

## IMPLEMENTATION OF CHARACTER EDUCATION IN STUDENTS IN STATE SCHOOLS 09 REVIEW TAPAKIS

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### ABSTRACT

Characters is a important aspect of the quality of Human Resources because it alsodetermines the progress of a nation. Quality characters need to be formed and fostered from a early age. Early age is a golden age but is critical for the formation of one's characters. Forming students with characters is not easy as we flip behind our palms, but through continuous processes and effort and deep reflection to shape one's characters. The declaration of characters education is certainly intended to be one answer to the nation's current problems. Problems arise from various sources of educational failure in instilling. Purpose of educational is not only form intelligent and competent students but to create energies of students with strong character. This study aims to apply character education to students, supporting factors, and in hibiting factors. Research is qualitative descriptive. Data collection through interviews, observation, and documentation data. The technique of checking the validity of the data uses source and technique triangulation. The result showed that (1) The application of character integration in the learning process, habituation activities, exemplary, education in extracurricular activities such as pramuka, and creates character books for low class and high class. The character values instilled are religious, nationalist, independent, mutual cooperation, and integrated. (2) supporting factors namely the desire of students who want to change, collaborate with parents/committees schools, collaboration between teachers, collaboration between teachers and principals, as well as collaboration with SD N 09 Ulakan Tapakis with PT. TRAKINDO BUILDING THE NATION CHARACTERS took place since the aftermath of the 30 September 2009 earthquake until now. (3) Inhibiting factors namely students, environmental condition that do not support, the teachers supervision oversight, and lack of supervision from parents.

**Keywords: Implementation, Character Education, Learning**

## INTRODUCTION

Educational institutions are currently faced with very difficult problems, especially to deal with various dynamics of change. Changes that occur are not only the development of science and technology, but also affect the moral values that occur in society. The rise of brawls between students, murder, rape, the absence of honesty, drugs, sexual harassment, corruption everywhere, even congregation, pornography and porno-action, people do not hesitate to do so. This greatly decreases national morale. Efforts to realize national civilization through character, culture and moral education, the figure of Ki Hajar Dewantoro became the main reference. The Father of National Education has pioneered the concept of tri education center. According to the SISDIKNAS Law Number 20 of 2003 education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Character is a person's character, character, morals, or personality which is formed from the results of internalizing various virtues that are believed and underlying the perspective, thinking, attitudes, and ways of acting on that person. The virtue consists of a number of values, morals, and norms such as honesty, courage to act, trustworthiness, respect for others (Ministry of National Education 2010).

In fact, character education is a very important foundation of the nation and needs to be instilled early on in children. (Masnur Muslich, 2013). Character education (Sri Narwanti, 2011) mentions the planting of character values in schools including knowledge, awareness and actions to implement these values, both towards god almighty, yourself, parents, environment and country. Character education is a conscious and planned effort to shape one's character and personality based on the values that exist in society. Character education is placed as the basis for realizing the vision of national development, namely to create a society of noble character, morality, ethics, culture, and civilization based on the philosophy of Pancasila (Main Book of National Character Development National Policy 2010-2025). Character education plays a very important role in overcoming the national problems that develop at this time, such as the shifting of ethical values in the life of the nation and waning awareness of

national cultural values threatening national disintegration and the weakening of Iqbal Moh's independence Shahid (2017).

The success of character education during elementary school will be the main foundation for building the personality of students to continue their education and be useful for their lives in society. This State Elementary School 09 is one of the schools in the District of Ulakan, which has contributed to the success of this character education. According to the results of interviews conducted with the school principal (September 17, 2018) this character education has been started since 2015 in collaboration with PT. TRAKINDO BUILDING NATION CHARACTERS. The only elementary school in West Sumatra accompanied and given routine training every year from 40 elementary schools in Indonesia.

From the results of interviews with class teachers, Islamic religious teachers, health education teachers, school guards and school operators (September 18-19 2018) it was explained that there were still students who said dirty words, did not pray, sometimes prayed, did not shake hands with parents, fighting while chasing friends with sharp weapons, immoral behavior, lack of respect for the teacher, mocking friends, not even reciting to the mosque or mosque. Still found high-class students can not read the Koran, often come late to school, dress incompletely, cheating on exams, even if they dare to scold (ask for forced money), if not given they are threatened. This elementary school is located in a coastal village, has a mosque that currently does not carry out the Koran activities, because there are no teachers to teach it. Some parents cared to deliver their children to study at a mosque far from the elementary school, and many did not even care if the children wanted to study or not. Therefore, to overcome this problem the school made an effort, one of which was through character education.

The education emphasized by this elementary school is according to the results of an interview with the Principal (September 17, 2018), involving 5 large characters from 18 characters. The form of character education that has been pursued such as reprimand, exemplary, discipline, and habituation activities. Through character education, students are expected to be better at behaving, behavior, and manners, both within the home, school and community. Character education in this school is in line with his vision of "Creating Students with Character, Intelligent in Science and

Technology, and Obedient to Worship in a Safe, Comfortable, Beautiful Environment". Has ten missions that support the success of the vision. However, the implementation does not go smoothly as expected, there are inhibiting factors.

## METHOD

Using a quantitative approach with descriptive type of research. The time of the study took place in September 2018. The study was conducted at SD N 09 Ulakan Tapakis, Ulakan Tapakis District, Padang Pariaman Regency. The research subjects were principals, class teachers, Islamic religious teachers, health education teachers, school guards and school operators. Data collection techniques used were participatory observation, semistructured interviews, and documentation studies in the form of direct photos and school documents.

## RESULTS AND DISCUSSION

To analyze the collected data, using qualitative descriptive analysis. Data obtained were analyzed through data reduction, data display, and conclusion. For data validity, technique triangulation is used. The application of character education to students who applied the school was carried out in the following ways.

### **Integrated in learning**

Realized in the preparation of syllabus and lesson plans. The teacher lists certain character values according to the competencies to be achieved from each subject. In addition, the application of character education is done by praying before and after learning, checking the attendance of students, forming heterogeneous groups, using learning methods that are active, creative, and fun. Convey moral messages directly during learning and after learning. The teacher encourages students to do it in daily life. That way students not only know about character values but also are more sensitive to these good characters. The values that arise in learning are religious, responsible, thorough, confident, disciplined, honest, independent, respectful of achievement, and communicative.

## Habitual Activities

Habitual activities carried out began by welcoming the presence of students at the school gate with shaking hands. Sometimes other students also wait for their friends at the school gate while shaking hands. The bell rang at 7:15 a.m., the students lined up in the yard according to their respective classes. For students who are late marching, they are separated by brisan, after completion of the activities on the page recorded in the book the disciplinary violations come not on time. Advice and reprimand are given so as not to repeat it. The habitual activities carried out on the school grounds are different every day, Monday, carrying out the high-class (IV-VI) rotating flag ceremony, Tuesday and Wednesday, singing national songs led by one of the students, on Thursday, the reading of Al Maul Husna led by one of the students, on Friday carrying out a rotational culture. for high classes while collecting infaq, while Saturday, carrying out morning exercise.

After the activities on the page ended, students entered the class to the Prophet Muhammad while shaking hands with the teachers. The teacher followed with their teacher shaking hands while hugging. Arriving at the class, the chairperson prepares and leads the prayer. Followed by reading short verses, singing Indonesian Raya songs. Collecting cash in each class which later cash is used to see sick friends or parents of sick children. Before learning is closed by reading Hamdalah first sing one of the songs of the archipelago. After school, students carry out Zuhur prayer in congregation in their respective classes, because this elementary school does not have a prayer hall. Nevertheless the congregational prayer is still well implemented. Familiarize handwashing before meals, provide hand washing places for each class, provide equipment for class hygiene, give awards to the best K3 classes every semester, provide trash bins inside and outside the classroom, in garden corners, provide WC / toilet for boy and girl. Also the award for the best ceremony implementers every semester.

## Exemplary

Exemplary is exemplified by all parties in the school. The principal, the teacher, the guards always dress neatly according to the rules, arrive on time, shake hands, say hello, be friendly, carry out the dhuha circumcision prayers individually and Zuhur congregation. Exemplary to come in time indeed not all teachers can implement

it, there are still those who arrive late to school. Exemplary performed by the teacher has given the students a moral feeling, the teacher tries to touch their emotions so that they grow awareness in themselves. Examples of examples from the teacher are expected to be role models, as the formation of character in him (moral feeling). In accordance with Mulyasa's statement (2013) exemplary is the behavior and attitudes of teachers and education personnel in giving examples of good actions, so that they become role models for students.

### **Extracurricular Activities (Scouts)**

Scouting activities are followed by class III to class VI, for class VI is limited to the end of semester one, due to preparation for school exams (US) and school final exams (UAS). This scout activity was accompanied by a health education teacher. In order for exercise to be maximized, a trainer who is expert in scouting is brought in. Students are taught to be independent, disciplined, responsible, caring for the environment, having skills in making knots, setting up tents, the United Nations, exploring. Through extracurricular activities students not only develop talents and interests but also become a means of instilling values such as cooperation, independence, hard work, discipline, social care, environmental care and peace of mind.

### **Character Books for class I to class III**

Monitor the character application of students both at school and at home character books are made. This character book was born thanks to the collaboration of the school with PT. TRAKINDO BANGUN CHARACTER OF THE NATION. In the character book can assess students honesty, religious attitudes, nationalism, their activities at home will also be seen. The character books for class I and II were designed by class I teacher Ibu Fatmawati. Students fill it every morning before learning begins, and store it in their respective portfolios that have been hung on the school wall. Fill in the way checked if they implement, if not enough to give a cross. At the end of the month, they count how many items each. Similar to semester report cards, character books are also given character report cards. The best students get a "Bintang Karakter" prize and are posted on the school wall by the student.

### **Character Education Support Factors in Teachers in SD N 09 Review Tapakis**

The factors that support the application of character in this school are as follows. (1) The desire in students to want to change to the best. According to what was revealed by Sjarkawi (2006) that the factors that influence the formation of a person's character come from within that person. (2) The existence of good cooperation between the teacher and parents / committee of students. Parents / committees want to be invited to a discussion to apply character books. (3) Collaboration between teacher and headmaster. (4) Intergovernmental cooperation and high enthusiasm from teachers to be willing to do their best results in students who have intelligent character and noble character. (5) The closeness of the teacher to the students. (6) Good cooperation between schools and third parties, in this case PT. TRAKINDO BANGUN CHARACTER OF THE NATION. It has provided assistance to this school since the post-earthquake period of September 30, 2009 until now. Alhamdulillah.

According to Sjarkawi's statement (2006), external factors originating from family, school, and society also influence the success of character education. The family as the first social group experienced by students becomes a vehicle for educating, nurturing and socializing something. Schools as educational institutions cannot be separated from planting character values.

### **Character Education Devotion Factors In Teachers In Sd N 09 Review Tapakis**

The factors that hinder the application of character education to students in this school are as follows. (1) The bad habits of students from home are brought to school so that they influence other students. This is in accordance with the opinion of V. Campbell and R. Bond stated that childhood experience influences character formation. Also the stage of moral development of students, according to Kohlberg, said elementary school age children were still in pre-conventional and conventional stages. (2) Children's cognitive and emotional development is still unstable, irritable even if it's trivial. (3) Teachers cannot always supervise student behavior. (4) Parents are too busy working, so they lack attention and do not monitor their child's progress. (5) A residential environment that is less conducive to the application of character education (Erianjoni, 2016).



## CONCLUSION

The application of character education to students in SD N 09 Ulakan Tapakis is carried out through integration in the learning process, habituation activities, exemplary activities, extracurricular activities such as scouts, and creating character books for low and high class students. The values of characters instilled are religious, nationalist, independent, mutual cooperation, and integrity. The application is still in the moral doing level which has not been implemented optimally because the students have not applied it to make it something that is normal and needs continuous encouragement from the teacher. The driving factor for the application of character education to students in SD N 09 Ulakan Tapakis is the desire in students to want to change to the best, the existence of good cooperation between teachers and parents / committee students, cooperation between teachers and principals, interguru cooperation and high enthusiasm from the teacher to want to do the maximum, the closeness of the teacher with students. Good cooperation between schools and third parties, in this case PT. TRAKINDO BUILDING NATION CHARACTERS. The inhibiting factor for the application of character education to students in SD N 09 Ulakan Tapakis is the bad habits of students from home taken to school so that it affects other students, children's cognitive and emotional development is still unstable, irritable even because of trivial things, the teacher cannot always supervise the behavior of the students, the parents are too busy working, the environment where they live is not conducive.

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