

Implementation of Character Education in State Elementary School

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ABSTRACT

Education is one of the most important factors in building and shaping one's character. The purpose of this research is to find out what the implementation of character education in State Elementary School 2 Nganganaumala is and to describe how character education is implemented in this school. This research method uses descriptive qualitative which is intended to describe and describe existing phenomena, both natural and empowering respondents, who pay more attention to the characteristics, quality, and interrelationships between research activities. The findings of this study indicate that: 1) the character values applied are religious, responsibility, honesty, and tolerance. 2) Through habituation, implementation and concept of character education in State Elementary School 2 Nganganaumala. 3). The teacher's character education strategies include always reminding students of good things, issuing warnings, setting examples or being role models, engaging in routine or habituation activities, and increasing student awareness. 4) Barriers to the implementation of character education in State Elementary School 2 Nganganaumala are the factors of teachers, parents, environment, and students.

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1. Introduction

The implementation of the national education system is a planned change effort to improve the quality of human resources, and can open knowledge, awareness and understanding of oneself and the surrounding environment, so that it is useful in making changes towards a better life. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Utomo, 2019).

Social deviations such as fights, religious clashes, ethnic confrontations, murders, rapes, abuses, student brawls in Indonesia, generally occur in civil society and also in government. The actions of the state apparatus are considered to have tarnished and damaged the character of the Indonesian nation, which is known for honesty, tolerance between religious believers, friendship, mutual cooperation, harmony, and mutual respect in accordance with the principles of unity and integrity, as well as the values of Pancasila (Wati, 2020). This presents the problem of educational efficacy, one of which is moral education. Moral education can be taught as part of the learning process to help students develop their character (Indarwati, 2020).

Education is one of the most important factors in forming and shaping persons' character (Cahyono, 2015). Education is also a long-term and very useful savings or investment in a country's development, because the quality of a developed and developing country can be observed in the citizens themselves. Education should be able to shape a society with good character and raise public understanding of the importance of living in harmony, tolerance, and having a democratic and global national perspective. This is connected to the role and purpose of national education, as stated in Article 3 of Law No. 20 of 2003 Concerning the National Education System:

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 at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, and knowledgeable. Capable, creative, independent, and become a democratic and responsible citizen (Erlinda Risa Nur Aulia & Dewi, 2021).

Based on the explanation above, the function of national education is the development and formation of students' character so that they become democratic, responsible, faithful, and intelligent citizens (Septiani et al., 2021). Citizens with good character are an important part of the life of the nation and state. The development of superior character education cannot be separated from the development of students' personality (Rahayu & Taufiq, 2020). Students who do not have good morals will easily do whatever makes them happy, even if it is detrimental to others (Utami et al., 2020).

Character education is the process of giving, inculcating, and forming character by teachers for students. Character education is the main foundation in building the nation's character (Chan et al., 2020; Al-Obaydi, L. H., Nashruddin, Rahman, F. F., & La Ode Achmad Suherman., 2021). Given that many children today are still young, but the character is already damaged. One way to improve it is through education, be it formal education or informal education (Natalini & Hardini, 2020). Informal education can be obtained from the closest environment, namely the family. While formal education is obtained in educational institutions in schools. The current school is based on the 2013 Curriculum, this curriculum emphasizes the cultivation of aspects of attitude or character to students (Rahman, F. 2017; 6.Suhartinah, 2021).

Based on observations made at State Elementary School 2 Nganganaumala, it shows that many students show good character, it can be seen from the moment the bell rings, all students immediately leave the classroom and proceed to the field to line up and sing the national and regional anthem together, when they hear the Zuhur call to prayer that echoes during recess, they immediately stop what they are doing and go to the prayer room to pray in congregation, and many other positive activities they do (Maulidiana et al., 2020). This shows that most of the students in State Elementary School 2 Nganganaumala carry out activities with discipline, love for the homeland, and religion, so that character building must begin as early as possible in order to develop strong human resources with virtuous characters and strong personalities.

Character education can make students aware of honesty, have high motivation, care for the environment, responsibility, creatively develop and display their potential, fear God Almighty, and give birth to students with character by instilling character education, pleasant behavior, especially in elementary school (Vladimir, 2022). Because students are going through rapid physical and motor growth, as well as personality, emotional, intellectual, language, character, and moral development, elementary school students are an important stage in the cultivation of character education. So that elementary school is the most basic compulsory education institution, with students who on average are always curious and need a mentor who can become an idol (Laksana, 2021). Even though students of that age make mistakes, they can be easily guided and directed to a better path, enabling them to grow into students of good character for their future lives.

Based on the above background, the author is compelled to take the title of a qualitative research on "Implementation of Character Education in State Elementary School 2 Nganganaumala". Then the objectives of this study are: Identify what good characters have been shown by the students of State Elementary School 2 Nganganaumala and describe the application of character education in State Elementary School 2 Nganganaumala.

2. Methodology

The approach used in this study is a qualitative method, which is a scientific research method that prioritizes a process of deep communicative contact between the researcher and the phenomenon being examined in a natural social environment (Sari & Puspita, 2019). The purpose of qualitative descriptive research is to describe existing phenomena, both natural and created by researchers, with an emphasis on the characteristics, qualities, and interrelationships between activities (Wardarita, 2020). In addition, descriptive research does not provide treatment, manipulation or modification of the variables studied, but describes a condition as it is. The only treatment given was the research itself which was carried out through observation, interviews, and documentation (Prastowo, 2018). Based on the information from several experts above, it can be concluded that descriptive qualitative research is a series of activities to obtain data that is as it is without being under certain conditions, the results of which emphasize meaning (Samsudin & Darmiyanti, 2022). Here, the researcher uses a qualitative descriptive research method because this study explores the Implementation of character education at State Elementary School 2 Nganganaumala. In addition, this research is also inductive and the results emphasize more on meaning.

Researchers use qualitative methods because this research is based on the understanding and meaning of the application of character education (Herdiansyah et al., 2021). The location of this research is State Elementary School 2 Nganganaumala, with the research subject being the principal, teachers at State Elementary School 2 Nganganaumala.

3. Result and Discussion

Based on the research that has been carried out with the title Implementation to character education at State Elementary School 2 Nganganaumala, the results are that:

3.1 The Concept of Character Education of State Elementary School 2 Nganganaumala

In implementing character education in schools, a good educational concept is needed in the form of habituation of the behavior of State Elementary School 2 Nganganaumala students to carry out character education. According to the principal source of State Elementary School 2 Nganganaumala, habituation of good behavior is carried out so that students become accustomed to activities that take place at school and apply them in daily life. Habituation practices such as singing the obligatory song and praying together in the field, as well as praying on time.

3.2 Character Student Value of State Elementary School 2 Nganganaumala

Religious values that are applied through prayer together, praying before and after class, are the most widely applied characters in State Elementary School 2 Nganganaumala. The value of caring for the environment is shown through activities such as throwing garbage in its place, collecting used bottles, and cleaning the classroom together.

The value of responsibility is demonstrated via activities such as completing the teacher's tasks and daring to apologize if you make a mistake. Arriving on time and submitting assignments on time are examples of discipline values in action. The importance of honesty is demonstrated by the activity of having the bravery to accept one's faults. The value of tolerance is demonstrated through cooperative activities that do not require choosing friends or disrupting worshipping friends. Simple exercises in the classroom and at school are used to reinforce these character characteristics.

3.3 Strategy Teachers State Elementary School 2 Nganganaumala in the Application of Character Education

The teacher's strategy for implementing character education and accomplishing the desired and stated goals is called strategy. Teachers and principals at State Elementary School 2 Nganganaumala employ tactics such as urging students to do good things, issuing warnings if students make mistakes, modeling good behavior, engaging in regular or habituation activities, and raising student awareness.

3.4 Weaknesses of Character Education in State Elementary School 2 Nganganaumala

There are several obstacle factors that can affect the character of students so that teachers and schools must know how to minimize these obstacles. The obstacles faced by the teachers of State Elementary School 2 Nganganaumala and how to minimize them are first, bad environmental factors often have a bad impact on the character of students, how to minimize them by giving students input and not getting tired of reminding students to be kind. The two factors are parents who are ignorant and too busy with their own business, how to minimize it by holding a parent meeting to discuss how to implement student character education well. The three factors are students who are ignorant and hard to tell, how to minimize them by giving warnings, reprimands and being firm to students. The four teacher factors, lack of time to be with students so that they cannot fully supervise students, how to minimize it by coordinating with students' parents.

Based on the results above, the Implementation of character education at State Elementary School 2 Nganganaumala is as follows:

a) Implementation of Character Education

Based on interviews and documentation that have been carried out with teachers and principals at State Elementary School 2 Nganganaumala, the implementation of character education there has been going quite well with the implementation of habituation activities. (Harlina & Ratu Wardarita, 2020) Explains that the things that allow character education to run according to the target include at least three things, one of which is using the principle of continuity/routine. Habituation is an effort made by teachers in implementing character education so that students will naturally 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. These habituation activities are carried out so that students are able to apply the understanding they have gained into their daily lives, not only at school but in any environment where students are located".

b) Implementation of Character Values at State Elementary School 2 Nganganaumala

Based on the results of data from observations and interviews obtained, it shows that the character applied to each class at State Elementary School 2 Nganganaumala is different depending on what is needed by the teacher. The school and teachers can add and reduce character values according to what is needed by the school and the nature of the SK-KD material and the subject matter of a subject (Sulistiyawati et al., 2018). The character values that are most widely applied by State Elementary School 2 Nganganaumala teachers are religious, caring for the environment, responsibility, honesty, discipline, and tolerance. In accordance with Presidential Instruction number 87 of 2017, the Ministry of Education and Culture (2017) confirms that there are five main character values originating from Pancasila, which are priorities for the development of the Strengthening Character Education movement, including religion, nationalism, integrity, independence, and mutual cooperation. These values cannot stand and develop alone, but are interrelated with each other.

c) Teacher's Goal of State Elementary School 2 Nganganaumala in Implementation to Character Education

Based on the results of the interviews, it is known that the strategies used by each teacher are different and varied, such as always reminding students of good things, giving warnings, giving examples or being role models, routine activities or habituation, and growing student awareness. This is in line with (Rusmana, 2019) who said that strategies that allow character education can run according to goals. Including at least three principles:

- 1) Using exemplary principles from all parties, both parents, teachers, communities and leaders;
- 2) Using the principle of continuity/routine (habituation in all aspects of life);
- 3) Using the principle of awareness to act in accordance with the character values that are taught

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 good character so that they can apply their character not only at school but in their daily lives. Character education aims to develop the potential of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly (Henny Sri Rantauwati, 2014).

d) Weaknesses in Character Education at State Elementary School 2 Nganganaumala

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 supervise students fully. Second, the factor of students in the form of being ignorant and being ignorant of what the teacher has taught. The three environmental factors, poor family environment and housing sometimes often make students' character bad, in line with this (Ani, 2014) Says that children will grow up to be individuals with 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 because they are busy working, the indifferent attitude of parents towards 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 the child they make mistakes and are then reprimanded or punished by the teacher, this is related to the parenting pattern of parents which includes the indifferent type of parenting. Indifference parenting style is a pattern in which parents provide little emotional support to children, apply few expectations or standards of behavior for children, show little interest in children's lives, parents seem to be busy with their own problems (Daga, 2021).

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, this is supported by (Maunah, 2016) who explains that the development of children's character is an effort that needs to involve all parties, both nuclear family, extended family, school, community, and government.

4. Conclusion

Based on the above discussion regarding the application of character education in State Elementary School 2 Nganganaumala, it can be concluded that the characters shown by the students there are as follows. First, religious, religious values are applied in activities such as praying before and after studying, praying in congregation, and so on. Second, care for the environment, the value of caring for the environment is implemented through joint cleaning activities, collecting used bottles, disposing of garbage in its place, and carrying out daily pickets. Third responsibility, the value of responsibility is applied so that the mistakes they make and dare to take responsibility and apologize for the mistakes they have made. Fourth, being honest, the value of honesty is applied in the activity, you must be honest in doing the exam and you must not

cheat. Fifth discipline, the value of discipline is applied in terms of arriving on time, obeying all existing rules and so on. The application of these character values is a very necessary strategy used by schools and teachers.

The strategy used by schools in implementing character education is through habituation, but the strategies used by every teacher at State Elementary School 2 Nganganamala are different and varied, such as always reminding students of good things, giving warnings or punishments to students who make mistake so they don't happen again. giving examples of doing good things or being a role model for students, doing routine activities (habituations) in the classroom, growing students' awareness of the importance of character education for their lives.

The application of character education cannot be separated from the perceived obstacles. Barriers to the implementation of character education in State Elementary School 2 Nganganamala are the first student factor, the second environmental factor, the third parental factor, and the fourth parental factor. The way to minimize these obstacles is that the teacher never gets tired of reminding students to always do good, motivates students, gives a warning if students make mistakes, is firm with students, and coordinates with parents to find out how to implement good character education for students.

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