



IMPLEMENTATION OF CHARACTER EDUCATION IN SD/MI

Bella Saputri¹, Assura Adenia Harahap²

^{1,2}Elementary School Teacher Education, Universitas Muhammadiyah Sumatera Utara

Email: ¹ bellasaputri1705@gmail.com, ² asuraharahap@gmail.com

Abstract

The basic concept of character education as well as its implementation at the Elementary School (SD)/ Madrasah Ibtidaiyah (MI) level with various characteristics of the psychological development of students in the SD / MI environment is certainly different from the psychological development of students at the next level. Character education is very important to discuss considering the nation's moral condition which is increasingly apprehensive day by day. Education has a big role and responsibility in solving all national problems, especially issues related to the character of the nation itself. The purpose of this research is to describe the implementation of character education in elementary schools. This study uses a qualitative descriptive method that aims to describe the implementation of character education in elementary schools. This instrument uses observation, interviews and documentation. The results of the study show that the implementation of character education in schools is good, carried out by integrating character values into learning tools such as syllabus, lesson plans, and during learning activities. outside the classroom, such as the flag ceremony which is held every Monday, Scouting extracurricular activities, the Youth Red Cross, and community service. By raising self-worth, care for the environment, love the motherland and be friendly. So thus it can be concluded that the implementation of character education has gone well and is applied by children in the home, school and community environment. There needs to be inspiration for us parents as well as educators to re-maximize character and character education as early as possible, the hope is that our sons and daughters grow up to be intelligent individuals not only intellectually but also morally and socially, amen.

Keywords : Elementary/MI Student Character Education

Introduction

Education is the main phenomenon in human life to help the development and growth of students to become adults. In accordance with the vision and mission of national education, the goals of education must reflect the ability of the national education system to accommodate various demands as well as the challenges of the times with various social phenomena that follow. In 2004, drug abuse in Indonesia reached 23.6 trillion, with a breakdown of 1.5 percent. Indonesians are drug users, and 78% of drug-related deaths are aged between 19-21 years. According to the latest BNN data, it was revealed that for drug cases in Central Java province alone, the number of cases increased to 1485 cases in 2011, compared to the previous year in 2010 which reached 1105 cases. Not to mention that sexual life that is free and does not reflect eastern culture has contributed to muddying the nation's morals which are experiencing decadence. BKKBN sources in 2010 stated that the numbers Pregnancy out of wedlock reaches 17% per year with details of 2.4 million people pregnancies outside of marriage occur every year. 2 As reported by the general daily newspaper Kompas dated 21 December 2011 it was reported that violence between students in Jabodetabek increased throughout 2011 compared to the previous year. The National Commission for Child Protection noted that in 2010 there were 128 cases of brawls with victims 40 people died. A year later, in 2011 the number of brawls more than doubled to 339 cases with 82 victims dead high legal moral awareness and (4) a prosperous and prosperous life. 4 Therefore education is a learning process that must be most

is responsible for making a person not only know and understand the values of goodness, but also be aware of and practice these values in everyday life, as a positive character or noble personality, because basically the essence of education is not just transfer of knowledge but also transfer of values, in the sense that instilling and practicing values will be very meaningful in everyday life compared to just memorizing and knowing. The revitalization of character education should even be included in a learning curriculum design at the education unit level, so that this nation's education does not lose its spirit and essence. The real purpose as mandated by the 45 Constitution article 31 paragraph 3 which reads: “ The government organizes a national education system that can increase faith and piety as well as noble character in the context of educating the nation's life which is regulated by law. The same thing is also emphasized in Article 3 of the National Education System Law which reads: "National education has the function of linking abilities and being able to shape dignified national character and civilization in the framework of educating the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative , independent and become a democratic and responsible citizen.”. The functions and objectives as above should be material for reflection for us as educators or people who pay more attention in the field of education, so that both madrasahs and schools with various levels and levels of education from MI/SD to higher levels above it, is expected to be able to produce graduates who are not only cognitively intelligent but also spiritually affective.

Research Methodology

The approach used in this study is descriptive qualitative with a type of qualitative research where all events that are obtained in the field can be described in words. In this study the types used were observation, interviews and documentation to collect data for the completeness of the researcher. Lofland (Moleong, 2004: 157) states that the source of data in qualitative research is in the form of words, and the remaining actions are additional data such as documents and others. One of the sources of data that will be used is humans who are used as informants. Informants in this study are school principals, teachers and parents of students. In this study, the data source is divided into two, namely; Primary Data, namely data obtained through observational interviews with the Principal, Teachers and parents of students, students who can provide information regarding the problem to be studied, namely the implementation of character education. Secondary Data, namely data that will be obtained in writing which can be through reference books in the form of understanding and theories related to the problems that are carefully used. Secondary data is called data such as school profile documents and other archives that are real according to the topic of study in this study. (Sugiyono 2014: 245) states "the analysis has started since formulating and explaining the problem, before going into the field, and continues until writing of research results. There are several things needed in this data analysis, namely data reduction and data verification. Data reduction means sorting out the main data from the data, and data verification, namely concluding and giving an interpretation or meaning of the collected data. before plunging into the field, and continues until the writing of research results. There are several things needed in this data analysis, namely data reduction and data verification. Data reduction means sorting out the main data from the data, and data verification, that is, concluding and giving an interpretation or understanding of the data collected. before plunging into the field, and continues until the writing of research results. There are several things needed in this data analysis, namely data reduction and data verification. Data reduction means sorting out the main data from the data, and data verification, namely concluding and giving an interpretation or meaning of the collected data.

Result & Discussion

From the results of the interviews conducted, it can be obtained data that the implementation of character education in elementary schools has been good, although there are still some problems implementing the values of the character of the people in student independence, concern for the environment, love for the motherland or friendship in daily life at school. The problems that often arise include students who often arrive late, especially on Monday when carrying out the flag ceremony, there are still students who copy their friends' answers, there are still students who do not carry out class cleaning picket duties, and there are students who still do not wear school attributes with complete during the flag ceremony and there are still students who like to make noise in the classroom when there is no teacher. The method or strategy used by the teacher is by habituating or giving a good example or example to his students. The teacher makes the rules in the class based on a mutual agreement with the students, so that if there are students who violate them, they will be given sanctions according to the mistakes they have made, the teacher provides guidance, advice, and directions to students, besides that the teacher and parents work together in supervising children's behavior so that the character values that have been taught at school will not affect when they are inside or outside school.

The Importance of Implementation of Character Education in Elementary Schools

The importance of implementing character education in elementary schools is based on the findings of researchers that in forming students who behave well, have good attitudes, have noble character, have good morals, need to be instilled in children from an early age. This is because character education is a process of educating students to become better human beings which is manifested from character values at school and can be carried out in their daily lives at home, school and in the community. The attitude or behavior that is expected in implementing the success of character education is for students to become individuals with good character, morals, behave according to the rules of society and the nation in accordance with the goals of national education. The same goal was put forward by Ramli 2003 (Fathurrohman, et al 2013: 15), character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality, so that he becomes a better human being, a good member of society. Quality character needs to be formed and nurtured from an early age. Early age is a critical period for cultivating one's character. Many experts say that failure to cultivate character from an early age will form a problematic personality in adulthood. Therefore, instilling morals through character education as early as possible to children is the main key to building a nation with character in accordance with national education goals.

Characters Developed in Elementary Schools in Students

The research findings on the characters developed in elementary schools in students are the value of student independence, student concern for the environment, love for the motherland and friendship. The following are the findings obtained from the research results: (a) Independent values Independent values are very important to be implemented in elementary schools to instill self-confidence and responsibility towards students, so that students will not depend on others in completing their assignments. So if analyzed from the results of interviews regarding the independent values that are implemented or developed in these students in the form of activities giving structured and unstructured assignments, oral and written assignments, the habit of greeting when meeting teachers, speaking politely with teachers and friends, there is also habituation before entering class students are accustomed to shaking hands with teachers, there are also extracurricular activities that require students to act independently. Analysis of the results of interviews regarding activities carried out in schools to instill independent character has been carried out and is running well. Students follow a series of activities that have been implemented by the school and carry them out so that independent character is embedded in students. Independence in learning needs to be instilled in students so that they have responsibility in managing and disciplining themselves in the ability to learn on their own accord. As with the opinion expressed by Wedemeyer quoted by Keegan (Kurniawan, 2013: 126), students who study independently have the freedom to study without having to attend lessons given by the teacher/instructor in class (b) Pray before studying and coming home from school All activities must begin and end by praying so that what is expected will receive blessings and grace from Allah. From the results of observations made by researchers, researchers saw, observed and noticed that prayer activities before starting and ending lessons had taken place every day. All students are required to be solemn and earnest in praying so that the lessons taught can be useful in the future. The purpose of this activity is that learning activities will later be carried out to receive blessings from Allah SWT and benefits in the future, besides that also so that students get used to thanking Allah for activities that students can still do (c) Smiles, greetings, greetings, politeness, courtesy, gratitude Smile activities, greetings, greetings, politeness, courtesy and gratitude are a series of cultures that need to be instilled or applied to students so that students have good morals towards others, especially to teachers or friends. So that when students enter the school environment, students greet, greet, and smile and shake hands with the teacher and speak polite words. From the results of observations made by the researcher, the researcher saw, observed and noticed that smiling, greeting, greeting, courtesy, courtesy and gratitude activities carried out through habituation and acculturation had gone very well. The purpose of this activity is to explain to students how to behave when meeting with teachers, older people,

Implementation of Character Values in Elementary Schools

Research findings on ways to implement character education in elementary schools are by giving examples/examples, habituation, giving directions, guidance and motivation. Where exemplary is one of the factors that can determine the success of character education. The teacher does not only act as a provider of subject matter to students but also sets a good role model/example. One of the teacher's ways/strategies in implementing character to students both during learning takes place, as well as in extracurricular activities is by being a good role model/example for students. As stated by Usman (2009: 13) that "the role of the teacher as a person is one of them as a role model, that is, always looking for a good role model for his students. Therefore, the teacher becomes a measure of the norms of behavior. The teacher is a good role model/example so that students can emulate the good

behavior of their teacher. Because usually elementary school age children most like to imitate what their teachers do, the teacher is an idol for their students so before the teacher instills character in students the teacher must first have character and set a good example for students. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. The teacher is a good role model/example so that students can emulate the good behavior of their teacher. Because usually elementary school age children most like to imitate what their teachers do, the teacher is an idol for their students so before the teacher instills character in students the teacher must first have character and set a good example for students. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. The teacher is a good role model/example so that students can emulate the good behavior of their teacher. Because usually elementary school age children most like to imitate what their teachers do, the teacher is an idol for their students so before the teacher instills character in students the teacher must first have character and set a good example for students. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. Because usually elementary school age children most like to imitate what their teachers do, the teacher is an idol for their students so before the teacher instills character in students the teacher must first have character and set a good example for students. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. Because usually elementary school-age children most like to imitate what their teacher does, the teacher is an idol for their students so before the teacher instills character in students the teacher must first have character and set a good example for students. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. For habituation to students the teacher tirelessly or tirelessly provides directions and examples to students so that they become accustomed to character, be it in actions, attitudes, behavior, speech and others. And the provision of direction, guidance and motivation is carried out by the teacher not only when students make mistakes, but every day. From the results of interviews and research observations that how to implement character values in elementary schools has been carried out by teachers properly and optimally, but because students' time at school is limited, in order to achieve the expected character and which are in line with national education goals, collaboration with parents is needed. the student.

Conclusion

National character building must be done as early as possible Globalization is increasingly threatening the morale of our children by penetrating into various aspects of life. Therefore, the revitalization of character education should even be included in a curriculum design and learning process, school/madrasah culture, and a number of student self-development programs. All of this is done so that the nation's education does not lose its spirit and true nature of purpose as mandated in Article 31 paragraph 3 of the 45 Constitution, namely to increase faith and piety as well as noble character in the context of educating the nation's life. The function and purpose of education must then become material for reflection as educators, especially at the SD/MI level, not to forget the mission of their task of producing graduates who are not only cognitively intelligent but also spiritually affective. The results of the study show that the implementation of student character education has gone well. Based on the results of research and data management conducted by researchers, it can be concluded that in general the process of implementing character values has gone well, namely by integrating character values in learning and in extracurricular activities, providing habituation about good things, setting an example / example, motivation or encouragement and guidance to students for good character. Based on the conclusions, the suggestions that can be conveyed by researchers for teachers can be used as a source of guidance for better behavior in accordance with the expected character so that they can be a good example for their students.

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