



INSTALLATION OF MORAL VALUES IN STUDENTS AT SD NEGERI 013848 GEDANGAN

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Abstract

In the context of what the teacher is able to do is moral reasoning. The purpose of this study is to reveal and know the moral standards of employees of SD Negeri 013848 Gedangan. The keywords used in this research methodology are qualitative, with a descriptive research methodology. Data collection was carried out using interview and observation technology. All data was then processed using qualitative data analysis techniques, data editor, data model (data presentation), verification of conclusions, and perceptual analysis. The findings of this researcher can be stated as follows in the results of data analysis. First, the teacher introduces ten moral principles to students. Third, the relationship between students and their teachers is strong and useful for instilling religious knowledge. Apart from going to school in elementary school, students can also study at home such as opening tutoring. The focus of this study is that the moral guidance given to employees at SD Negeri 013848 Gedangan is the most common indicator that everything is going well, although there are some teachers who may not fully understand the moral guidance that must be given. Through using the school grounds and working with other students, they recite the moral principles that apply to each subject studied. They also advise students on a daily basis. In contrast to that, students of SD Negeri 013848 Gedangan have good moral behavior because they have learned some moral truths and make it easier for their teachers to practice them. The focus of this study is that the moral guidance given to employees at SD Negeri 013848 Gedangan is the most common indicator that everything is going well, although there are some teachers who may not fully understand the moral guidance that must be given. Through using the school grounds and working with other students, they recite the moral principles that apply to each subject studied. They also advise students on a daily basis. In contrast to that, students of SD Negeri 013848 Gedangan have good moral behavior because they have learned some moral truths and make it easier for their teachers to practice them. The focus of this study is that the moral guidance given to employees at SD Negeri 013848 Gedangan is the most common indicator that everything is going well, although there are some teachers who may not fully understand the moral guidance that must be given. Through using the school grounds and working with other students, they recite the moral principles that apply to each subject studied. They also advise students on a daily basis. In contrast to that, students of SD Negeri 013848 Gedangan have good moral behavior because they have learned some moral truths and make it easier for their teachers to practice them. although there are some teachers who may not fully understand the moral guidance that must be given. Through using the school grounds and working with other students, they recite the moral principles that apply to each subject studied. They also advise students on a daily basis. In contrast to that, students of SD Negeri 013848 Gedangan have good moral behavior because they have learned some moral truths and make it easier for their teachers to practice them. although there are some teachers who may not fully understand the moral guidance that must be given. Through using the school grounds and working with other students, they recite the moral principles that apply to each subject studied. They also advise students on a daily basis. In contrast to that, students of SD Negeri 013848 Gedangan have good moral behavior because they have learned some moral truths and make it easier for their teachers to practice them.

Keywords : Cultivation, moral values

Introduction

The Indonesian nation has experienced moral depravity as a result of advancing the discourse of justice, truth and honesty. As a result, the nation concerned needs to resume the moral standards it upholds. In order to overcome the moral depravity of the wider community, more intense handling is needed, in which we must acknowledge moral principles. The moral failure that occurs if special consideration is not given will harm the next generation. The single most important thing that must be considered when forming a child's moral character is moral education. The formation of children basically depends on the people who shape them and the environmental positions that support them. A baby living in a healthy environment is likely to be healthy as long as they are not exposed to unhealthy elements. Likewise, a baby living in an unhealthy environment is likely to develop an unhealthy personality that cannot be changed by healthy elements. Therefore, the Basic Moral Education according to John Mahoney (2012: 6) states that all school activities, including extracurricular activities, must be incorporated into the overall framework of moral value education. Activities in and outside the classroom are praised for containing important moral principles that can be used to help those with religious training develop self-control in the present and the future. Every school activity that intersects with the mission of the institution is expected to promote moral education (in Darmadi).

As a result, the purpose of naming moral values is to name the moral principles that begin to emerge in young people's circles as a result of the abuse and neglect they experience. This is done to give hope that young people will grow up with noble character because if they are not given a name it has the potential to give rise to the emergence of a new generation of mudmen in the future. According to the author's observation at SD Negeri 013848 Gedangan hides moral values that most teachers have not implemented because they are not fully aware that they are supposed to deal solely with moral education issues. Based on the description above, the problem raised in this essay is "What is the moral position of women at SD Negeri 013848 Gedangan?". Therefore, the aim of this research is to find out the moral standards of the employees of SD Negeri 013848 Gedangan. All these adjectives good, bad, good, bad, bad, good, ugly, appropriate, reasonable, polite, impudent, useful, redundant are values given to a person by his environment, and this affects his way of life. life and the way they do things in general. As a result of these values, a character is created, and that character then processes into emanating actions and actions through will. As previously stated, culture can include views or attitude values. Culture is defined by the values that live in the population. Because morality is an important component of interpersonal relations, social development often coincides with the development of morality. A person will only be able to engage in social interaction in the current social situation consciously if they adhere to the norms of behavior required for that particular social situation.

According to Kohlberg (in Muhibbinsyah, 2010: 75), "the development of a child's moral character is heavily influenced by his cognitive capacity". Conversely, in the opposite situation, the social environment is a source of mental material that will be destroyed by an active thinking child. For example, in social interactions with supervising staff, there may be social workers who encourage children to develop moral principles. According to Paul Suparno, et al, "There are several moral and religious principles that must be considered in the elementary school curriculum, specifically the following: "1. Religiosity Value, 2. Sociality Value, 3. Gender Value, 4. Justice Value, 5. Democracy Value, 6. Honesty Value, 7. Independence Value, 8. Day Value (Zuriah, 2007:46–50) There are several factors that contribute to infant moral abuse, including: "a) Misuse of some moral teachings, b) Misuse of Moral Concepts, c) Entry of Westernized Culture (Westernized culture), d) Development of Technology, e) Weak Genes Mental (in Anggun, 2013: 5).

Research Methodology

This research uses a qualitative approach. This research was conducted at SD Negeri Lampeurut. The person, place, or object discussed in this essay is identified using the trailing method as the main subject. By using a purposive sampling technique, around 10 subject teachers were collected. The data collection methodology involves the use of observation and reasoning. All data was then processed using qualitative data analysis techniques, data editor, data model (data presentation), verification of conclusions, and perceptual analysis.

Result & Discussion

Researchers collect information about students' moral values through observation and interviews. The results of the interviews conducted under the guidance of the teachers of SD Negeri 013848 Gedangan are as follows: The results of the interviews show that teachers not only encourage students to learn mathematics at school but also organize special mathematics classes in every home. With the help of the student teacher, they can teach theology

because it is invaluable to them in pursuing the truth. Based on the results of research with one of the teachers who is a native speaker of the language, NM stated that students need to learn mathematics not only at school but also at home and at work. Due to the fact that learning takes place in settings such as those mentioned above, there will be a corresponding increase in the amount of knowledge available as well as the moral principles taught through the learning of mathematics.

The results of the interviews show that the teacher advises students to behave inside/outside the class carefully, but sometimes they are a little naughty, like small classes, and have difficulty understanding their names, which also has many children with many differences. parable. To compensate for the intended behavior, the teacher can speak up and advise students to be more successful because if they are in a smaller group or are educated, it will be easier to carry out their instructions. The results of the interviews show that the way the teacher provides moral guidance to his students is by asking them to name each subject they are studying, whether in the form of advice, reprimands, or the behavior of the teacher who is his model student. Moreover, since this state will cause a student to have good morale, it is also possible to mention extended study sessions in environments such as classrooms or homes.

The interview findings show that most women do not approach teachers because they already know the consequences and understand the consequences. Although there are some who are lying now, after obtaining confirmation and working with community leaders, this situation could change. And the results of interviews and teacher observations have recognized women's moral standards because according to observations, 70% of them are right. On the other hand, 30% of people do not recognize morality. This observation is made into moral values that are widely instilled and moral values that are not widely instilled to make it easier for researchers to conclude. The moral values that are very popular are the habit of praying before starting lessons, not discriminating between smart and less intelligent students, forbidding mutual respect for differences of opinion, forbidding doing assignments alone. However, there are other moral principles that are rarely mentioned, such as teaching children. to teach themselves, teach them not to compare the actions of children and adults during lessons, teach them to teach themselves, and teach them to teach themselves.

The cultivation of Master's Moral Values instills Moral Values which begin to fade in the children's environment due to the bad influence they get so that it is hoped that children in the future will have good morals, because if the teacher instills moral values to students through all subjects, by inserting certain moral values, or the teacher himself who is a role model because if the teacher gives examples that are based on observation and interview data it can be concluded that teachers at SD Negeri 013848 Gedangan have provided moral guidance to their students. These guidelines are known as religious (religious) principles, and they contain the following: the importance of studying religion outside of school to be successful. Value of Honesty: Teach honest understanding of questions/examinations without supervision in everyday life and in everyday life you also have to distinguish honestly, such as not lying when homework doesn't work. individual training members without anyone cheating and if caught they will be subject to strict sanctions.

Value of responsibility: Teaches the importance of dividing picket tasks in turns, can help all students get pickets and work done together will be completed quickly, will not create jealousy Teaches not to discriminate in treatment in the eyes of a teacher and gives equal opportunity to both to complete the tasks given by the teacher. This is a gender maxim. The value of fairness: There is no difference between the smart and the less intelligent students because the teacher has to bribe each student individually to become smart; therefore, the latter student should provide more encouragement and support to the former student. In addition, I would like to emphasize the importance of acknowledging your own opinion. Social norms: It is important to line up in an orderly manner before entering the classroom because it prevents the teacher from seeing the situation from the student's point of view. Struggle: Teaching attitude comes from sports and comes from being brave, this can be seen when in class students come from being brave and even scrambling to get to the blackboard to solve questions and dare to express their opinions.

Healthy Living: Promoting a healthy lifestyle will result in a safe and enjoyable learning environment. And Manners: This is something that needs to be explained a lot to girls because they need to practice it every day as part of their daily life, whether with their teachers or co-workers. However, there are some teachers who do not uphold moral standards. This is caused by some teachers who struggle to understand the moral standards that must be conveyed to students. The moral principles discussed here are more or less the same as those contained in Jamaliah's essay, namely politeness, responsibility, discipline, respect and respect for friends. And this is in line with what was stated by Paul Suparno, et al, in 2002. He said that the standards of morality and discipline that must be upheld in elementary schools are as follows: "1. Religious Value, 2. Sociality Value, 3. Gender Value, 4. Justice Value, 5. Democratic Value, 6. Honesty Value, 7. Independence Value, 8. Fighting Value, 9. Responsibility Value, and 10. Value Responsibility," and so on. Award Value Related to the Environment (in Zuriah, 2007:46-50).

Instilling moral values can not only be done during the learning process, but can also be done when students are away from the classroom, such as in a school dormitory or at home, because a lack of morals will cause these students to lack good morals. And those who already have moral principles must continue to uphold them in order to remain so because everything becomes easier once there is a basis for doing so. According to WJS Poerdar Minta (Hamid, 2006:50), "moral is an indication of right and wrong behavior in dealing with other people".

Conclusion

Based on the results of the study it can be concluded that SD Negeri 013848 Gedangan Guru has mentioned 10 moral principles, including those related to religion, society, gender, justice, democracy, honesty, independence, fighting spirit, responsibility, and environmental impact. . The only way to recognize these numerical values formally is to send a message to each subject that has been assigned to it through the terms of the school and cooperation with other students. On the other hand, the employees of SD Negeri 013848 Gedangan have good character because they have learned some moral principles and make it easier for teachers to implement them.

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