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LEARNING STRATEGIES IN DEVELOPING CHARACTER OF PRIMARY SCHOOL STUDENTS IN THE ERA OF REVOLUTION

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Abstract
This article aims to explore elementary school teachers' learning strategies in developing the character of elementary school students in the era of revolution. Character education is important, especially in facing a new era that is challenging and influential in all fields including the field of education. This research uses a qualitative approach with this type of study case, where the researcher conducted an in-depth exploration of the learning activities and processes carried out by elementary school teachers. The data collection instruments used were interview and observation guidelines. Next, data analysis used a descriptive method with three stages, namely data condensation, data display, and drawing conclusions or verification. The results of this research show several learning strategies that can support character development, including NHT [number heads together], playing strategies, role playing, singing, direct method, question and answer, scaffolding, modeling, and behavioral [reinforcement & punishment]. character. developed from these various strategies, including responsibility, independence, honesty, self-confidence, empathy and courage.

Keywords : Learning strategies, character students, era revolution

Introduction

Learning strategies are actions that must be taken to solve problems in learning, then help make good use of the learning process, thus, the learning strategies used by a teacher contribute to determining the success of the teaching and learning process in the classroom. In this research, researchers focus on learning strategies to developing the character of elementary school students. Furthermore, character is a core component of humanity, character is also related to individual recognition or reputation, and this is what makes the difference between one and another. Strong character can improve performance and well-being. This research focuses on character development in elementary school students. Several characters that can be developed at this level include the characters of kindness, perseverance, love, discipline, forgiveness/forgiveness, courage, responsibility, leadership, social and so on. These characters are important to develop, especially in facing challenges in the era of revolution. Revolution is an era of disruption which is marked by changing the old system with a new technology-based system in the form of LOT/internet of things. This era is a challenge for both students and teaching staff. With this era, it makes it easier for anyone to obtain various information related to lesson material. and outside of lessons. This has both positive and negative impacts. With the right direction, students are expected to be able to develop the various characters needed to answer the challenges of this era. Education is a manifestation in the formation of human civilization, in the world of education, one of the benchmarks for success is reflected in the achievement of goals in developing students' self-potential optimally. The development of self-potential is supported by various aspects such as school management, the quality of human resources, both staff educators and education, adequate teaching and learning processes. The teaching and learning process is currently an important focus in determining the success of students, because in this context students gain knowledge that will change many things, including

thought patterns, attitudes, behavior and morals. These changes will later make students have character, and with positive character can contribute to the progress of the nation.

Character education is currently an important point to pay attention to in the world of education, considering that there is a revolution, where all conveniences can be obtained for human survival. The revolution is marked by the existence of an internet network that can make all activities easier and provide everything that everyone wants. The revolution has both positive and negative impacts on the world of education. The positive impacts include, ease of obtaining various information, ease of operating various applications that can support the learning process. Apart from the positive impacts, the revolution also has negative impacts, including from the social aspect, dehumanization can occur [decreased function as a human], lack of skills in relationships between humans [there is distance in direct relationships between humans]. Then, from the cognitive aspect, the existence of artificial intelligence. which makes individuals experience dependence on technology, so that the individual's cognitive function cannot be maximized. Dependence on technology has an impact on decreasing the attitude of responsibility and increasing the attitude of laziness. Furthermore, from the moral aspect, moral degradation can occur. Individuals have freedom in cyberspace and this makes them sometimes not consider ethics in doing something, such as commenting. , bullying and uploading something. This results in a decrease in the individual's quality and an increase in negative behavior if not dealt with immediately. Some of this research shows that there are negative impacts from the revolution, including the revolution causing relationships with family to become strained and financial problems becoming a major problem, then violations of human rights begin to increase because humans tend to prioritize things that are profitable even by violating other people's rights. Apart from the negative impacts, several challenges are felt in forming character in the era of revolution, one of which is vocation which is a dual system education between students and schools. The skills they need apart from hard skills are social skills in the form of adaptability and communication skills, both of these things really support careers. students in the world of work. In facing the impacts and challenges in the era of revolution, efforts can be made, one of which is through education. With education it is hoped that it can improve human quality so that they can adapt well in the era of revolution, through increasing knowledge of themselves and others by involving constructive understanding. activities to increase knowledge and student understanding is carried out through the teaching and learning process by subject teachers.

One of the levels of education in Indonesia is the elementary school level [sd]. Students at the elementary school level are in late childhood and are at the concrete operational stage where children have begun to be able to think logically and concretely. Apart from that, in psychosocial development, individuals are at industry versus inferiority stage, where at this time individuals begin to need direction in developing knowledge and skills. With students' thinking skills starting to develop, this period is a very important period in character formation from an early age. Several studies are related to the implementation of character education during this period. elementary school, including Sari and Puspita research, where character education is integrated in students' self-development programs, then in learning activities, and character values in schools. Furthermore, Putra and Syarifudin's research is developing teaching materials for presenting data based on character education for elementary school children. From these studies it can be concluded that at the elementary school level the staff already have an awareness of integrating character education in the learning process. Character education in the learning process in the revolutionary era began to develop, such as research by Syamsyuar and Reflianto, where researchers provided solutions in responding to the challenges of the revolutionary era by adjusting the curriculum and policies in education, preparing human resources to utilize ICT, optimizing students' abilities, and developing values. [character] of students, as well as preparing digital-based learning facilities and infrastructure. Furthermore, Outri and Muzaki's research implemented Kahoot media as a digital game-based learning media in facing 21st century education [industrial revolution], thus it can be concluded that education at this level Elementary schools have been able to answer the challenges of the revolutionary era by implementing appropriate learning strategies. This research aims to explore teachers' strategies in teaching which have an impact on student character development. This research was carried out at the elementary school level with consideration. The results obtained from this research are expected to provide understanding for teachers or teaching staff in designing strategies that suit the characteristics of students. and can have an impact on student character development.

Research Methodology

This research uses qualitative methods with a case study type, case studies are an in-depth exploration of limited systems such as activities, events, processes, and those related to individuals based on extensive data collection. namely elementary school level, length of study six [6] years. Data source This research was elementary school teachers at the research location. The research instruments used were observation and interviews.

Observations were carried out to observe the learning process in class, and interviews were conducted with teachers using structured interview guidelines. Data analysis was carried out using descriptive analysis through three stages, namely:[1]data condensation,[2]data display,and[3]conclusion or verification.

Result & Discussion

Character education was first coined by FW Foerster [869-1966] from Germany. The emergence of character education began with Foerster's rejection of the views of naturalists such as Dewey and positivists such as Aguste Comte. Foerster thought that character was something that qualified a person's personality, including identity. According to the Big Indonesian Dictionary, character, traits and traits are also called character or character, which are psychological traits, morals or manners that distinguish a person from others. Furthermore, Adisusilo [2013] defines character as a set of values that have become habits. life so that it becomes a permanent trait in a person, for example hard work, never giving up, honesty, etc. In line with this opinion, Akbar [2011] defines character as a person's character, character, morals, manners, or personality traits which are formed from the internalization of various values. Virtues [virtues] are believed and used as a basis for thinking, behaving and acting. Based on several opinions, it can be concluded that character is an identity or characteristic of a person's personality which can be formed through internalization of education as a person's basis for thinking, behaving and acting in everyday life. The day includes facing challenges in the era of revolution One of the challenges in the era of revolution is human dehumanization which can cause moral degradation. Akbar [21] states that there are five types of dehumanity including: humans are increasingly distant from God, humans are increasingly distant from other humans, many humans feel distant from the natural environment in which they live. , many people are far from themselves, and many Indonesian people whose behavior deviates from the values of Pancasila.

The Ministry of National Education [in Jannah et al, 2012] develops cultural and national character education through a curriculum center including: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national spirit, love of the homeland, respect achievement, friendly or communicative, love of peace, likes reading, cares about the environment, social care and responsibility. More specifically, the goals of character education according to Ranchman [2000] are: developing the affective potential of humans and citizens who have character values, developing habits and behavior of students that are commendable and in line with universal values and cultural traditions and national character, instilling a spirit of leadership and responsibility in students as the next generation of the nation, developing students' abilities to become independent and creative human beings, developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high and strong sense of nationality. Positive character formation can be internalized through education. This is as stated in law number 20 of 2003 concerning the national education system which states, "National education functions to develop abilities and form dignified national character and civilization in order to make the nation's life intelligent." means that positive character contributes to the progress of the nation so that strategic steps are needed to achieve this goal, one of which is through teaching strategies. The results of research regarding teacher strategies in the learning process in efforts to develop student character are: the results of Kholifah's research [2017] with the title teacher strategies in forming student character based on the 2013 curriculum at SDN Sidumolyo 01 Batu City, namely stating that the formation of student character is based on the 2013 curriculum at that elementary school. implemented through integration in the learning process. Based on the results of this research, it can be concluded that strategies or methods in teaching can develop student character. The following is a description of the research results at state elementary school 1-4197:

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Based on the results obtained , elementary school teachers often apply behavioral principles in teaching. The behavioral strategies that teachers often apply are providing reinforcement and punishment. These strategies have a positive impact on student character development. Apart from these strategies, elementary school teachers also often use problem solving and playing in the learning process. This aims, apart from achieving learning objectives, to also be useful in developing several students' skills. The first behavioral strategy is providing reinforcement which is often applied in habitual matters such as arriving on time, doing assignments well good, be kind when in class, help friends, be disciplined in following lessons, and etc. Reinforcement that teachers often give is in the form of praise, points, other things It is also a gift for students who excel. Reinforcement also follows current developments For example, children like to use social media, so when children do assignments well and the teacher will post the assignment on the teacher's social media. The impact of reinforcement given by teachers on students is that a sense of trust arises themselves, students have the initiative in doing something, develop empathy and responsibility responsibility and develop skills in making decisions. This is in line with research by Frankenhuis, et

al which suggests a positive impact on use learning method with reinforcement strategies, this strategy is very suitable to learn how students' biological mechanisms solve problems development and learning. The second behavioral strategy is punishment, this is usually done if there is one the attitude of students who behave inappropriately, for example, they are often late, often they are not doing homework, being rude to teachers, fighting with friends others. The punishment given is usually in the form of a less than adequate warning fun, activities like cleaning the class and also standing in front of the class if Violations are committed when the learning process takes place. In Indonesia, physical punishment. This is rarely done because there is a child protection law. The impact of giving punishment to students, namely: students become more sensitive to environment, understanding one's own shortcomings, having the skills to improve yourself and take more responsibility for what you do.

Apart from the behavioral strategies above, problem solving techniques, playing techniques and Modeling is also often applied by teachers in the classroom. Problem solving techniques aim to makes students more analytical and creative in dealing with a problem, this It is not only applied in the academic field but also in non-academic fields academics, such as daily living skills. With student problem solving techniques become more sensitive to the problems around us and think creatively to find solutions to problems directly or using video problems to be analyzed simply by students, and capable students explaining well will get rewards. character is developed through. This technique is self-confidence, independence and responsibility. Next is the playing technique. This technique is usually used when the teacher sees the conditions students who are less enthusiastic or related to appropriate lesson materials Playing technique, with this technique makes students happier and enjoy the process learning, apart from that, playing techniques can also develop creativity and students' social skills. In line with research by Herawati, et al that students can develop problem-solving abilities through self-reflection in planning, monitoring and evaluating the implementation of the thinking process. Modeling techniques are usually used by teachers in certain subjects that require examples such as religious and character subjects, practical work and physical education. This modeling technique aims to provide direct examples to students regarding material that they must adapt directly. The application of this technique is usually by teachers provide a short video according to relevant material. From the video the teacher asks students to describe the characteristics of the model in the video. This technique is useful in developing the character of self-confidence, discipline and responsibility. Apart from that, the modeling technique also has a positive effect on the value aspect, dal self-efficacy attitudes towards active learning strategies and classroom activities. To develop student character, several teachers also create digital books written by teams based on their own initiative, such as worship control books, good deed books and literacy journals. These books are media to help teachers monitor student activities at home and develop student character. especially discipline, honesty, empathy, responsibility and self-confidence. With the strategies implemented, it is hoped that they will be able to support the development of students' character in accordance with the expectations of society and the country in general.

Conclusion

Based on the results and discussion, teaching strategies that can be used as alternatives in developing student character in the revolutionary era include: the numbet head together strategy [NHT] to develop character, namely : responsibility, self-confidence, tolerance, cooperation and discipline, miming game strategies to develop character, self-confidence, curiosity, song strategies to develop character, self-confidence and enthusiasm for students in learning . direct strategy [direct method] or mubasyarah to develop a brave and confident character in speaking foreign languages, question and answer strategy to develop a confident character and deeper curiosity. Role playing strategy to develop the character of cooperation, self-confidence, curiosity, creativity, responsibility and enthusiasm for learning, scaffolding strategy to, develop the character of curiosity and independence. behavioral strategies [reinforcement & punishment] to develop self-confident character and enthusiasm for learning, and modeling strategies to develop self-confidence, discipline and responsibility. These strategies in their implementation use digital media as a tool to carry out the learning process. especially in completion of assignments in class and independent assignments.

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