ANALYSIS OF THE CHARACTER EDUCATION OF ELEMENTARY STUDENTS IN LEARNING ACTIVITIES

Ilda Hilda Rinjani[1], Agung Sudibyo [2]

[1,2]IKIP Siliwangi
[1]ildahildarinjani00@gmail.com, [2] sudibyoagung47@gmail.com

Abstract

This research aims to analyze character education in the form of student character values in learning activities in elementary schools. This study uses a qualitative approach. Data collection was done by observation and interviews. The results showed that there were problems that were found, namely there were students saying inappropriate words for elementary school students, lack of polite and courteous behavior towards older people and lack of respect for friends at school. These problems include character values that are lacking in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This lack of character values should not be entrenched in schools or in learning activities because students as the nation's next generation must have ideal character values or according to the profile of Pancasila students, so that alternative solutions carried out in learning activities are linking learning materials with good character values. that must be achieved by students, teacher supervision and giving rewards, creating an environment that has good character values, 5 S Culture (smile, greeting, greeting, polite, and courteous) in the learning process as an effort to strengthen and cultivate character education in students in learning activities. Based on these results, character education in the form of good character values is very important to be instilled in students since elementary school, especially in facing the times.

Keywords: Character Education, Students, Elementary School

Abstrak

Penelitian ini bertujuan untuk menganalisis pendidikan karakter berupa nilai-nilai karakter siswa dalam kegiatan pembelajaran di sekolah dasar. Penelitian ini menggunakan metode pendekatan kualitatif. Pengambilan data dilakukan dengan observasi dan wawancara. Hasil penelitian menunjukan bahwa ditemukan masalah yaitu terdapat siswa berkata yang tidak sepantasnya diucapkan untuk siswa sekolah dasar, kurangnya perilaku sopan dan santun terhadap orang yang lebih tua dan kurang menghargai teman di sekolah. Masalah tersebut mencakup nilai karakter yang kurang berupa sopan, santun, disiplin, menghargai, rendah hati, sabar, ramah tamah dan tanggung jawab. Nilai karakter yang kurang ini tidak boleh membudaya di sekolah atau dalam kegiatan pembelajaran karena siswa sebagai generasi penerus bangsa harus memiliki nilai-nilai karakter yang ideal atau sesuai profil pelajar Pancasila, sehingga alternatif solusi yang dilakukan dalam kegiatan pembelajaran yaitu pengaitan materi pembelajaran dengan nilai karakter baik yang harus dicapai siswa, pengawasan guru dan pemberian reward, menciptakan lingkungan yang memiliki nilai karakter baik, Budaya 5 S (senyum, sapa, salam, sopan, dan santun) dalam proses pembelajaran sebagai upaya penguatan dan membudayakan pendidikan karakter pada siswa dalam kegiatan pembelajaran. Berdasarkan hasil tersebut, pendidikan karakter berupa nilai-nilai karakter yang baik sangat penting untuk ditanamkan kepada siswa sejak sekolah dasar terutama dalam menghadapi perkembangan zaman.

Kata Kunci: Pendidikan Karakter, Siswa, Sekolah Dasar

INTRODUCTION

Education is a container that provides knowledge, experience and skills. Education occurs under the guidance of others and from within oneself. Education is generally divided into several levels, such as pre-school, elementary school, junior high school, high school, and continues with tertiary level, university or apprenticeship. One way to improve the quality of education is to improve the curriculum. There is a change in the curriculum because it sees the times and the characteristics of students who have changed a lot. Curriculum has the meaning of a learning tool that leads to a better understanding and is able to use the results. Education has such a broad function, including the character that will be formed in these students, making the characters that will be seen in everyday life.

Character education is in the form of character values which are used as provisions in instilling character in a person. Character education is very important, especially in an era of increasingly advanced times and facing the challenges of globalization. Instilling character education cannot be directly owned by someone in a short time, but it takes a long process or time so that character values are consistently instilled. Character education must begin to be instilled since students are in elementary school. This character education is important for elementary school students as stated in the National Education System Law (UUSPN) Number 20 of 2003 that national education aims to develop and shape dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

In this modern era character education is needed because it is the direction that students will use. Understanding the urgency and basic concepts of strengthening character education is very important for school principals so they can apply it according to the educational context in their respective regions. The values that exist in character education include spiritual, moral and scientific. Character values in Indonesian character education are also reflected in the profile of Pancasila students. Strengthening character in elementary schools is a future challenge that is increasingly complex and uncertain, so it should be given proper direction. In this case, the school becomes a reference for preparing students who have knowledge and moral character. Character can be seen from how these

students interact with parents, teachers, peers and their environment. The problems found were that there were still students saying things that were inappropriate for elementary school students, a lack of polite and courteous behavior towards older people and a lack of respect for friends at school. This character may not be entrenched at school or in everyday life so it is necessary to analyze student character education, especially in learning activities.

This study aims to describe character education in elementary schools and serve as material for teachers' thoughts so that they always provide guidance to students. This research relates to previous research but emphasizes character education starting from learning activities. Rahayu's research (2016) shows that character can be built through the implementation of school culture. The results of the study develop social and Islamic values, organizational structure, development of facilities and infrastructure, school attributes, vision and mission, rules of conduct for teachers and students, 5S culture (smile, greet, greeting, sungkem, polite), discipline culture, work culture hard work and responsibility, Islamic culture, culture of healthy living, polite language culture. The results of Rahayu and Taufiq's research (2020) namely strengthening character in elementary schools through LVE is important for creating student character building when ethical, moral, and polite values towards older people begin to fade.

Definition of Character Education. Character education according to Aeni (2014) states that character education is moral education, values, affective world, morals and manners. This is in line with the Director General of Higher Education (Barnawi & Arifin, 2013) suggesting that the meaning of character education is value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain what is good, realizing, and spreading that goodness in everyday life with all my heart. Then, according to Saptono (Sakti, 2017), character education is a deliberate effort to develop good character based on objective core virtues for individuals and society. So character education is character values in a person in the form of values, morals, manners, morals and character which are reflected in the behavior of everyday life objectively.

Values in Character Education. Values in character education towards others according to Samani & Hariyanto (2013) consist of fair, honest, disciplined, affectionate,

gentle, responsible, wise, appreciative, forgiving, willing to sacrifice, humble, orderly, trustworthy, patient , tolerance, compassion, generosity, hospitality, courtesy, sportsmanship and openness. This is slightly different from that presented by the Ministry of National Education, namely, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read , environmental care, social care, responsibility. Then this is still in line according to Megawangi (Aeni, 2014) the values in character education consist of love for God and his creation, independence and responsibility, honesty, trustworthiness, and wisdom, respect and courtesy, generosity, helpfulness, and mutual cooperation, confident, creative and hardworking, leadership and justice, kind and humble, tolerance, peace and unity. So the values of character education in this study are polite, polite, disciplined, respectful, humble, patient, warm-hearted and responsible.

The characteristics of elementary school students according to Jean Piaget (Juwantara, 2019) states that the development of students aged 6 to 12 years is included in the concrete operational stage. The development of elementary school age is in the concrete operational stage where students begin to view the world objectively, so that views begin to shift from one aspect to another in a reflexive and simultaneous manner. Elementary school age also begins to think operationally and use this way of thinking to classify what is around them. This stage of development is very possible for elementary school teachers to start providing knowledge and education that is expected to be able to shape the personality and character of students according to the desired target. The teacher's efforts in producing superior and character students must be increased at this stage, especially for elementary school teachers. Every party that has contributed to building student character is expected not to misunderstand the intent of character education in schools.

Character education is not only about one field of study or teaching material that students must master, there is the most important thing than that, namely how to insert good character education in each subject so that it is so important to instill character education values in schools so that the government includes character education. in the 2013 curriculum, the educational curriculum that applies in Indonesia. In the 2013

curriculum the government has started to include character education as an indicator of achievement in the learning process. These indicators can be seen from the objectives of the 2013 Curriculum itself, namely to develop attitudes that include individuals who have faith, have noble character, are confident, and are responsible for interacting effectively with the social environment, the natural surroundings, and the world and civilization. To achieve the skills expected of students through the 2013 curriculum, they become individuals who are able to think and act productively and creatively in concrete and abstract realms. The knowledge that is expected to be achieved by students is not only to become individuals who master science, technology, art, culture and have an insight into humanity, nationality, statehood and civilization but also have a strong character within themselves as the government aims. The role of the teacher as an intermediary for curriculum and learning is the main key to the success of building good character for students.

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case character in students begins to be formed slowly. When good character begins to form in students through the teacher's attitude, then students' self-control towards making decisions about what is right and wrong can certainly begin to develop and be instilled in them. This will be a living capital for students in dealing with social problems that are more difficult at higher levels of education and the developmental age of students who are becoming adults. Character education that students get from elementary school age can be a benchmark for considering and deciding what attitude to take in dealing with factors that can trigger delinquency at school age both within the school environment and outside the school environment. The knowledge that is expected to be achieved by students is not only to become individuals who master science, technology, art, culture and have an insight into humanity, nationality, statehood and civilization but also have a strong character within themselves as the government aims. The role of the teacher as an intermediary for curriculum and learning is the main key to the success of building good character for students.

METHODS

This research used a qualitative approach. The choice of a qualitative approach is because it is based on the problems to be studied in the research. Collecting data using observation and interviews. Data analysis technique using triangulation. The instruments used were interview sheets and observation sheets. The subjects in this study were elementary school students.

RESULT AND DISCUSSION

Based on the results of research conducted on character education analysis of elementary school students in learning activities it was found that there were problems related to student character values which included lack of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This is supported by the observation results that there are still students who say it is inappropriate to say it for elementary school students, lack of polite and courteous behavior towards older people and lack of respect for friends at school, lack of humility in behavior, lack of patience in behavior with friends , lacking a friendly attitude and lacking a sense of responsibility for

the behavior that has been carried out without considering the consequences that will be received.

This is supported by the results of an interview with a teacher at one of the elementary schools, which found that students in learning activities in class did not respect other friends by speaking harshly and not politely towards older friends. Lack of discipline in learning, not polite to speak to older people, not friendly either in the learning process or outside of learning and students are impatient in behaving towards other friends. The results of other interviews with the homeroom teacher for class 4B suggest that character education is the basis for children who can be brought into everyday habits who will get used to carrying out these characters. Lack of character education, namely the level of discipline in the form of arriving late or not submitting assignments. Efforts have been made so that students understand and grow these characters with accountability, for example students are given role models or disciplinary role models, provide directions and punishments and then are given firmness face to face if there is no change in tackling character education. In addition, there are still a number of students who do not reflect the profile of Pancasila students with regard to character education in teaching and learning activities. Whereas the inculcation of Pancasila student profiles includes faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning which can support the creation of student character education. The results of the study show that there are students who lack character values, therefore alternative solutions that can be taken to instill character values within the character education frame of elementary school students in the learning process are as follows.

1. Associating learning material or media studied in teaching and learning activities by inserting student character values that must be achieved from problem findings in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. For example, in thematic learning in class VI, the teacher can insert character values from books as role models for students to be polite, courteous, disciplined, respectful, humble, patient, warm-hearted and responsible. In addition, comparing characters who have good character values with those who are not good so that students can make behavioral decisions that must be carried out in the learning process between good and bad behavior. In poetry material on thematics, you can

process the meaning of poetry related to good character values, history learning material on thematics is associated with the attitudes of the heroes in the story. Likewise with other learning materials the teacher must be able to think creatively in compiling the cultivation of character values explicitly or implicitly in the frame of character education. So that the teacher has an important role to foster student character values from an early age, especially in elementary schools.

2. There is more supervision from the teacher or peers to have a commitment in carrying out the character values that must be achieved in the form of courtesy, courtesy, discipline, respect, humility, patience, hospitality and responsibility. With rewards for students that reflect the most superior character values so that other students can be motivated to try to instill good character values.

3. Students at primary school age imitate more what is in their environment so that the environment in learning activities must support the achievement of good student character values starting from the teacher who becomes a student facilitator in class. The teacher's behavior must reflect politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility in the learning process so that students indirectly imitate and implement good character values.

4. Implementing the 5 S culture (smile, greet, greet, be polite, and polite) in the learning process in the classroom. The application of the 5 S culture will help students and teachers in cultivating character education in the form of polite, polite, disciplined, respectful, humble, patient, warm-hearted and responsible.

Based on the results of research through observation and interviews, it was found that there were problems related to student character values which included lack of courtesy, courtesy, discipline, respect, humility, patience, hospitality and responsibility. This is related to each other, when the character values are polite, courteous, discipline is lacking, it results in character values that do not respect either friends or older people, then a lack of humility and patience makes students have a sense of their own ego. to carry out arbitrary behavior so that it does not have a character value of responsibility for the actions and actions taken. This shows that there are problems found in character education for elementary school students in learning that must be overcome with alternative solutions in the form of strengthening learning materials that instill character values by teachers in

learning activities, there are rewards and teacher supervision in student character values, there are role models or creating an environment learning schools that contain good character values. This is supported by Somantri (Rahayu and Taufik, 2020) stating that in order to form students who have strong character values, strong support is needed from the school which has a central role in child development. Furthermore, an alternative solution is to apply the 5 S culture (smile, greet, greet, be polite and polite) in the learning process. The 5S culture is also developed in Rahayu and Taufiq research (2020) which suggests that developing a 5S culture (smiles, greetings, greetings, sungkem, and courtesy) is to form a peace-loving character. The application of 5S culture is intended to form a peace-loving character and polite attitude.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the character education of elementary school students in learning activities is very important to master, but there are still some character values that are lacking in the form of politeness, courtesy, discipline, respect, humility, patience, hospitality and responsibility. The alternative solutions are as follows:

1. Associating learning material with good character values that students must achieve
2. Teacher supervision and rewards
3. Creating an environment that has good character values
4. The 5 S culture (smiles, greetings, greetings, politeness, and manners) in the learning process is an effort to strengthen and cultivate character education for students in learning activities.

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