

Implementation of Character and Example Values KH. Ahmad Dahlan on PKn Subjects in Class V of Muhammadiyah 19 Primary School

Dewi Kurnia Wati¹

¹Student Elementary School Study Program, Faculty of Teaching and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

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ABSTRACT

This research was motivated by the application of character and exemplary values applied at the Muhammadiyah 19 Medan Denai Elementary School. By implementing learning according to KH. Ahmad Dahlan with application to students at SD Muhamamdiyah 19. This research uses the classroom action research (PTK) method which takes teachers and students as research objects. Data collection techniques use observation. The concept of education according to Kh.Ahmad Dahlan in Muhammadiyah prioritizes practice or action rather than material. Based on the researcher's observations, discussion and analysis of the data described in the previous chapter, it can be concluded that. Teacher activities in cycle I have received a teacher activity score of 80 with very good criteria (A). So the researcher did not continue to carry out cycle II because the score obtained already met the criteria for success in teacher activity, namely 70. The object of the research was class V with a total of 17 students. Student activities in cycle I and cycle II experienced an increase in the completeness of student activities. Based on the results of observations of student activities in terms of student character values in Civics subjects, according to Ahmad Dahlan, students are still said to be lacking, because in the first cycle it shows that 10 students (59%) completed and 7 students (41%) did not complete.). Classically, student activities in cycle I did not meet the minimum completion criteria, namely 70. In cycle II, it showed that 14 students (82%) completed and 3 students (18%) did not complete

Introduction

Muhammadiyah's contribution to the world of education has long been recognized in education, both nationally and internationally. This recognition includes Muhammadiyah's long history of pursuing "private" education, namely that since the early 20th century, long before the Republic of Indonesia was born, Muhammadiyah has pioneered primary and secondary education. The establishment of the Muhammadiyah education model which combined "religious and non-religious sciences" was considered a "new thing" at that time. Education has an important role as a center of excellence for preparing human character to face the global challenges of life and is a source of progress for a nation. Education in Greek comes from the word pedagogy, namely the science that guides children. The Romans saw education as educare, namely bringing out and guiding, actions that realize the potential children are born with. Education is a conscious effort to realize a cultural inheritance from one generation to another. Education is realized in a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills needed by themselves and society with the values that exist in society and culture. Education and culture exist together and

advance each other (Rahman et al., 2022). According to Sutarna et al., (2022) Education is an effort to require children from birth to achieve physical and spiritual maturity in the interaction of nature and its environment. Education is a process that includes three dimensions of the individual, society or national communication of the individual, and all the contents of reality, both material and spiritual, which play a role in determining the nature, fate, form of humans and society. According to KH. Dewantara 1961: 471 in (Marwah et al., 2018). KH. Dewantara believes that education is all efforts made by parents towards children with the aim of supporting their progress in life. He briefly stated that the meaning of education is guidance for growth and child development. According to Mustoip, (2018) Character education is a conscious effort to instill and develop good values in order to humanize humans to improve the character and intellectual training of students, in order to create a generation of knowledge and character who is able to provide benefits to the surrounding environment.

Based on the results of observations and interviews of class V teachers at SD Muhammadiyah 19 Medan Denai regarding the implementation of character values in students, the researcher found that education is based on Muhammadiyah, so the researcher is interested in researching and drawing conclusions to conduct research with the title "Implementation of Character Values and Exemplary KH. Ahmad Dahlan in class V at SD Muhammadiyah 19" carries out according to the teachings of KH. Whether Ahmad Dahlan is applied is appropriate or not, implemented or not well, both from the policy of the principal, teachers who teach at the school and the implementation carried out on students at SD Muhammadiyah 19 in the school environment which takes place during teaching and learning activities. According to Hendropuspito, in Manpan Drajat, (2017) Values are everything that society values because they have functional power for the development of human life. According to (Palupi Putri, 2018) Character education is a process of applying moral and religious values to students through the sciences, applying these values to oneself, family, fellow friends, educators and the surrounding environment as well as God Almighty. According to Agus Zaenul Fitri, (2014). Etymologically, the term character comes from the Latin language, namely character, which means character, character, traits, obligations, manners, personality and morals, while etymologically, character is defined as human traits in general which depend on factors in their own life. According to Dahnial, (2017) Citizenship education (PKn) is one of the main subjects in school. Civics has undergone several changes. This is adjusted to developments and changes in the curriculum implemented in Indonesia.

Research Methodology

The type of research used in this research is the design or steps used in the research. The method used in this research is classroom action research. Classroom action research is action research carried out by researchers in their class or together with other people (collaboration) by designing, implementing and reflecting on actions collaboratively which aims to improve and increase the quality of the learning process in their class through certain actions in a class. the cycle. According to Azizah, (2021). Classroom action research is a form of scientific and methodical study or activity carried out by teachers or researchers in the classroom by using actions to improve learning processes and outcomes, scientific, namely something that is or is different in science and method, namely a way of thinking, objective, rational , systematic, based on facts to find, prove, develop and evaluate learning.

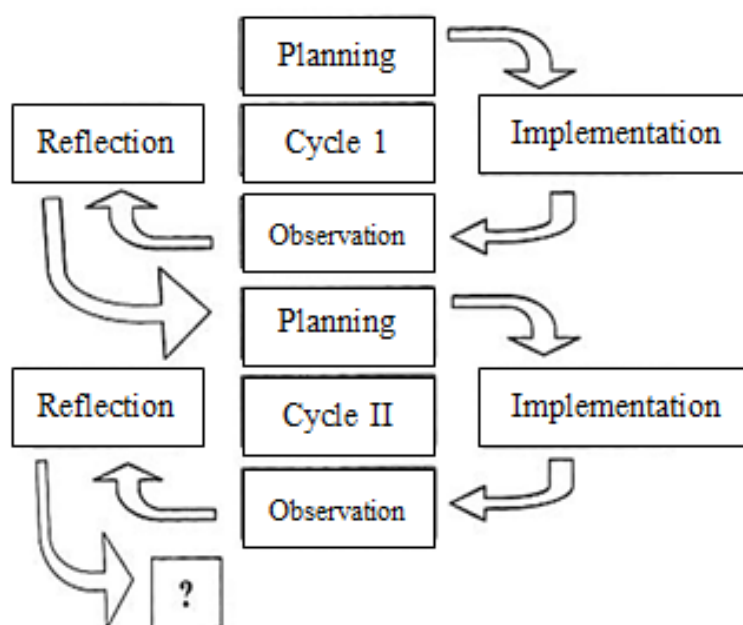


Figure 1. Arikunto Model PTK Design

The place used for research is SD Muhammadiyah 19. Academic year 2022/2023 which is located at Medan Denai sub-district, Medan City, Jalan Pancasila Gg. School. The subjects in this research were 17 class V students of SD Muhammadiyah 19 Medan Denai. Students in this class were chosen as research subjects because problems were found as described in the background.

1. Analysis of Student Character Values

Individual assessment:

$$\text{Niali} = \frac{\text{Get a score}}{\text{Maximum score}} \times 100$$

Classical completeness assessment:

$$\text{Completed learning} = \frac{\text{Many students graduated}}{\text{The entire number of students}} \times 100$$

Table 1. Criteria for Student Character Values Score Percentage

Criteria	Score
Very good	80-100
Good	70-79
Enough	60-69
Less or BT (not yet visible)	Less than 59

2. Analysis of Teacher Activities

Evaluation of teacher observation sheets is carried out by entering scores according to a predetermined scale for each aspect observed. After that, the numbers are added up to analyze the percentage using the formula:

$$\text{Niali} = \frac{\text{Get a score}}{\text{Maximum score}} \times 100$$

Table 2. Criteria for Teacher Character Values Score Percentage

Criteria	Score
Very good	80 – 100
Good	70 – 79
Enough	60 – 69
Less or BT (not yet visible)	Less than 59

Results and Discussion

This research was carried out at SD Muhammadiyah 19 Medan Denai, SD Muhammadiyah 19 Medan Denai was founded in 1969, this school is in Medan Denai sub-district, Medan city, North Sumatra Province. This school has changed hands several times by the school leadership or principal who leads SD Muhammadiyah 19 Medan Denai. This school has B accreditation. This school is located in a strategic location and is easily accessible. A neat and beautiful school environment is an important factor that makes students comfortable when carrying out the teaching and learning process in the school environment.

1. Description of the results of the Cycle I Teacher's actions

What the researchers observed regarding teacher activities in the implementation of Civics learning in cycle I were the teachers' various abilities in planning, implementing and taking action in the classroom. Based on observations, the implementation of teacher character values in Civics learning using the Ahmad Dahlan method in cycle I was generally good. From the initial activities to the closing activities the teacher obtained 12 scores from 15 activities. From the results of observations of cycle I teacher activities in the attachment, the researcher has calculated the scores obtained by the teachers as follows:

Table 3. Results of Observation of Teacher Activities in Cycle I

Cycle I Teacher Teaching Activities		
Earned Score	Mark	Criteria
12	80	Very good

Based on the table above, the results of observing teacher activities using the Ahmad Dahlan method in Civics learning have very good criteria (A). So the researchers did not continue in cycle II.

2. Description of Cycle I Student Action Results

According to Ahmad Dahlan, students' character values in civics learning are more improved compared to using the lecture method, this can be seen from the students' character values in ongoing learning activities. The results of observation of student activities in cycle I in the attachment, the researcher calculated the scores obtained by the students as follows:

Table 4. Observation Results of Cycle I Students' Character Values

Criteria	Score	The number of students	Acquisition Score
Very good	80 – 100	1	6%
Good	70 – 79	9	53%
Enough	60 – 69	6	35%
Not enough	Less than 59	1	6%
Amount		17	100%

Based on the table above, the results of observations of student character values in the first cycle of Civics learning, out of 17 students, there was 1 student (6%) who got very good criteria, 9 students (53%) who got good criteria, 6 students (35%) who got good criteria, and 1 student (6%) lacked criteria.

3. Description of Cycle II Student Action Results

According to Ahmad Dahlan, during the second cycle of Civics lessons, Ahmad Dahlan was better than in the first cycle. From the results of observations made by researchers on students, students' character values increased, namely students implemented character values more when learning took place. The results of observations of student activities in cycle II in the attachment, the researcher calculated the scores obtained by the students as follows:

Table 5. Observation Results of Cycle II Students' Character Values

Criteria	Score	The number of students	acquisition
Very good	80 – 100	6	35%
Good	70 – 79	8	47%
Enough	60 – 69	3	18%
Not enough	Less than 59	0	0%
amount		17	100%

Based on the table above, the results of observations of student activities in civics learning cycle II, out of 17 students, there were 6 students (35%) who got very good criteria, 8 students (47%) got good criteria, and 3 students (18%) who got sufficient criteria.

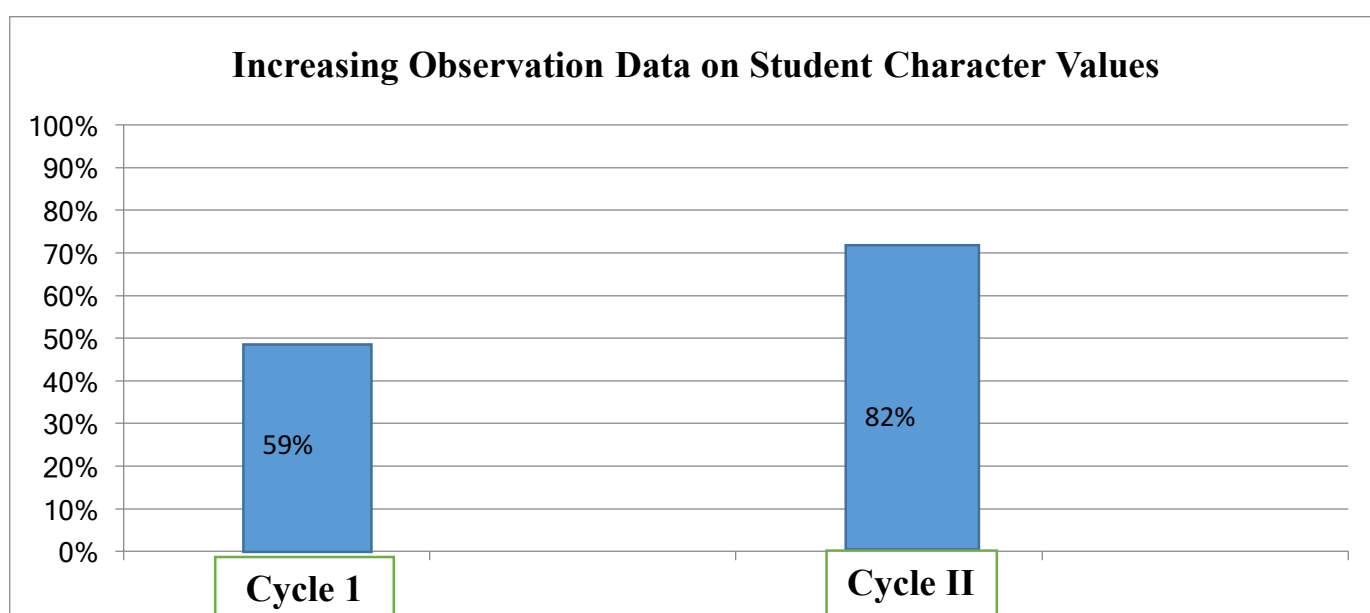
4. Analysis of the Results of Actions on Student Character Values

The results of students' character values in Civics learning were obtained from research observing the results of the implementation of Civics learning from cycle I to cycle II, researchers analyzed the student activity observation sheets that had been provided previously. Where researchers observe student activities during the learning process. The following is the acquisition of student activity aspects in cycle I and cycle II actions, presented in the following table:

Table 6. Results of increasing the character values of Cycle I and Cycle II students

Cycle I	Cycle II	Criteria	Enhancement
10 Students (59%)	14 Students (82%)	Complete	4 Students (23%)
7 students (41%)	3 Students (18%)	Not Completed	

Based on the table above, the increase in student activity in cycles I and II experienced an increase in the completeness of student implementation activities. Based on the results of observations of student activities in Civics learning according to Ahmad Dahlan in the first cycle of learning, it showed that 10 students (59%) completed and 7 students (41%) did not complete. Classically, student activities in cycle I did not meet the minimum completion criteria, namely 70. In cycle II, it showed that 14 students (82%) completed and 3 students (18%) did not complete. Classically, student activities in cycle II have met the minimum completeness criteria, namely 70. From the research on student activities, it can be stated that student activities in cycle II have met the minimum completeness criteria, so the researcher declares that they are sufficient to carry out. The following is a diagram of cycle I and cycle II student activities.

**Figure 2. Increased Observation Data**

The research results were obtained from observations of teacher and student activities according to Ahmad Dahlan. This classroom action research was carried out in cycle II, teacher activities were carried out until cycle I because the score obtained was 80 which included the "very good" category. Cycles I to II saw an increase in student activity according to Ahmad Dahlan. Teacher activity in cycle I, the teacher activity score was 80 with very good criteria (A), therefore cycle II was not continued to observe the success of teachers in cycle I who had met the success criteria for teacher skills. Student activities in cycle I and cycle II experienced an increase in the completeness of student activities. Based on the results of observations of student activities in Civics learning according to Ahmad Dahlan in the first cycle of learning, it shows that 10 students (59%) completed and 7 students (41%) did not complete. Classically, student activities in cycle I did not meet the minimum completion criteria, namely 70. In cycle II learning, it showed that 14 students (82%) completed and 3 students (18%) did not complete. This research is supported by previous research conducted by several researchers:

1. Indri Ayu Lestari with the title "Implementation of KH Ahmad Dahlan's Character and Exemplary Values in Students Aged 6-8 Years" with the results of the aim of this research being to find out the character and exemplary values taught by KH Ahmad Dahlan to children aged 6-8 years in Aisiyah Elementary School, Kuningan Regency. This research method uses qualitative research methods with descriptive qualitative research type, the subjects of this research are 18 elementary school students aged 6-8 years at Aisiyah Elementary School, Kuningan Regency. Data collection techniques use observation, interviews and

documentation techniques. The results of this research show that there are several character values of KH Amad Dahlan that are instilled, the results of the research show that there are 4 character and exemplary values that are instilled, namely religious, nationalist,

2. Mariani with the title *Instilling Character Education Values in Educational Learning at SMP Negeri 4 Sungguminasa*. The aim of this research is to find out the values of character education at SMP Negeri 4 Sungguminasa, to instill the values of character education in education learning at SMP Negeri 4 Sungguminasa. The type of research used is qualitative research. The data sources in the research are the principal, deputy principal, students and teachers. The research instruments used were observation, interviews and documentation. The data analysis techniques used are the inductive method, deductive method and comparative method. The results of the research can prove that: The instillation of Character Education Values at SMP Negeri 4 Sungguminasa is carried out through school programs, namely: congregational noon prayers, Friday worship,
3. Ali Miftakhu Rosyad With the title *"Implementation of Character Education through Learning Activities in the School Environment"* aims to describe the essence of implementing character education through Learning Activities in the school environment. This article uses a qualitative approach to the literature study type. Character education has an important role in developing students' morals related to moral concepts, moral attitudes and moral behavior.
4. Mariani with the title *"Instilling Character Education Values in Islamic Religious Education Learning at SMP Negeri 4 Sungguminasa"*. The aim of this research is to find out the values of character education. The type of research used is qualitative research. The data sources in the research are the principal, deputy principal, students and teachers. The research instruments used were observation, interviews and documentation. The data analysis techniques used are the inductive method, deductive method and comparative method. The results of the research: Instilling Character Education Values at SMP Negeri 4 Sungguminasa was carried out through school programs, namely: congregational noon prayers, Friday worship, spiritualism, scouting and flag ceremonies.

Conclusion

Based on the researcher's observations, discussion and analysis of the data described in the previous chapter, it can be concluded that: (1) Teacher activities in cycle I have received a teacher activity score of 80 with very good criteria (A). So the researcher did not continue to carry out cycle II because the score obtained already met the criteria for success in teacher activities, namely 70 (2) Student activities in cycle I and cycle II experienced an increase in the completeness of student activities. Based on the results of observations of student activities in terms of student character values in Civics subjects, according to Ahmad Dahlan, students are still said to be lacking, because only 10 students (59%) completed and 7 students (41%) did not complete (3) Meanwhile, after using the implementation of character values according to Ahmad Dahlan in cycle I, it showed that 10 students (59%) completed and 7 students (41%) did not complete. Classically, student activities in cycle I did not meet the minimum completion criteria, namely 70. In cycle II, it showed that 14 students (82%) completed and 3 students (18%) did not complete. Classical activity students in cycle II have met the minimum completeness criteria, namely 70.

Based on the research results and conclusions above, the following suggestions are presented:

1. For SD Muhammadiyah 19 Medan Denai
Students should implement the values of character and example both in the school environment and in daily life, especially in elementary school education to implement the values of character and example that are formed when we are in elementary school because character is important.
2. For Teachers at Muhammadiyah Elementary School 19 Medan Denai
Using learning according to Ahmad Dahlan which consists of 4 indicators, namely (1) Religious, (2) Nationalist, (3) Honesty, and (4) integrity. Learning is applied in the learning process to implement student character values. The teacher can also use several examples in the lesson that are appropriate to the learning material so that students also understand better what the teacher is saying. Learning according to Ahmad Dahlan includes the 4 indicators above which are also included in Civics learning related to the material on the Pancasila principles contained therein, hopefully they can be applied not only in Civics learning, but in other learning.\
3. For Parents of SD Muhammadiyah 19 Medan Denai
Parents also play an important role in students' character values at home.
4. For Researchers
The results of this research can be studied to be used in conducting further research. The research carried out is still very simple so there is a need for research on increasing student learning activity using the talking stick method, as well as for future researchers to be able to present better research.

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