IMPLEMENTATION OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL STUDENTS WITH HABILITATION

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Abstract

Education is the learning of knowledge, skills, and habituation from one generation to the next, while character is the character, nature, behavior, and character possessed by humans. Character education is not only done in schools, but there needs to be good cooperation with parents. Together as educators in schools shape the character of the nation's children to become good, responsible, and caring individuals. The rapid development of science and technology has a very large influence on education along with its changes which inevitably we have to be prepared for risks from the negative side, namely starting to fade the personality of students in language, attitude, care, sense of responsibility as well. fading politeness. Reflecting on this, it is very important character education in schools, especially elementary schools with various ways to implement character education with habituation

Keywords: character education, application, habituation

Abstrak

Pendidikan merupakan pembelajaran ilmu pengetahuan, keterampilan, dan pembiasaan dari satu generasi ke generasi berikutnya, sedangkan karakter adalah watak, sifat, perilaku, dan tabiat yang dimiliki oleh manusia. Pendidikan karakter tidak hanya dilakukan di sekolah, tetapi juga perlu kerja sama yang baik degan orang tua. Bersama-sama sebagai pendidik di sekolah membentuk karakter anak-anak bangsa menjadi pribadi yang baik, bertanggung jawab, dan mempunyai sifat yang peduli. Berkembangnya ilmu pengetahuan teknologi yang semakin pesat, berpengaruh besar terhadap pendidikan beserta perubahan-perubahannya yang mau tidak mau kita harus siap menerima risiko. Risiko tersebut mulai dari lunturnya kepribadian anak didik dalam berbahasa, bersikap, kepedulian, dan rasa tanggung jawab hingga kesopanan yang semakin memudar. Berkaca dari hal yang demikian maka sangatlah penting pendidikan karakter di sekolah, khususnya sekolah dasar dengan berbagai macam cara untuk menerapkan pendidikan karakter dengan pembiasaan.

Kata Kunci: pendidikan karakter, penerapan, pembiasaan

INTRODUCTION

Character education, namely a deliberate effort to develop good character based on core values that are good for individuals and society (Thomas Lickona in Yaumi, 2014:10). According to the Ministry of National Education (2011), character education is an effort to instill good habits so that students are able to behave and act in accordance with the values that have become their habits. Character education is an effort to develop the growth of noble character, mind, and child growth (Ningsih, 2015: 8). Supranoto (2015: 48) explains that character education is all efforts that can be made to influence student character. According to him, character education contains three main elements, namely knowing goodness, loving goodness, and doing good. It can be concluded that character education is a conscious effort in order to instill good character. This will encourage students to be more disciplined, responsible, creative, broad-minded, fear of God and be able to implement it in everyday life. Character education is a major part of national life and students with strong character will be able to improve the quality of education.

Character education itself is actually not a new thing in the world of education. The existence of education is humanizing humans, meaning humans who are cultured and have reason. Of course, the reason here is to have noble character, good decency, and noble character. Character is closely related to behavioural values related to God Almighty, as well as the environment in which they are located. Character becomes an assessment of the human person as a whole, both his own personality and his social relations with those around him. With the development of an increasingly advanced era in the field of science, there are many negative risks that affect the fading of the character of the nation's children. The attitude of respect for elders, respect for younger ones which is starting to fade, the many cases of bullying at school, brawls between students, entrenched rude speech, eating and drinking carelessly, and other negative attitudes that make us educators sadder to see it . Deviant behavior in today's society is called an anomaly. In the book Soft Skills for Educators, an anomaly is defined as something odd than what should have happened (Elfindri, 2011).

Our task as educators is to fix and put character education back on the foundation of education in accordance with the educational goals set out in Law no. 20 of 2003 concerning the National Education System in Article 3. The law states that national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life. National education aims to develop the potential of the nation's children to become human beings who believe in and fear God Almighty, have good morals,

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are creative, independent, knowledgeable, responsible, and can place their position in social life in society. However, implementing character education is not as easy as turning the palm of the hand. Changes in the world of education, both external influences, such as changes in the curriculum and education system as well as influences from within students and the family environment, have contributed to the implementation of character education, especially at the age of elementary school children.

Education is one of the main keys for a person to be able to change behavior, shape character, and is a very valuable long-term investment for the development of a nation. Because with good human resources, it will certainly become the foundation for the development of an advanced and developing nation so that it can compete with human resources from other nations.

School is one place to implement character education. The task of an educator is how to make the character contained in the goals of national education realized. Together with parents instill good character with exemplary examples so that students have Eastern traditional characters which are well-known for politeness, mutual respect, discipline and responsibility. The process of forming the character of students to get to know and shape themselves becomes the main capital in implementing character education so that it will have an impact on themselves and social relations with their environment.

Quoting from the book Implementation of Self Habituation and Character Education (Introduction) by Surapto Wahyunianto, "It is not an exaggeration if Abraham Lincoln said that reputation is a shadow, while character is a tree. The character of someone who is big and strong is like a tree that is big, lush, and sturdy. Such things will produce shades of shadows that have an immediate effect on shading people who take shelter under them or who are passing by." (2019.2). carry on until the child becomes an adult. The purpose of this research is to apply and build character education in schools with habituation.

With the habituation of character education in schools, it will instill and make students aware of the importance of the values of honesty, high motivation, caring for others, respecting time, responsibility, and being creative. In addition, they can also show and develop their potential, fear God, and produce students with good character and personality, especially at the elementary school level. The age of elementary school children is an important stage of their rapidly growing physical, motor, emotional, intellectual, language, character, and moral character. It is hoped that at this stage when children make mistakes, it is still easy to correct them by providing better direction and guidance. Thus, one day they can become individuals of good character for their future lives.

The psychology of Pavlov's Behaviorism states that habits will be formed due to conditioning or stimulus. This stimulus needs to be done repeatedly so that the desired reaction appears (Suyono, 2014). According to Akbar (2011: 19) in his speech at the inauguration of professors entitled "Revitalization of Character Education in Elementary Schools", there are 12 principles in developing character in elementary schools. One of these principles is the application and utilization of character education through habituation programs. The program must be routine, periodic and continuous or continuous, both incidental and programmed. For this reason, the school's vision and mission must support a habituation program that builds the application of character education so that it can be integrated with student activities at school and extracurricular.

Based on the description above, the author writes the title of this article with the implementation of character education with habituation in elementary school students with habituation. The objectives of this research are:

1. Theoretical use, namely hoping that this research can be useful for the world of education, especially at the elementary school level and can implement it in school programs

2. For schools, this research can be used as reference material or information in the form of implementing character education programs in schools.

METHOD

Literature review is one of the existing research methods. The literature review is taken from literature studies related to the issues discussed. The theory underlying the problem under study. Researchers also obtain information from studies that are related to the problem under study. Literature study is a study of how to collect data by reviewing literature books, notes, and reports that are related to the problem under study (Nazir, 2003). Pohan and Pranowo (2012), the activity of compiling a literature review has the aim of gathering information about scientific studies, in the form of theories, methods or approaches that have developed and have been documented in the form of journals, manuscripts, notes, historical records, documents contained in library. This literature review, of course, uses literature related to character education and its implementation in elementary school students with the aim of increasing character values in elementary school students and can be used for developing habituation programs so that the character in students can develop properly according to the goals. National Education.

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RESULT AND DISCUSSION

Character Education Values

According to Hasan in Santosa (2014: 33-34), the source of values developed in character education is identified from the following sources:

a. Religion

Indonesian society is a religious society. Even though there are differences in religion, this does not become an obstacle in implementing character education in schools because in essence, every religion that is adhered to teaches about goodness. Likewise in the life of the state which is also always based on religious values. On this basis, the values of implementing character education must be based on religious values and principles. As the majority religion is Islam, the study in this research will raise sources originating from this foundation. However, whatever the form of its application, hopefully it will not become a debate, but will become additional knowledge that forms the basis of the goals of character education.

b. Pancasila

As the ideal foundation of the unitary state of the Republic of Indonesia which contains the basic principles of nationhood and homeland, the values governing political, legal, economic, social, cultural, artistic and educational life. Character education aims to prepare students to become good citizens, who have the ability to apply Pancasila values in everyday life and to become good individuals with noble character for the success of their lives in the future.

c. Culture

As a truth that in society there are no humans who live in a society that is not based on cultural values. These cultural values are used as the basis for giving meaning to a concept that develops in social life. This important cultural position is the basis of the source in the application of character education.

d. National Education Goals

As a formulation of the qualities that must be owned by every educated person in Indonesia, which contains various human values that can place themselves in social life and their placement in the natural surroundings. Therefore, the goal of national education is the most operational source in developing and implementing character education.

The values of character education originate from religion, Pancasila, culture, and national education goals and are linked to the vision and mission of the Ministry of

Education and Culture as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020- 2024. Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values with the main characteristics: faith, fear of God, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. From these values, the implementation can be started from the values that are essential, simple, and easy to implement according to the conditions of each school.

Implementation of Character Education in Schools with Habituation

A concept is indispensable in the application of character education in schools. The concept of implementing character education used in this discussion is habituation. Mulyasa (2012: 166), habituation is something that is done regularly and continuously so that it becomes a habit. Habituation is a behavior that is carried out repeatedly so that it becomes a habit and forms the desired character.

Aristotle (Covey, 1997) said, "We are what we repeatedly do, excellence is not an act, but a habit." Character is basically from our actions that are done repeatedly. "Sow an idea, reap an act; sow a deed, reap a habit; sow a habit, reap character; sow character, reap fate" goes the saying. The process of character formation can be described as follows:

Idea	Deed	Habit	Character

Picture 1. The flow of character formation

Based on the picture above, it can be explained that the main point of the character education program in schools is an idea that will be actualized in action. These actions are carried out repeatedly which will later become habits and habits that are expected to form a character.

The teacher is the second exemplary role model as a substitute for parents at school who can be imitated and imitated as a role model or living example and provides habituation to students (Sulthoni, 2016). One of the figures who is an example for us to teach character education is Rasulullah Muhammad SAW. Muhammad Ridwan Lubis explained in his book Religion and Peace that the Prophet Muhammad Saw. has become a role model (uswatun hasanah) as a complete human being in all respects. Be it in personal life, family, society, or with people other than Islam. Even Michael Hart, author of the book One Hundred Most Influential Figures in History said, "Muhammad was not only a religious leader, but also a

world leader." (Ary, 2007). Prophet Muhammad's example. in all aspects of this life has been explained in the word

Allah SWT in the letter Al-Ahzab verse 21, which means:

"Indeed, there has been in (self) Rasulullah a good role model for you (namely) for those who hope (grace) Allah and (the arrival of) the Day of Judgment and who remember Allah much." (Q.S. Al Ahzab: 21). Therefore, we can apply His example in conveying character education through the exemplary qualities of the Prophet Muhammad SAW.:

1. have a humble nature,

2. have noble character,

3. affection for others, and

4. broad-mindedness.

His characteristics can be used as a guide for us as teachers to be able to implement them in the application of character education. The proverb says, "Words that are accompanied by actions can explain more and penetrate more deeply into the soul of the listener than mere utterances." English proverb says, "Action speakers louder, actions can speak louder than voices." (Fadhl, 2012).

Daryanto (2013) in his book Implementation of Character Education in Schools writes, character habituation that we can do at school is as follows:

a. Religious:

1) pray before and after carrying out activities,

2) celebrate religious holidays, and

3) and provide opportunities for all students to worship.

b. Be honest:

1) provide facilities for finding lost items,

2) transparency of financial reports and periodic class assessments, and

3) prohibition of cheating.

c. Tolerance:

1) providing the same services to all class members regardless of ethnicity, religion, race, class, social status, and economic status,

2) providing services to children with special needs. and

3) work in different groups.

d. Discipline:

1) having a record of attendance,

2) giving awards to disciplined school members,

3) having discipline at school,

4) enforcing the rules by giving fair sanctions to those who break the rules, and

5) get used to being present on time.

e. Hard work:

1) creating an atmosphere of healthy competition,

2) having displays of slogans or mottos about hard work and study, and

3) creating conditions for a work ethic, never giving up and learning endurance.

f. Creative:

1) creating learning situations that foster the power to think and act creatively and

2) giving assignments that challenge the emergence of new works, both authentic and modified.

g. Independent: creating a school atmosphere that builds student independence.

h. Democracy:

1) make decisions together through deliberation and consensus,

2) openly elect class administrators, and

3) implement dialogical and interactive learning models.

i. Curiosity:

1) create a classroom atmosphere that invites curiosity and

2) provide communication or information media.

j. National spirit:

1) conduct routine school ceremonies,

2) conduct ceremonies on national holidays,

3) organize national heroic day commemorations,

4) have a program of visiting historical sites,

5) take part in competitions on national holidays, and

6) cooperate with classmates of different races, ethnicities, socio-economic status.

k. Love the motherland:

1) use domestically made products,

2) provide information about Indonesia's natural and cultural wealth,

3) use good and correct Indonesian,

4) display photos of the president and vice president, state flags, national symbols, maps of Indonesia , pictures of Indonesian people's lives (pictures of traditional clothes, traditional dances, traditional houses, traditional weapons, and traditional musical instruments).

l. Appreciating achievements:

1) giving awards for students' work,

2) displaying signs of achievement awards, and

3) creating a learning atmosphere to motivate students to excel.

m. Friendly/communicative:

1) communicating in polite language,

2) class arrangements that facilitate student interaction,

3) dialogic learning, and 4) the teacher listens to student complaints.

n. Peace-loving:

1) creating a peaceful classroom atmosphere,

2) practicing non-violent behavior,

3) learning that does not discriminate between genders, and

4) affectionate kinship in the classroom.

o. Passion for reading:

1) mandatory reading programs,

2) frequency of library visits,

3) providing facilities and a pleasant atmosphere for reading, exchanging readings, and

4) Learning that motivates children to use references.

p. Caring for the environment:

1) the habit of maintaining cleanliness and environmental preservation in the classroom,

2) the availability of garbage disposal and hand washing facilities,

3) providing bathrooms and clean water,

4) the habit of saving energy,

5) building proper waste water drainage, and

6) provide cleaning equipment.

q. Social care:

1) facilitating social activities,

2) carrying out social actions,

3) providing facilities for donating,

4) empathizing with fellow school members, and

5) building class harmony.

r. Responsibilities:

1) carry out tasks without being told,

2) carry out picket duties regularly,

3) participate actively in school activities, and

4) propose solutions to problems.

From the opinions above, it can be concluded that implementing good values in character education requires good support and cooperation between schools, school personnel, parents, and the environment. Schools together with parents make programs for implementing character education adapted to conditions in the field so that we can design programs to make each individual student an individual with character. Individuals with character are individuals who are ready to take responsibility for any impact of the decisions that have been made. This is in line with Thomas Lickona who argues, "Character is a value in action that starts from an inner awareness that can be relied upon to respond to situations in a way that is morally good." (Mustoip, 2018)

The inculcation of moral values is an important element in shaping the character of students to become human beings who are virtuous and have noble character. There are three basic components in the application of character values, namely moral knowledge, moral feeling, and moral actions which are described as follows:
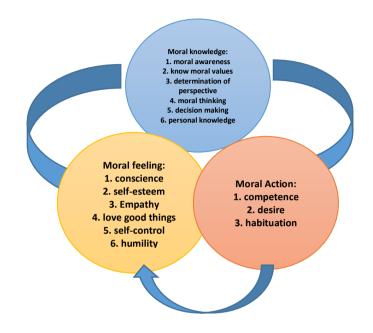
a. Moral Knowledge

Before implementing the values of character education, the main thing is to be given insightful knowledge regarding the morals that apply in the environment, understand one's potential, and know the consequences that will be obtained from implementing these character values.

b. Moral feeling

Related to the emotional side that each individual has. When a person knows what he is doing is right, it is not certain that the person is doing the right thing. Instilling conscience sensitivity to good values and avoiding actions that they think are wrong. Develop a generalized sense of empathy for problems in the surrounding environment.

c. Moral Action

Moral action is an assumption that comes out of moral feelings and internalized moral feelings in the form of action. Someone who has moral qualities and emotional intelligence will be able to take actions that are in accordance with the truth and avoid mistakes. From the moral potential possessed by each learner, a desire arises to apply it in good moral action and continue with habituation which ultimately forms a character. Every person who has the qualities of character, knowledge, feelings, and moral actions is a unit

that is interconnected and supports one another. The flow of the character components can be described as follows:

Moral knowledge:
1. moral awareness
2. know moral values
3. determination of perspective
4. moral thinking
5. decision making
6. personal knowledge

Moral feeling:
1. conscience
2. self-esteem
3. Empathy
4. love good things
5. self-control
6. humility

Moral Action:
1. competence
2. desire
3. habituation

Picture 2. Character components

Picture 2 explains that good character starts with a person's inner awareness of goodness (moral knowing), then a feeling of love for goodness (moral feeling) will arise, and then shown by acts of kindness (moral action). Finally, it can be concluded that by habituating the application of character education values will train students' sensitivity to moral values that apply in the environment where they live and create a generation of noble character and virtuous character that is not easily shaken by outside influences.

Strategy and Objectives of Implementing Character Education

In this case, school is a place to implement character education. It has been explained in the previous description that in order to implement character education there are important supporting elements so that its application can be maximally realized, such as school principals, supervisors, teachers, school employees, parents who must have the same views on the program of implementing character education. As a leader in a school, the teacher has a very important role as an example and role model for students who can develop and encourage changes in students' behavior in a better direction, work with heart and not give up easily. The educator figure has a major influence in determining the successful

implementation of character education. School is a place of interaction between teachers and students so that teachers are able to direct and form students who are individuals with character, morality, and culture. There is a saying, "Teachers pee standing up, students pee running." That is, what is done by the teacher is good for the students, but if the teacher does something that is not good then the students will behave worse than the teacher. Regardless of the changes in the world of education, the teacher remains a major milestone in the changes that occur for their students. The curriculum may change, the curriculum may be imperfect, flawed, and chaotic, even though teachers must be able to process it in such a way as to shape their students into good individuals, with character, and with noble morals. Because the teacher plays an important role in the success and success of students, the teacher makes efforts to build the application of good character by means of habituation rules in schools.

The task of an educator in compiling character education material is to create a learning program. This program must be able to integrate with character education in schools. This is of course with the support of all related elements so that it can be realized as a method of implementing character education. In order for the implementation program to work, strategies and goals are needed in implementing character education, in this case manifested in a habituation program in schools.

The following is an example of a character education implementation program with habituation in elementary schools.

1. Take Students to School

This habituation program is intended to prevent students from driving their own vehicles, especially motorized vehicles. This, in addition to violating traffic regulations, namely motorized vehicle drivers may not be minors, aims to minimize traffic accidents among students.

2. School Entrance Program at 6.30

This program is intended to familiarize students to get up early. It is hoped that with these habituation program students can get up early, carry out the morning prayers, and hope that this habituation can also control bad actions. In line with the word of Allah in Surah Al-Ankabut, verse 45 which means, "Surely prayer prevents from (acts) abominable and evil." (Q.S. Al-Ankabut: 45).

In addition, this program is also very beneficial for health, namely students are used to breathing fresh and cool air and can avoid traffic jams on the highway.

3. Program to Welcome Students with 3 S (Greetings, Smiles, Greetings)

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This program is reflected in the teacher is a role model for their students. Teachers are basically figures who are worthy of imitation, meaning that both the words and actions of the teacher are examples for their students so provide a good example so that all students can emulate them. The program is an example of discipline by arriving on time, giving morning enthusiasm by getting used to greetings, smiling, greeting so that the values of friendliness and courtesy are reflected.

4. Love Cleanliness Program

This program instills students to always love cleanliness with class picket activities, namely cleaning before and after learning, getting used to ablution before entering class, paying attention to personal hygiene (hair and nails), storing and tidying shoes outside the classroom, watering plants, and getting used to throwing away trash in place.

This program has an important role in shaping the character of a clean, healthy and care for the environment. Islam is also very concerned about cleanliness according to the words of the Prophet, "Cleanliness is part of faith." (H.R. Ahmad, Muslim, and Tirmidhi).

It is hoped that with this habituation program, students can organize their own environment comfortably so that learning can be more meaningful.

5. Program to Bring Your Own Cutlery from Home

This program aims apart from maintaining cleanliness, avoiding the use of harmful food substances, as well as participating in government programs to reduce plastic waste. Students can bring their food supplies or use their cutlery to buy food/snacks at school so they can reduce waste, especially plastic waste.

6. Scout Uniform Program on Thursday

This is in accordance with the Regulation of the Minister of Education and Culture Number 63 of 2014 concerning Scouting Education as a Compulsory Extracurricular in Primary and Secondary Education. In article 3, it is stated that scouting education is carried out as a mandatory extracurricular activity in primary and secondary education. Compulsory extracurricular activities are extracurricular activities that must be followed by all students. Basically, scouting education is carried out to internalize the values of divinity, culture, leadership, togetherness, social, love of nature, and independence in students.

7. "Rebo Nyunda" Program

This program aims to get to know Sundanese traditional clothes. As it is known that Indonesia consists of many ethnic groups that have different cultures and traditions. This program also aims to enable students to preserve local culture. Apart from wearing traditional Sundanese clothes, the communication that takes place on Wednesday uses good

Sundanese. The current situation is that it is common for students at school to use the Sundanese language which is too rough. Therefore, it is hoped that this program can familiarize students with using good Sundanese.

8. Love Fellowship Program on Tuesdays

This program is a form of compassion for others to help each other, care, be religious, and be responsible as social beings who need each other. The program in this activity is giving infaq and alms. This infaq and alms collection is carried out by the religious teacher by going around to each class. Infaq and alms collected are recorded every week. Its use is for social activities in the school environment, such as helping students who experience disasters, both those that occur at school and outside of school. This program is very good at growing a sense of caring for others. This is in line with Sudrajat, "Alms activities have the aim of training and growing the social spirit of students to share with others."

9. Self-Cleaning Program on Friday

This program has the meaning of getting closer to Allah SWT, the Most Perfect Substance. This program includes all activities that contain Islamic content and lead to religious values, such as wearing Muslim clothes, listening to Islamic studies in the school field, and continuing with carrying out Duha sunnah prayers. With this habituation, it is hoped that the next generation will be intelligent, virtuous, and have noble character.

10. Home Visit Program

This program is a program carried out by teachers to visit students' homes with scheduled activities. This program aims for teachers to get to know students more deeply so that they can know the family conditions of students from their parents' occupation, economic situation, last education, and informal education provided by parents to students. Thus, there will be good cooperation between teachers and parents. In this case, the form of cooperation between parents and teachers is to monitor student learning progress, student involvement in educating their children, and parental participation in enforcing school rules so that students want to follow the rules that apply at school. This is in line with Hidayat, "Cooperation between parents and teachers is a communicative relationship to monitor the development of students while participating in teaching and learning activities,"

Judging from its purpose and usefulness, this activity is a place for teachers and parents to meet face to face. They discuss the academic development of students, give responsibility to students to help parents at home according to their abilities, and work together to build communicative relationships to jointly educate and shape the character of students.

11. Character Environmental Program

In shaping the character of students, an environment that supports the implementation of character education is needed. That is, the school facilitates, both the facilities and infrastructure as well as important elements, namely the teacher as an example of an exemplary figure from students. This is in line with Darmayanti who stated, "The formation of character in an individual person requires support from the surrounding environment, including the teacher as a role model or role model for students." Activities or activities in this program, for example creating an honesty cooperative, namely a cooperative that provides school needs without anyone serving it, only providing students with goods at a fixed price. Then, students can buy by storing themselves in the space provided, of course this requires close supervision, for example the use of CCTV so that it trains students in instilling an honest attitude and applying their cognitive aspects because students learn to calculate their own change of money used. Then, the reading corner facility that might be implemented in schools is by utilizing space or a place for students to develop their literacy aspects so that students' time when resting can be used for reading activities.

Implementation of character education is a conscious effort made by the school in order to instill character values in students through habituation or habituation which is summarized in school programs. In line with Lickona's opinion in Easterbrooks & Scheets, "Character education is the deliberate effort to develop virtues that are good for the individual and good for society." So, it is clear that the application of character education is an act that is consciously and programmed in developing good values that have a positive impact, with the aim of creating students who are virtuous and have noble character, both individually and in a social environment whose process is not instantaneous. and requires constant time (habituation). The conditions for carrying out habituation according to A. Mustika Abidin (2018), include:

1. Start a refraction program before it's too late. Start habituation from an early age because every child has a very strong record of receiving outside influences and will directly shape the child's personality traits. Positive or negative habits will appear according to the environment that forms them.

2. Habituation should be carried out continuously (repeatedly, regularly and programmed) so that a complete, permanent and consistent habit will be formed. Monitoring factors are very important in determining the success of achieving this process.

3. Habits should be monitored strictly, consistently and firmly so that strict rules and sanctions are needed. Do not provide broad opportunities for students to break the habits that have been instilled.

4. Habits that are initially only mechanistic in nature, should be gradually changed into habits that are not verbalistic and become habits that are accompanied by the conscience of the students themselves (Ulil Amri Syafri, 2012: 140).

Thus, it can be concluded that habituation in the implementation of character education must be carried out repeatedly, continuously, programmed, and continuously to form the character that is inherent in students.

Obstacles in the Implementation of Character Education with Habituation

There are several factors that can influence the application of character education with this habituation, including:

1. Requires educators who are truly role models for students.

2. There are no standard rules from government policies in preparing the habituation program. The implementation of character education is only related to cooperation between the school and parents.

3. Lack of supervision from parents so that the planting of character education in schools is not followed up by habituation at home.

4. Social environmental factors. As social beings, humans have the need to socialize with other humans. It influences one another in one's thoughts, attitudes, and actions.

CONCLUSION

Character education is the process of changing the character, morals, and psychology of students to become good characters, virtuous, and noble. This is implemented in school programs with elements of good cooperation between schools, supervisors, parents and the environment on an ongoing, sustainable basis, as well as strict supervision and clear rules. The results will shape the personality of students in accordance with national education goals.

The sources of values used in implementing character education in schools are: 1) religion, 2) Pancasila, 3) culture, and 4) Indonesia's national education goals. Character education values originating from the above are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) sense curious, 10) national spirit, 11) love of the motherland, 12) respect for achievement, 13)

friendly/communicative, 14) peace-loving, 15) fond of reading, 16) care for the environment, 17) social care, and 18) responsibility. With three basic components, namely moral knowledge, moral feelings, and moral action. The strategy for implementing character education in schools is through the exemplary figure of a teacher who can be used as a role model and can also be implemented with an appropriate program of habituation to situations and environmental conditions.

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