



Implementing of Students Character Education in SDN 0605 Simanuldang KKN 174 UINSU Simanuldang Jae Village

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Abstract

Character education is the initial foundation needed in building a nation. Therefore, schools have an obligation to be committed to building the character of the nation. In this case, of course, there are many challenges that need to be faced, one of which is the development of technology and information as a result of globalization. The modern lifestyle that influences attitudes and behaviors unwittingly deviates from the values and nobleness of the Indonesian nation. This study is to describe the character values developed in SDN 0605 Simanuldang implementation of character education and obstacles in implementing character education at SDN 0605 Simanuldang. This type of research is descriptive using a quantitative approach. The data collection method used in this study was interviews. The data analysis used is to collect data, reduce data, then present to draw conclusions. The results showed that the character values developed by SDN 0605 Simanuldang were 13 characters, namely religious, honest, tolerance, discipline, democracy, national spirit, love for the homeland, respect for achievements, friendship, love to read, care for the environment, social care, and responsibility. Implementation of character education through the learning process, school rules and extracurricular implementation. There are obstacles in implementing character education at SDN 0605 Simanuldang, namely digital games, unfavorable home restrictions, the influence of tv viewing, and a lack of understanding of students' characters.

Keywords: Character Education, Character Values

Introduction

Education is one of the human activities in which there are educational and didactic actions intended for the growing generation. Education is also part of the activity of society to instill values and norms into the new generation, so that there is a continuity of inheritance of values and norms prevailing in a society.

Education in human life has an urgent role in shaping the personality of each individual. Education is recognized as a force that can determine a person's achievements as well as productivity. With the help of

education a person can understand and interpret the environment he faces. So that he was able to create a brilliant work in his life.

Character according to Shimon Philips in the book *Reflections on the Character of the Nation* is a set of norms that lead to one goal based on thoughts, attitudes, and behaviors which is indicated in each individual. Meanwhile, imam ghozali revealed that character has similarities with morals that have become a unity in each individual in all deeds or behaviors that are done.

Awareness of the importance of character education should already be a shared responsibility of every individual, not only for educators or parents but society in general also has an obligation to the importance of character education. Because in achieving the success of a character education, of course, it requires a good role and cooperation from the school / educator, parents, the community and the government.

Character education cannot be done in a short time and the results cannot be seen easily. Character education relates to a fairly long period of time, so character education cannot be carried out with one activity. Character education requires consistency and continuity. This is where the importance of character education must be integrated in formal education, both in learning activities and activities outside the classroom that are still in the context of schooling. Character education in schools is strongly influenced by the behavior of teachers, because teachers are directly opposite to their learners.

The realization of character education needs to be realized by the involvement of families, communities and schools. Therefore, character education certainly requires the role of parents, as well as society because these three components have become a unity that gives each other support to form good character towards learners.

Strengthening character education is considered one of the efforts in overcoming the problems of the current moral crisis. In addition, the components that play an important role in strengthening character education need to memahami urgensi and the concept of having a direction and purpose that is clear, so that this can be an alternative solution in facing the expected character education problems and creating a quality young generation both morally and intellectually. However, from these various problems, the implementation of strengthening character education is very important. It is because of this that researchers are interested in conducting research in questioning and tracing the extent to which schools as formal educational institutions implement character education.

Theoretical Studies

Definition of Implementation

In simple terms, implementation can be interpreted as implementation or implementation. According to Nurdin Usman (2014) in his book entitled *The Context of Curriculum-Based Implementation* expressed his opinion regarding the implementation or implementation as follows: "Implementation comes down to the activity, action, action or mechanism of a system. Implementation is not just an activity, but an

activity that is planned and to achieve the objectives of the activity".

Implementation comes from the English word *to Implementation* which means to implement. Implementation is the provision of means for implement something that has an impact or effect on something.

According to Hanifah Harsono (2014) in his book entitled *policy and political implementation* expressed his opinion regarding the implementation or implementation as: "Implementation is a process to implement policies from politics into the administration of policy development in the context of improving a program".

According to Guntur Setiawan (2014) in his book entitled *implementation in the development bureaucracy* expressed his opinion regarding the implementation or implementation as follows: "implementation is the expansion of activities that mutually adjust the process of interaction between goals and actions to achieve and require a network of implementers, affective bureaucracy".

Implementation according to Mazmanian and Sebastier (2015) is the implementation of basic policies in the form of laws as well as in the form of orders or decisions that are important or such as decisions of judicial bodies. This implementation process begins after going through a number of certain stages such as the stages of ratification of laws, then policy output in the form of implementing decisions and so on until the improvement of the relevant policy.

The above understandings show that the word implementation it boils down to activity, the presence of action, action, or mechanism of a system. The expression *mencanisk* means *bnhwa implimentation* is not just an activity, but an activity that is planned and carried out strictly based on the reference of certain norms to achieve the objectives of the activity. Therefore, the implementation of actions is stand-alone but is influenced by the next *opjek* which is the curriculum.

Definition of character education

In order to better understand character education, you must first understand the meaning of the character itself from some opinions. In the big dictionary Indonesian character has the meaning of psychiatric traits, ahlak or ethics that distinguish a person from another. Character education is learning about habits in thinking and behaving to shape each individual to work together in social life.

Character education teaches students to think intelligently, and is an ethics education that involves aspects of knowledge (*cognitive*), feelings (*feelings*), and actions (*action*). According to Lickona Thomas (2015) , without these three aspects, then character

education would not be effective. Knowledge is the fruit of human thoughts, ideas, ideas, concepts, and understandings, which then led to the initiative to share knowledge(keraf 2001).

1.) Knowledge (*cognitive*) is everything that is known that with regard to the thing (subject). Knowledge can be defined as information that has been known based on a person. Knowledge is the fruit of human thoughts, ideas, ideas, concepts, and understandings, which then led to the initiative to share knowledge(keraf 2001).

2.) Feeling (*felling*) is a state in human consciousness that gives a positive or negative assessment of something, in this case a person feels a state sufficient to encourage the performance of his social actions to the point of having a great impact on the process of personality being initiated. Feelings are states experienced by each individual as a form of process resulting from the perception of affecting actions (chaplin, 2015)

3.) Action (*action*) is one of the researcher's designs, in research the researcher's action describes, interprets and explains a social situation at the same time by making changes or interventions with the aim of improvement or participation.

According to Asmani (2016:35). Character education is an effort that is systematically designed and implemented to help students understand the values of human behavior related to God Almighty, oneself, fellow human beings, the environment and nationality. Then these values can be realized in thoughts, attitudes, feelings, words and deeds based on norms religion, law, karmic system, culture and customs.

Meanwhile, the simple understanding of character education is a positive thing that teachers do and affects the students they teach. Muchlas Samani and Hariyanto (2015) define "character education as a conscious and earnest effort of a teacher to teach values to his students". Muchlas Samani and Heriyanto (2015) also revealed that "character education is a process of providing guidance to students to become whole human beings with character in the dimensions of heart, body, body, and taste and taste.

The Purpose of Character Education

Character education has the aim of instilling values in students and renewing the common order of life that values individual freedom more. In addition, character education aims to improve the quality of implementation and results of education in the school which leads to the achievement of character building and noble character of students as a whole, integrated, and balanced in accordance with the competency standards of graduates (Samani and Hariyanto, 2016: 42-43).

The objectives of character education expected by the Ministry of National Education (now: Ministry of Education and Culture) are as follows: first, to develop the potential of the student's heart/conscience/affective as a human being and citizens who have cultural values and national character. Second, it develops commendable student habits and behaviors and is in line with the universal values and cultural traditions of the nation's religious. Third, instill a spirit of leadership and responsibility for students as the next generation of the nation. Fourth, develop students' abilities to become independent, creative, nationally-minded human beings. Fifth, develop the school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full of strength (dignity) (kemdiknas, 2016: 9). Thus, the purpose of character education is to develop the potential of students and increase positive self-values so that one day they will become human beings who rhyme and devotion to God Almighty, have noble character, and become citizens who are responsible as a whole, integrated and balanced.

Character Education Function

Character education has three main functions. First, the function of formation and development of potential. Character education shapes and develops the potential of students to think well, have a good heart, and behave in accordance with the philosophy of pancasila. Secondly, the repair and reinforcement functions. Character education improves and strengthens the role of families, educational units, communities, and governments to participate participate and take responsibility in the development of the potential of citizens and the development of bengsa towards a developed, independent and prosperous nation. Third, the filter function. Character education sorts out the culture of one's own nation and filters out the culture of other nations that are not in accordance with the cultural values of the nation and the character of the nation that has dignity (Zubaidi, 2016: 18).

Character Education Approach

Character education can be done with two approaches, namely the practical approach and the essential approach. a practical approach trains the traits that are expected to be the behavior of the learner. The approach of the essence prepares the personality as the home of the character. Character education in the education unit focuses on attitudes, patterns of piker, commitment and competence based on intelligence (IESQ). The implementation of intra- and extra-curricular activities and even the institutional atmosphere as a whole participates in building character. This means that the head of the school, teachers, employees, and also students with all their

interactions have their respective roles to build character. (Nurla Isna, 2017.19).

Value in Character Education

This character education must be understood as an effort to instill intelligence in the mind, passion in the form of attitudes and experiences in the form of behaviors that are in accordance with the noble values that are his identity, embodied in interactions with his God, oneself, between others, and his environment. These noble values include honesty, independence, good manners, social glory, ingenuity of thinking including intellectual literacy, and logical thinking.

Character Building

Character building is one of the goals of national education. Article 1 of the National Education Law of 2003 states that among the objectives of national education is to develop the potential of students to have intelligence, personality, and noble character.

Character building is an effort to help the development of the child's soul both physically and mentally, from its nature towards the civilization of society and nation. In general, characterization is an effort to cultivate and develop good or positive values in children in accordance with applicable moral ethics.

Foundations of Character Building

In this case, there are several foundations in the implementation, formation, and development of character education in Indonesia.

a) Religion

It is the basic and main foundation in the development of character education, especially in early childhood education institutions.

b) Pancasila

As the only view of life that can unite the nation.

c) Culture

One of the countries that has a variety of cultures is Indonesia with a diverse culture that exists as a source of values and norms in the education of the nation's character.

Factors that support the success of character education in the internalization of the 9 pillars of character include:

1. Facilities, become a support for the achievement of educational goals so that teachers do not spend too much energy in conveying theories.
2. Teachers / educators, as builders of a positive self-image so as to be able to correct the wrong behavior of their students and become suri tauladan.
3. Exemplary, has a positive impact in the form of motivation and is a driving factor in implementing character education.

4. Habituation, accustoming students to carry out the values they internalize.
5. Family harmony, all parental behaviors and parenting patterns applied in the family certainly have an effect in the formation of a child's personality or character.
6. The role of the community environment, to help the formation of character as a whole

Meanwhile, the inhibiting factors in the formation of character education in this school include:

1. The character values developed in schools have not been described in representative indicators. These non-representative and good indicators cause difficulties in measuring their achievement.
2. The school has not been able to choose character values that fit its vision.
3. The teacher's understanding of the concept of character education is still not thorough.
4. Teachers do not yet have sufficient competence to integrate character values in the subjects they teach. The program has been implemented while training is still very limited followed by teachers.

Study of the implementation of character education

There are several ways that can be done to implement character education in schools. Agus wibowo (2013: 15-18), explained that the implementation of character education in sekolah dapat dilakukan berbagai cara, yaitu :

1. Integration in learning

Introduction to values, awareness of the importance of values and internalization of values into the behavior of learners through the learning process, both taking place inside and outside the classroom in all subjects.

1. Integration in school management

Various things related to character (values, norms, faith and obligations and values), are designed and implemented in the activity of school management. Character building is generally carried out in teaching and learning activities, habituation in behavior, spiritual activity, and good example and through monitoring activities in controlling students. Such various activities can be used as a method to implement distinctive character values to students. These methods are expected to be character values that can be realized in students. In implementing character education, it is necessary to have management and supervision activities so that character education can be carried out properly.

Research Methods

The type of research used in this study is a descriptive approach using a qualitative approach. The data collection technique used in this study was to carry out interviews, observations and documentation.

Results and Discussion

Implementation of Character Education at SDN 0605 Simanulandang

Implementation in Subjects

1) RPP

The teacher plans the learning to be carried out. The teacher enters the character value in accordance with the learning. This is in line with the statement from the religious teacher of SD Simanulandang that "*The teachers here all make rpp with the expected character of mbak. That's the demand of the K-13 curriculum*".

This is reinforced by our documentation during the KKN there that teachers of religious subjects in class VI of the first semester make the material develop a trustworthy character, respect and attention, responsibility, perseverance, courage, integrity, and care.

2) Learning Process

Based on observations in classes I, II, IIIA, IIIB, IV, V, and VI it can be stated that the implementation of character education in the learning process is as follows: all teachers open learning with greetings. One of the students led the prayer, as the student prayed, none of the students were crowded and disturbed the other friend.

The learning carried out by the teacher is active learning. The learning methods used by teachers also vary, depending on the material taught. The method carried out by the teacher is not only lectures, but also questions and answers and discussions. Learning is done by discovery, so students are invited to find first. The media used by teachers are diverse, not only monotonous. The selection of media depends on the material to be delivered. The learning resources used also vary, depending on the material. Learning resources can come from material objects that exist in everyday life.

The teacher provokes the activeness of all students, based on the results of observations in all classes, it was found that the teacher provides an equal opportunity to answer questions from the teacher. The teacher gives questions, then the students one by one are given the opportunity to answer the questions.

Based on the results of the learning observations made, the teacher will not pay attention to students who ask less politely, the teacher instructs to complete the work first and then can ask questions with the teacher. The teacher will also not pay attention and

respond to students who ask not using the correct language. The teacher always reminds students if there are students who are crowded and disturb other friends.

When the teacher gives the task, the student immediately does the work. The teacher gives time when the students work. The teacher gives about 5-8 minutes for each student to do the questions and assignments. After doing the work, the student shows the teacher the answer and then is given a grade. Students who work on more than the limit of workmanship, do not get a grade from the teacher. Students are competing to be fast in doing so that they get a grade from the teacher.

The teacher lures students to excel. After doing the questions, the students matched the students' answers exchanged and then matched together. The results are discussed together so that students know the mistakes. Then the teacher asked what each student's score was by raising a hand.

From the results of observations made by researchers while in grade II and interviews with homeroom teachers, student seats move around periodically, the majority of them move once a week. This is intended so that students get the same opportunities when studying. all the students experienced sitting in various places. Thus, students can feel what other friends feel when sitting in a seat. In high grades, the shape of the seats changes, sometimes ordinary, sometimes U-shape, and sometimes the shape of the letter Z. In determining the seats, the lower class teacher determines where the students sit. As for the high class, the requirement of the teacher is to move from the previous place and change seats. From there the teacher teaches discipline and solidarity towards friends.

Integrated in the Self-Development Program, namely by instilling the values of character education.

1. Religious

Every before the lesson and after the divination is accustomed to praying first. Based on the results of researchers' observations in the classroom, before learning to pray and greet. The atmosphere of praying is also accustomed to praying first. Based on the results of researchers' observations in the classroom, before learning and after learning to pray and greet. The atmosphere of praying was calm, nothing disturbing.

2. Honest

Every test, whether it is a daily test or a semester test, students do not cheat. This is based on the observations of researchers in the classroom when doing the questions, students do not look at the right and left. This is in accordance with *the student's*

statement: "Yes, if the test does it yourself, you can't cheat later on sin, it's not honest" (Ta, July 30, 2022)

c) Tolerance

Based on the results of observations, students value friends of different tribes or customs, because students do not only come from the school area. Students appreciate the Indonesian language when speaking.

d) Discipline

Based on the observations of researchers, every Monday SDN Simanuldang holds a flag ceremony. The flag ceremony followed the students in an orderly manner. All students use full attributes. When respectful to the flag, all salute. This is in accordance with the student's documentation during the flag ceremony.

Based on the results of the researcher's observations in several classes, the teacher gave assignments to the students. The task is given time to work on and is finally collected a few minutes or days.

Students prefer to do homework because there are sanctions if they do not do homework. The sanction of not doing homework in every class is an educational sanction, so the teacher is more reminded not to repeat his mistake of not doing homework.

e) Democratic

Based on the results of the interview, it was found that in making the order and determining the class leader, it was determined by deliberation. The majority in all classes hold the election of the class president at the beginning of the entrance to semester 1. The election of the class leader is carried out by voting. This supports democratic activities at SDN Simanuldang.

f) National Spirit

Routine activities are carried out on Indonesia's Independence Day, namely by participating in flag ceremonies and enlivening the August 17 competition event which is held annually at SDN 0605 Simanuldang.

g) Love of the Motherland

Based on the results of interviews with teachers, a routine activity that reflects the love of the motherland is to sing national anthems when carrying out flag ceremonies at school. And before starting the lesson is also accustomed to singing the national anthems.

h) Rewarding Achievements

SDN Simanuldang often participates in competitions, be it at the sub-district, kabupaten, or provincial levels. The competitions that were

participated in were not only academic competitions but also non-academic competitions.

1. Friendly

Based on the results of the researcher's observations, when there are students who are struggling, they are helped. When anyone falls students are willing to help selflessly. They also carry out activities together. Based on the results of observations, students are friendly with all friends. When playing on the school grounds, students look familiar. Students play ball, hide and seek, work, etc.

j) The Value of Love to Read

Some students visited the library. The majority go to the library if there are midterm assignments and tests.

k) Caring for the Environment

Based on the results of the interview, devotional work is carried out in their respective classes, if after practice or other activities they clean their respective classes. Based on interviews of students throwing garbage on the floor and cleaning the floor in front of the class, students also did not hesitate to participate in sweeping and mopping the dirty floor.

l) Social Care

Visiting students or takziah when there is a student's family or the teacher's family or the community around the elementary school, visiting a friend who is sick.

m) Responsibility

Based on the results of the researcher's observations, it was found that every day students picketed based on their schedules. This is in accordance with *the student's statement: "Picket mbak, otherwise it will not be good with friends"* (Fh, July 30, 2022).

Obstacles in Implementing Character Education at SDN Simanuldang

Based on the results of the study, here are some obstacles in implementing character education at SDN Simanuldang:

1. Digital games

Digital games today affect the student learning system, because students are more focused on digital games/gadgets such as PS, or mobile phones.

2. The environment at home is not good

The environment at home that is not good tends to make the child more stubborn, and unruly, so the teacher is a little overwhelmed if he encounters some such students.

3. Some teachers lack mastery of the child

Teachers do not master or know the character of students, because students have different characters, this

causes teachers to be less able to handle / organize students according to their respective characters.

4. The influence of TV viewing

The influence of TV viewing is an obstacle because TV viewing does not educate students in learning, tv shows show viewing for adults and there is a lack of spectacle specifically for children. students tend to follow roles that are watched on TV shows.

5. Understand the character of students

Teachers must observe the character of students one by one, because there are too many students at SDN Simanuldang, so the teacher is less affective to observe and learn the character of students. if the teacher can observe the students well and meticulously then it is very easy to manage the students.

Conclusion

Based on the results of the research and discussion that has been described, this research can be concluded as follows:

The implementation of character education at SDN Simanuldang is by instilling character values, namely at SDN Simanuldang, namely Yogyakarta, there are 13, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievements, friendship, peace-loving, fond of

reading, environmental care, social care, and responsibility.

Character education can be implemented through the learning process, school rules. The method used in implementing character education at SDN Simanuldang is to lecture or give examples directly, because in such a way students can be more memahami apa yang disampaikan oleh guru.

The media used in implementing character education at SDN Simanuldang is with lectures. The school also provides reading media such as books to increase students' knowledge and increase the value of the character of reading.

The obstacles to implementing character education at SDN Simanuldang are digital games, an environment at home that is not bagus, beberapa guru kurang mastering the child, the influence of TV viewing, the lack of understanding of the character of the student.

Recommendations

Schools should periodically increase the collection of books in the library so that students are motivated to visit and borrow books in the library. Teachers should motivate students to like to read in the library, one of which is by being given assignments for certain subjects. Students should improve the implementation of character education in schools and also implement them outside of school.

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