

School Strategies in Forming Student Character in Primary Schools

Vera Faujiah Siregar¹, Annastasya Pratiwi², Mai Astri Ananda³, Karina Wanda⁴

Article Info

Page : 51-56

ISSN : 3026-5290

Vol 1 No 2 2023

Corresponding Author

Vera Faujiah Siregar, Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara
Email: verafauzia46@gmail.com

Abstract

This research uses a descriptive method with a qualitative approach. This research explains how the school's strategy is to shape the character of class V students at Elementary School 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency with a research period from December 2020- April 2021. In this research, what the researcher has to do is start with 1) initial observations. carried out by one of the teachers. This stage needs to be carried out so that researchers can understand the background of the research problem to be carried out. 2) formulate the problem. After the researcher made initial observations, then the researcher formulated the appropriate problem according to the title that the researcher took in accordance with the initial observations that the researcher had made. 3) implementation of research. This research was carried out at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency through observation, interviews and documentation. The results of the research concluded that the school's strategic planning in shaping the character of class V students, seen from the planning, was good, starting from activities inside and outside the classroom, adequate facilities and infrastructure to support the implementation of the school's strategy in shaping student character through the formation of religious character, discipline and care about the environment.

Keyword:

Strategy, Student Character in Elementary School

1. INTRODUCTION

This modern era , education is most important need for student . Because of education can improve students ' creativity, intelligence, personality 1. Purposeful education For form business conscious and planned form generation completely young own intelligence intellectual, spiritual, controlling personality, skills possessed in self student as well as good attitude and develop potency existing abilities in self students to become successor generation capable nation holding the future with knowledge possessed by students. So it 's illustrated clear that education is something activities performed for change self student become more individuals Good in the development process quality something nation. If someone's a teacher already embed characteristic Honest to student since early , then moment big Later student No will forget with character honest who has instilled by teachers, so student will love truth every his actions do . Listen to this planting character Honest become points important in formation character students to become more Good again and have good morals glorious. Based on the contents of Law no. 20 of 2003 Education is a conscious and planned effort in the mentoring and learning process to ensure that each individual becomes an independent, responsible, creative, knowledgeable, healthy and noble human being. Education is an effort that is motivated by the reality of problems that are currently developing, such as a lack of tolerance and the lack of Pancasila values, changes in ethical values in national and state life, loss of awareness of the nation's cultural values, weakening of the nation's independence. There are 18 versions of the Ministry of National Education's character values that need to be instilled in individuals, including religious, fair, tolerant, hard working, creative, independent, democratic, curious, national or national spirit, love of the country, respect for achievement, communicative, love of peace , likes reading, cares about the environment, cares about society, responsibility. National policy emphasizes that building national character is an important factor in the process of nationhood and statehood. Since the beginning of independence, the Indonesian people have been determined to make building national character an important element and cannot be separated from nation building. Moreover, it must be remembered that the essence of education (character) is clearly

mandated by Law Number 20 of 2003 concerning the National Education System in (Gunawan, 2014), namely Article 3 states that national education is aimed at developing abilities and forming dignified national character and civilization. In order to make the nation's life more intelligent, it aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens. Based on initial observations made by researchers on Tuesday, December 2020 at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency, the school has implemented a fairly good strategy to shape student character, especially in forming religious, disciplined and environmentally caring character. Religious character is formed through prayer activities after and before lessons start, regularly reading Surah Yasin every Friday morning, infaq every Friday, and commemorating major Islamic holidays. Disciplinary character is formed by schools in various ways, such as dressing neatly if you don't get sanctions, and also having a neat haircut. An environmentally caring character is formed by the school by inviting students to work together to clean the school and classroom environment, providing enough trash cans so that students get used to throwing rubbish in the right place.

However, researchers found that there were still students who did not show character values, where there were still students who made fun of each other among their friends, there were still some students who were undisciplined, such as coming late, not doing their assignments, and throwing rubbish carelessly. Of course, this problem is also a concern for schools. However, these problems can be overcome by successfully implementing various character development strategies. The hope is that by implementing various character development strategies, we can build a new generation with better character. School is an effective place for character development. In the field of education, schools always have the main goal of developing human resources who are not only intelligent but also have good temperament and character (Agustini, 2015). Schools help parents develop good habits and instill good manners and religious values and culture. Schools develop children's potential in the cognitive, emotional and psychomotor fields (Mansur, 2017). According to (Mustika & Dafit, 2019), personality emerges from the results of our views, attitudes and behavior in interactions in everyday life. Personality refers to the traits, qualities, and characteristics of a person or group of people. In theory, it is hoped that this research can provide input and information in the development of science and can be used as a consideration in making policies related to character formation issues. Some of the benefits expected in this research are (1) With this research it is hoped that it can become a reference in educating students in forming their character. (2) It is hoped that this research can become reference material for creating strategies to shape better student character. (3) With this research, students are expected to be able to understand the importance of cultivating character values within themselves and be able to apply them to everyday life. There are 5 main character values that need to be developed as a priority. The five national character values referred to are (Wardani et al., 2019): (1) Religious. Religious character values reflect an attitude of obedience to the beliefs one adheres to, respect for religious differences, and tolerance towards the practice of worship of other religions. Religious character values include 3 dimensions, namely the individual's relationship with God, the individual with others, and the individual with the universe. (2) Nationalist. The value of nationalist character is seen from the way of thinking and behaving which reflects loyalty, concern, respect for the nation's culture, language, environment and politics. Nationalist sub-values include appreciating one's own national culture, preserving national wealth, being willing to make sacrifices, loving one's country, respecting cultural, ethnic and religious diversity. (3) Independent. The value of independent character is an attitude that does not always depend on other people. The sub-values of independent character are hard work, toughness, fighting spirit, professionalism, creativity, courage, and being a lifelong learner. (4) Mutual Cooperation. The character value of mutual cooperation is reflected in the attitude of cooperation and working together in solving problems, providing assistance to people in need.

The sub-values of mutual cooperation include cooperation, deliberation to reach a consensus, mutual assistance, solidarity and volunteerism. (5) Integrity. Personal values are values that are reflected in trustworthy words and actions. Integrity subvalues include honesty, integrity, anti-corruption, responsibility and exemplary performance. (Hadayatulloh & Yani, 2016) stated that there are several factors that can influence the development of students' personalities. These are environmental factors such as family, friends, and electronic media. The obstacle is that parents let their children play freely. Like parents and schools, the environment also become one of the factors of student success. From the explanation above we can conclude that there are several factors that can influence the development of a student's personality. Currently the most influential factors are environmental factors, both from family and friends. Various integrative strategies can

be used to shape students' personalities. The strategy implemented is integration into daily activities and integration into programmed activities (Widodo, 2018). These strategies include: (1) Do the following and incorporate them into your daily activities: (a) Role model. Students' attitudes and behavior are influenced by their behavior and behavior because they imitate the behavior and behavior of their teachers as school educators, even all other adult school residents including canteen staff, school security officers, school guards, and others appear to imitate behavior. In this case students, for example, must ensure that the teacher is neatly dressed, the principal is neatly dressed, that the school community's habits are disciplined, do not smoke, are methodical and orderly, that you are never late for school, that you are attentive, and that you are attentive. Must be affectionate, polite, honest and used to working hard. (a) Voluntary Activities. Voluntary or on-site. They may collect relief supplies for victims of natural disasters or visit friends who are sick or affected by disasters. (b) References Teachers need to practice good values so they can reprimand students who behave badly, remind them not to repeat their actions, and help students change their behavior. (c) Environmental conditioning. Creating conditions that support the implementation of character education, such as providing clean desks for teachers and school principals, clean toilets and sufficient trash cans, as well as providing a cigarette butt-free environment in schools. (d) Daily activities. These are activities that are always carried out by students. For example, the flag raising ceremony every Monday, greetings at the school gate, picketing in class, prayers before and after class, queuing when entering school, and so on. (e) Integration into programmed activities. This strategy is implemented after first planning the value that will be integrated into a particular activity.

2. RESEARCH METHODOLOGY

This research uses a descriptive method with a qualitative approach. This research explains how the school's strategy is to shape the character of class V students at Elementary School 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency with a research period from December 2020- April 2021. In this research, what the researcher has to do is start with 1) initial observations. carried out by one of the teachers. This stage needs to be carried out so that researchers can understand the background of the research problem to be carried out. 2) formulate the problem. After the researcher made initial observations, then the researcher formulated the appropriate problem according to the title that the researcher took in accordance with the initial observations that the researcher had made. 3) implementation of research. This research was carried out at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency through observation, interviews and documentation. By involving the school principal, teachers and students as well as supporting documents in this research, this research can answer the problems raised by the researcher. In this research, researchers used the Miles and Huberman analytical technique model to interactively carry out qualitative data analysis activities and continue to complete them so as to saturate the data.

3. RESULT AND DISCUSSION

Based on the results of research that has been carried out using interview, observation and documentation data collection techniques with school principals, teachers and students, during the research carried out, the implementation of the school's strategy in forming the character of fifth grade students has been seen with various kinds of school activities which are considered quite good so that the strategy in character formation this is carried out.

Character Building Strategy Planning

As the school's vision and mission states, namely "Creating human resources who are pious, have a national culture that masters science and technology and cares about the environment, giving birth to students who are knowledgeable about science and technology, improving the professional abilities of teachers in each subject, excelling in the arts, creating a beautiful environment in accordance with the guidelines of 10 K, discipline is based on character, so we can see that the character values in the school are important in shaping student character. In determining strategies for building student character, there are several sub-indicators, namely the existence of a special daily/weekly schedule, designing lesson plans related to character values, school regulations/rules, and the school's vision and mission. Based on the results of interviews conducted with teachers and principals, the school has several strategies to shape student character. In this research, researchers focus on school strategies in forming three characters, namely religious, disciplined and caring for the environment. The school's strategy in shaping student character is to

prepare daily/weekly schedules, create school rules, and include character values in the school's vision and mission. And where the daily/weekly schedule, vision and mission rules are related to character values that are implemented into learning activities inside and outside learning. Then, the researcher has also made observations and it has been seen that the daily/weekly schedule, rules, vision and mission of the school that have been created and designed are implemented and run according to the existing schedule every day and are carried out by students both in class and outside of class. Then, based on the results of observations carried out with teachers and students, the process of activities in the class used the 2013 curriculum. And it can be seen that the 2013 curriculum used includes these 3 character values, namely religious, disciplined and caring for the environment.

Implementation Stage of Religious Character Formation

Religious character includes the value of obedience in understanding and implementing the teachings of one's religion as well as a tolerant attitude towards coexistence between followers of other religions. Religious personality is one aspect of human personality and cannot stand alone. This means that religious character is related to personality aspects and must be trained in children as early as possible so that it does not interfere with the child's developmental tasks later (Jannah, 2019). Based on the results of interviews and observations with teachers and students, these religious values are implemented through learning activities in the classroom and outside the classroom, such as accustoming students to pray according to their respective beliefs both before and after learning, apart from that, there are also several teachers who ask students to recite surahs. -Short surah before learning begins. A tolerant attitude towards differences in beliefs is also very visible when religious activities take place, routine activities on Fridays where Muslim students carry out imtaq and collect donations and non-Muslim students are in the library to carry out their activities too. Then, when religious subjects take place, Muslim students study in the classroom with the religion teacher and non-Muslim students study religion in the library with their teacher. One of the religious activities carried out by the school is the commemoration of religious holidays. One example of the religious activities that occur is the commemoration of Isra Miraj, when all Muslim students gather in the school yard to listen to the ustad's lecture. This is of course to instill religious character in the students. According to Sri Narwati's opinion (Arifa, 2017), character development is an effort that is realized as a result of action. According to research (Ahsanul Khaq, 2019), the formation of religious character must be planned from an early age in the school environment so that religious morality is formed from an early age and is carried over into later life.

Formation of Disciplined Character

The type of punishment is an act or action that is in accordance with applicable regulations. In fact, before birth, every person has the potential to develop a good and disciplined personality, but this potential must be further nurtured through socialization and education from an early age (Harti, 2017). Based on the results of interviews and observations conducted with teachers and students, these disciplinary values are implemented through learning activities in the classroom and outside the classroom. The formation of disciplined character includes entering class and leaving on time, starting learning on time, and taking breaks on time. Apart from that, schools also make rules or regulations related to the value of discipline, where students must dress neatly according to existing regulations, have neat haircuts for male students, submit assignments on time, and if they are not carried out well then must accept the consequences of punishment that have been mutually agreed upon. Apart from that, to strengthen the implementation of school regulations or rules, it is necessary to involve teachers who also comply with existing regulations, so that they can be an example for students, just like students, of course teachers must also come to school on time, enter and leave class on time, and also dress neatly and politely. In line with the opinion of (Wardhani & Wahono, 2017), teachers must be role models, role models and mentors for students to realize characterful behavior. Based on the results of interviews and observations received by researchers, teachers in Pasir Penyau District, SDN 012 Candirejo, Indragiri Hulu Regency participated in accordance with existing regulations. According to research (Sobri et al. 2019), this disciplinary character is taught and familiarized in the school environment so that students can practice it in everyday life. Research (Annisa, 2019) also shows that this disciplined character is also formed in daily school life, where students become accustomed to being disciplined in all aspects of their lives and actions.

Building an Environmentally Caring Character

Caring for the environment is an attitude and action that always aims to protect and protect the environment. (Nzulia et al, 2020) The pro-environment character is a character that must be implemented by schools at all levels of education. According to (Purwanti, 2017), all school members should participate. responsible for the environment by improving the quality of the environment, increasing awareness of the school community about the importance of protecting the environment, and taking the initiative to prevent environmental damage. In a caring way , based on the results of interviews and observations conducted with teachers and students that the value of caring for the environment This is implemented through learning activities in the classroom and outside the classroom. SDN 012 Candirejo, Pasir Penyu Subdistrict, Indragiri Hulu Regency has several programs to form environmentally caring characters in students, the school provides enough trash cans so that students get used to throwing rubbish in its place, environmental cleanup activities every Saturday, this makes students have a sense of caring about the environment by taking care of it and not damaging it. Not only that, students also have a sense of empathy by reminding fellow friends who still throw rubbish carelessly. The homeroom teacher also makes a class picket schedule every day by combining female and male students to work together to clean the classroom and yard every day. Apart from that, students also defecate and urinate in the toilets provided and clean them after use, this is also part of caring for the environment . According to research (Purwanti , 2017), essence guard environment started from environment Where do you go to school student at least become aware For throw away rubbish .

Teacher Strategy in Shaping Character Honest

In building character be honest with students, teachers must proactive in use of strategies during the learning process , teachers must remind and correct If There is behavior students who don't good in class Because the role of the teacher as Uswatun Hasanah must truly done . In the environment school , students are very sensitive with Act teacher behavior , every observations made student towards the teacher will influence Act in demand students , relationships in planting character Honestly , teachers need it demonstrate attitude strategy honest and have good behavior to student . With so child will copy Act good behavior demonstrated by the teacher as educator 16. The teacher provides big contribution to planting honesty student especially at school. Success a teacher is seen if the teacher is able embed character good honesty at school, and if criteria planting That succeed so a teacher has considered own quality nice work.

4. CONCLUSION

Based on the results of research conducted by researchers regarding the school's strategy in shaping the character of class V students at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency, it can be concluded that the school's strategy in shaping the character of class V students, seen from the planning, is good, starting from the activities within or outside the classroom. In its implementation, if there are students who violate school rules or regulations, they must be given sanctions that have been mutually agreed upon. The learning process at SD 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency runs well and smoothly by instilling character values both inside and outside the classroom by familiarizing students with the environment around them. The implementation of the school strategy in forming the character of class V students at SD Negeri 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency has looked quite good, of course with cooperation between the principal, teachers and parents/guardians of students to implement character building strategies through learning activities in the classroom and outside the classroom, supported by various routine school activities in accordance with applicable regulations.

REFERENCES

- Agustini, S. (2015). Building Students Character Through Culture School In. Journal of Character Education, 5(2), 219–228. <https://Media.Neliti.Com/Media/Publications/122482-Id> Implementation-Through Character Education.Pdf
- Ahsanulkhaq, M. (2019). Forming Students' Religious Character Through the Habituation Method. Journal of Pedagogical Initiatives, 2(1), 21–33.
- Annisa, F. (2019). Instilling Disciplinary Character Education Values in Elementary School Students. Educational and Teaching Perspectives, 10(1), 69–74. [https://doi.org/10.25299/Perspeksi.2019.Vol10\(1\).3102](https://doi.org/10.25299/Perspeksi.2019.Vol10(1).3102)

- Aprilianingsih, Elsa, and Santi Lisnawati, „The Relationship Of Teacher Example To Student Characters At Mts Ar-Rofiqy Bogor District“, Jurnal Mitra Pendidikan (JMP Online), 3.4 (2019), 1–9
- Arifa, FC (2017). Strategy for Forming Religious Character in Wonokerto I Elementary School, Malang. 110.
- Gunawan, H. (2014). Character Education: Concept and Implementation
- Hartati, W. (2017). Implementation of Disciplined Character Education at SD Negeri 7 Tanjung Raja. Jmksp (Journal of Educational Management, Leadership and Supervision), 2(2), 216–228. <https://doi.org/10.31851/Jmksp.V2i2.1470>
- Hidayatulloh, MS, & Yani, MT (2016). Forming Students' Disciplined Character Through Habituation to School Culture Muhammad Syahroni Hidayatulloh Muhammad Turhan Yani. Morals and Citizenship Studies, 3(4), 1341–1355.
- Jannah, M. (2019). Methods and Strategies for Forming Religious Character Applied at Sdtq-T An Najah Islamic Boarding School Cindai Alus Martapura. Al-Madrasah: Journal of Madrasah Ibtidaiyah Education, 4(1), 77. <https://doi.org/10.35931/Am.V4i1.178>
- Mansur, R. (2017). An Educating Environment as a Vehicle for Building Children's Character. Journal of Islamic Religious Education, 2(2), 33–46. <http://riset.unisma.ac.id/index.php/fai/article/view/730/805>
- Mansyur, Imam, Rahendra Maya, and Unang Wahidin, 'Efforts of Islamic Religious Education and Character Teachers in Instilling Honest Character in Class ', 121
- Mustika, D., & Dafit, F. (2019). Analysis of PGSD Students' Understanding of National Character Values in Character Education Courses. Journal of Elementary School Education and Learning Innovation, 3(1), 92. <https://doi.org/10.24036/jippsd.V3i1.106373>
- Nuzulia, S., Sukanto, S., & Purnomo, A. (2020). Implementation of the Adiwiyata Mandiri Program in Instilling Environmental Care Characters in Students. Socio-Didactics: Social Science Education Journal, 6(2), 155–164. <https://doi.org/10.15408/Sd.V6i2.11334>
- Purwanti, D. (2017). Environmental Care Character Education and Its Implementation. Dwija Scholar: Pedagogical Research Journal, 1(2), 14–20. <https://doi.org/10.20961/Jdc.V1i2.17622>
- Rozi, Fathor, Uswatun Hasanah, and Nurul Jadid University, „Values Of Character Education; Strengthening Based On Scouts' Extracurricular Activities In Islamic Boarding Schools', Manazhim: Management and Educational Sciences, 3 (2021), 110–26
- Sobri, M., Nursaptini, N., Widodo, A., & Sutisna, D. (2019). Formation of Students' Disciplined Character Through School Culture. Social Harmony: Journal of Social Sciences Education, 6(1), 61–71. <https://doi.org/10.21831/Hsjpi.V6i1.26912>
- Sujadi, Eko, Masnur Alam, and Yesi Noviani, „Application of Intelligent Character Education in Group Format to Increase the Honesty Value of Islamic Counseling Guidance (Bki) Students at the Kerinci State Islamic Institute (Iain)“, Tarbawi Journal, 13.01 (2017), 98–108
- Widodo, H. (2018). Principal's Strategy in Developing Character Education in Muhammadiyah Sleman Elementary Schools. Didactic Methodology, 13(2), 69–80. <https://doi.org/10.17509/Md.V13i2.8162>
- Wardhani, NW, & Wahono, M. (2017). Teacher Example as Strengthening the Character Education Process. Untirta Civic Education Journal, 2(1), 49–60. <https://doi.org/10.30870/Ucej.V2i1.2801>