excel
9. Develop an alms culture to help underprivileged friends.

d. Nationalism and Patriotism Activities
1. Commemoration of Indonesian Independence Day
2. Commemoration of Heroes' Day
3. Commemoration of National Education Day
4. Commemoration of Earth Day (discussed)

e. Student Creativity Week
a. Creativity and Art Competition
b. RI / HBN Anniversary Contest
c. Religious Holidays Contest (Maulid Nabi, Isra Mi'raj, and Pesantren Kilat)

CONCLUSIONS

Based on the results of research conducted by researchers, it found that in the implementation phase, developed learning experiences and learning processes that lead to the formation of character in students. This process carried out through a process of empowerment and civilization, which occurs in three pillars of education: the education unit, family, and community. The implementation of character education in Elementary School has been going well based on the results of interviews with the principal. In the process of civilizing, 1) students pray before starting the learning activities, 2) doing pickets alternately with classmates, 3) lived culture of greetings and smiles, 4) visiting friends who are sick, 5) donate to areas affected by natural disasters, 6) perform midday prayers at school, 7) commemorate national and religious holidays, and this is also supported by extracurricular activities that reflect character education such as scouts, art and dance studios, sports and the other.

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