

Strategy And Implementation of Students' Character Education Implementation in State 9 Sila Primary School

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Abstract

This study aimed to describe: (1) the implementation of character education strategy in schools; and (2) the implementation of character education at SD Negeri 9 Sila. This research was a qualitative descriptive study. The data collection was done by observation, interview, and documentation. Data validity was checked by triangulation techniques, comparing the information from the results of interviews with documentation and observation. The results showed that the strategy of implementation character education at SD Negeri 9 Sila was conducted through: integrat values and ethics in the school subjects, the internalization of positive val instilled by all of the school community members, habit formation and traini giving an example and role model, the creation of an atmosphere of a sch with character in, and habit formation. The implementation of charac education at SD Negeri 9 Sila was done through the interestedness of charac formation with teaching and learning, school management, and extracurricular activities.

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1. INTRODUCTION

Education is something that is very essential in the humanization process in a cultured society. Education is a process using various learning methods so that people gain knowledge, understanding and ways of behaving in accordance with their needs as a basis for changing their behavior.

According to Dharma Kusuma, et al (2011:9), the aim of character education in every school has the following objectives:

1. Strengthen and develop life values that are considered important and necessary so that they become students' unique personalities/possessions as are the values developed.
2. Correcting student behavior that is not in accordance with the values developed by the school.
3. Building harmonious connections with family and community in carrying out the responsibility for character education together.

Based on the description above, the researcher wants to know about the implementation and obstacles faced by teachers and schools in developing student character as an implementation or application of the presidential decree on Strengthening Character Education in schools.

Departing from the above, formally efforts to prepare conditions, facilities/infrastructure, activities, education and curriculum that lead to the formation of the character and manners of the nation's young generation have

a strong juridical foundation. However, this signal was only realized when a moral crisis occurred that hit all levels of society. School age children are no exception. To prevent the moral crisis from getting worse, these efforts are now starting to be initiated through national character education.

Character education consists of two words, namely education and character. According to Ki Hajar Dewantara, education is an effort to advance character, mind and body in order to promote a life in harmony with nature and society. According to the Big Indonesian Dictionary, character is the psychological traits, morals or manners that differentiate a person from others. According to T. Ramli, character education has the same essence and meaning as moral education and moral education (Kemendiknas, 2010).

From several definitions of character education, it can be concluded that character education is a system of applying moral values to students through knowledge, awareness or will, and implementing these values, both towards oneself, others, the environment, nation and state. and God Almighty, so that he becomes a human being who has good morals.

In providing national character education in schools, experts have different opinions. There are at least three opinions that have developed. First, that national character education is given independently as a subject. Second, national character education is provided in an integrated manner in Civics, religious education and other relevant subjects. Third, national character education is integrated into all subjects.

The character education values developed in Indonesia are sourced from religion, Pancasila, culture and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love of the country, (12) respect for achievements, (13) friendly/communicative, (14) love peace, (15) like reading, (16) care about the environment, (17) care about social issues, and (18) responsibility (Puskurbuk, 2011:3).

Implementing character education is something that is absolutely mandatory at any level of education. This is very reasonable because education is the main foundation for the growth and development of Indonesia's young generation.

Education practitioners' deep understanding of the concept of character education is at stake for the success of character education in every educational unit. Even though character education has been integrated in schools in the Bima Regency area, the actual results are not yet clearly visible. The character education process cannot immediately see the results in a short time, but requires a continuous and consistent process. Character education is related to a long period of time so it cannot be done with just one activity.

That is why character education is very important. Character education must be implemented and then integrated into school life, both in the context of learning in the classroom and outside the classroom. Therefore, this research is intended to identify strategies and implementation of character education at SD Negeri 9 Sila.

2. RESEARCH METHOD

1. Research subject

The subjects of this research were the principal, teachers and students of grades IV, V and VI of SD Negeri 9 Sila for the 2024/2025 academic year.

2. Time and Place of Research

This research was conducted from April to May 2024 at SD Negeri 9 Sila which is located in Tambe Village, Bolo District, Bima Regency, West Nusa Tenggara Province.

3. PTK Implementation Procedures

This type of research is qualitative descriptive research to reveal the strategy and implementation of character education that has been carried out by SD Negeri 9 Sila.

The data collection techniques used in this research were interviews, observation and documentation. Interviews are used to gather data or information related to various policies

implemented by schools in implementing disciplinary character education. Observations were carried out to see the implementation of disciplined character education through classroom learning. Documentation techniques are used to obtain data about school rules and learning plans made by teachers.

To obtain data that can be scientifically justified, in this research the validity of the data was checked. In this research, the data validity checking technique used is the triangulation technique, namely the technique of crossing information obtained from sources so that in the end only valid data is used to achieve research results (Arikunto, 2006:18).

triangulation technique is carried out using the triangulation method, namely by cross-checking the information from the interview with documentation and observation.

4. Data Collection Techniques

Data collection is an important step in the framework of research. Data collection will influence the next steps up to the stage of drawing conclusions. Therefore, the data collection process requires correct techniques to obtain data that is accurate, relevant and trustworthy. Data collection tools in qualitative research can be adapted to the problem, research objectives and nature of the object being studied. In the qualitative research process, the researcher becomes the key instrument of interaction. The researcher's interaction with the resource person is expected to obtain information that is able to reveal the problem completely and completely.

a . Observation Techniques

Observation techniques are data collection techniques by researchers making direct observations in the field. The observation method is a data collection method that is carried out by systematically observing and recording the symptoms being investigated (Supardi, 2006: 88). Observations are carried out according to certain procedures and rules so that they can be repeated by researchers and the results of observations provide the possibility of being interpreted scientifically.

Observation in simple terms is the researcher's process of looking at the research situation. This technique is very relevant for use in classroom research which includes observing learning interaction conditions, children's behavior and interactions between children and their groups. Observations can be carried out freely and structured.

b. Interview Techniques

The interview method is a question-and-answer process in research that takes place orally in which two or more people face to face listen directly to information or statements (Supardi, 2006:99).

An interview is the process of obtaining information for research purposes by means of questions and answers, face to face between the questioner or interviewer and the answerer or respondent using a tool called an interview guide.

c. Documentation Techniques

Documentation Techniques, According to Sugiyono (2013:240) documents are records of events that have passed. Documents can be in the form of writing, images, or monumental works by someone. Documents in written form, for example diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photos, live drawings, sketches and so on. Documents in the form of works, for example works of art, which can be in the form of pictures, sculptures, films and so on. Document study is a complement to the use of observation and interview methods in qualitative research.

5. Data analysis technique

After the data is obtained, the next stage is data analysis. Efforts are made by organizing data, sorting

it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned and deciding what can be told to others. Data obtained from research is raw data that must be processed in order to obtain data that is ready to be presented as the result of a research. Therefore, researchers need to carry out data processing and analysis starting with organizing the data.

Data analysis was carried out when collecting data and after data collection, before analyzing the data, namely by affixing codes to the material obtained. This aims to organize and systematize data in a complete and detailed manner so that the data can provide an overview of the topic being studied. The data obtained in this research comes from observations, interviews and documentation and will then be studied, classified and then analyzed using the qualitative descriptive analysis method, namely analyzing the data by interpreting the data obtained using words.

6. Success Indicators

It is very necessary to check the validity of the data so that the data produced can be trusted and scientifically justified. Checking the validity of data is a step to reduce errors in the process of obtaining research data which will of course have an impact on the end of a study. Therefore, in the process of checking the validity of the research data, several testing techniques must be carried out. The techniques used in checking data validity (Lexy J Moleong, 2017:175), namely:

1. Triangulation

Triangulation is a technique for checking the validity of data that uses something other than the data for checking purposes or as a comparison of the data, the technique with checking other sources. There are 2 triangulations used by researchers, namely.

- a) Source Triangulation
- b) Researchers compare and cross-check the degree of trustworthiness of an informant obtained through different times and tools in qualitative research (Moleong, 2011:330).
- c) This can be achieved by comparing observation data with interview results, comparing using theories related to the problems being explored, namely theories about character development.
- d) Triangulation Method
- e) Researchers use the same method on different events or use two or more different methods for the same research object (Sukardi, 2006: 108). This triangulation was used to obtain data about character development strategies at SD Negeri 9 Sila.

2. Referential adequacy

In this case, the referential adequacy technique that the researcher uses is by using several books and journals related to character development or character education.

3. RESULTS STUDY AND DISCUSSION

Character education can be implemented through several strategies and approaches which include: (1) integrating values and ethics in subjects; (2) internalization of positive values instilled by all school members (principals, teachers and parents); (3) habituation and practice; (4) providing examples and role models; (5) creating a characteristic atmosphere at school; and (6) acculturation.

The grand design becomes a conceptual and operational reference for development, implementation and assessment at every pathway and level of education. The character configuration in the context of the totality of psychological and socio-cultural processes is grouped into: (1) spiritual and emotional development; (2) thinking (intellectual development); (3) sports and kinesthetics (physical and kinesthetic development); and (4) exercise feelings and intentions (affective and creativity development). These four psychosocial processes are integrated and complementary, leading to the formation of character which is the

embodiment of noble values. The development and implementation of character education needs to be carried out by referring to the grand design.

1. Potential of SD Negeri 9 Sila Students

Students of SD Negeri 9 Sila totaling 115 students, with details as shown in Tables 1 and 2.

Table 1. Number of Students at SD Negeri 9 Sila

No	Class	The number of students
1.	IV	35 students
2.	V	35 students
3.	VI	45 students

Table 2. Comparison of Male and Female Students

No	Class	L	P	Amount
1.	IV	15	20	35
2.	V	14	21	35
3.	VI	20	25	45
Amount		49	66	115

2. Teaching and Learning Facilities and Media

The facilities for teaching and learning activities at SD Negeri 9 Sila can be said to be complete, including: blackboards, tables, chairs, chalk, computers, libraries, markers and projectors. This facility is used to help smooth teaching and learning activities and other school activities.

According to Mulyasa (2006), several things that teachers can do in a conducive learning climate include the following. First, study students' experiences at school through notes cumulative. Second, learn the names of students directly, for example through the class attendance list. Third, consider the learning environment and students' environment. Fourth, provide tasks that are clear, understandable, simple and not long-winded. Fifth, prepare daily activities so that learning is in accordance with what was planned and there are not many deviations. Sixth, be passionate and passionate about learning so that students can become role models. Seventh, do something different and varied, don't be monotonous so that it stimulates students' discipline and enthusiasm for learning. Eighth, adapting arguments to students' abilities to match the teacher's understanding or measuring students' abilities.

Nowadays, student-centered learning (student center) is better known as PAIKEM (Practical, Active, Innovative, Creative and Fun) which can be explained as follows: First, active learning is a learning approach that involve more student activities in accessing various information and

knowledge to be discussed and studied in classroom learning so that they gain various experiences that can increase their understanding and competence. Second, creative learning requires teachers to be able to motivate and bring out students' creativity during learning by using various methods or strategies, for example group work, role playing and problem solving. Third, innovative learning if learning is able to provide an educational model that is attractive and motivates students to learn so that they can produce new works in education. Fourth, learning is effective if learning is able to provide new experiences, shape students' competencies, and lead them to the goals they want to create optimally. Fifth, fun learning is a learning process in which there is strong cohesion between educators and students, without any feelings of coercion or pressure.

3. Implementation of Character Education

To build a culture in order to shape character in students, the step that needs to be taken is to create an atmosphere with character (full of values) first. The creation of an atmosphere of character is greatly influenced by the situation and conditions in which the model is set along with the application of the underlying values.

First, the creation of a culture with a vertical (divine) character. This activity can be realized in the form of a relationship with Allah SWT, God Almighty, through increasing the quantity and quality of religious activities in schools that are *ubudiyah* in nature, such as congregational prayers, fasting on Mondays and Thursdays, reading the Koran, praying together, and so forth.

Second, the creation of a culture with horizontal (human) character. This step is carried out by positioning schools as a social intuition which, when viewed from the structure of human relationships, can be classified into three relationships, namely: (1) superior-subordinate relationships; (2) professional relationships; and (3) equal or voluntary relationships based on positive values, such as brotherhood, generosity, honesty, mutual respect, and so on.

Educational development in realizing a horizontal culture of character in schools can be carried out through habituation, exemplary, and persuasive approaches or inviting the school community in a subtle way, by providing good reasons and prospects that can convince them. The attitude of the activity is in the form of pro-action, namely making your own action or initiative, determining the type and direction yourself, and reading about the emergence of actions so that you can contribute to giving color and direction to the development of religious values in the school. It can also take the form of anticipation, namely active action to create ideal situations and conditions in order to achieve ideal goals.

In more detail, positive character formation can be done through the following four approaches. First, the structural instructive approach, namely the strategy for building character in schools has become the commitment and policy of school leaders so that various regulations or policies are born that support various character-building activities in schools along with various supporting facilities and infrastructure, including in terms of habituation. Second, the formal curricular approach, namely the character formation strategy at school, is carried out in integrating and optimizing Teaching and Learning Activities (KBM) in all subjects and character development. Third, the fragmented mechanical approach, namely the character formation strategy in schools is based on the understanding that life consists of various aspects and education is seen as the cultivation and development of a set of life values, each of which moves and operates according to its function. Fourth, a systematic organic approach, namely character education as a whole or as a school system that seeks to develop a view or spirit of life based on values and ethics, which is manifested in life attitudes, behavior and life skills that have character for all school members.

Character Education is an education system that develops character values in students so that they have values and character and apply these values in life. The following are activities to instill character education at SD Negeri 9 Sila which were observed by the author.

4. Observing Student Culture

a) Discipline

Discipline in the school environment where children are carrying out their learning activities. In the school environment, this discipline is manifested in the implementation of school rules and regulations. There are still some children who still do not comply with the rules, for example in terms of wearing uniforms. Some children are also still late for morning assembly.

b) Neatness

Male students are dressed neatly, such as having their clothes tucked in, covering their private parts as evidenced by wearing long trousers, wearing a belt, and their hair is not long, while the girls because their clothes are long, their clothes are removed, wearing a headscarf for those who are religious. Islam

c) Politeness

Students are polite to teachers and guests who come to school. Every morning there are teachers on duty guarding the school gate to welcome students who come in the morning to shake hands. Students say hello and kiss hands when they meet the teacher.

d) Cooperation

Student cooperation is seen especially during the learning process such as carrying out group assignments, both in class and at home.

e) Responsibility

A student's responsibility as a student is to study well, do the school assignments that have been given to him and not leave the assignment before successfully completing it, and be disciplined in following school rules.

f) Obedience to worship

There were midday prayers in congregation for all school members, midday prayers and reciting the Koran together at SD Negeri 9 Sila.

g) Concern

Students' concern about cleanliness is still lacking. This is proven by the visible presence of rubbish in the school environment, especially in the classroom

h) Independence

Students try to complete each task as quickly and efficiently as possible, independent learning is carried out in discussion activities. The active role of students in various activities indicates that these students have high learning independence.

i) Craft

Students at SD Negeri 9 Sila Being diligent in carrying out the teacher's duties is proven by every student being given subject assignments, there are no students who are late in submitting their assignments.

5. Observing Teacher Culture

a) Exemplary

Teachers can show a polite attitude, pleasant speech and have a personality that pleases all their students. The teacher has given examples such as being diligent, punctual, responsible and so on. Apart from that, the teacher in question is always present cheerfully, providing guidance, assistance, suggestions, constructive criticism with sincere intentions. What teachers do outside the classroom can at least provide a positive *image* if they can be portrayed well

b) Discipline

The teacher's discipline in teaching, the teacher's personal disciplinary attitude is also visible, there is enthusiasm and a sense of responsibility to carry out the task,

there is a love for the job as an educator.

c) Neatness

Teachers pay attention to neat clothing and appearance, apart from being able to increase self-confidence, it can also create attractiveness for students. Teachers dress harmoniously and inconspicuously so that students are interested in following the lessons given.

d) Politeness

The teacher speaks in a good tone, respects his students, is patient with students.

e) Cooperation

It has been seen that there is cooperation between teachers and students, especially during the learning process, as well as cooperation between teachers which can be seen in openness to suggestions and criticism between teachers, as well as exchanging positive information for progress in the field of learning.

f) Responsibility

The teacher's responsibility is to master effective teaching methods where the teacher must be able to be a model for students, be able to give advice, master guidance and service techniques and be able to make and carry out other evaluations.

g) Obedience to worship

Obedience in worship, especially at school, can be seen when there are congregational prayers performed during the Dhu Hur prayer.

h) Independence

Independent teachers are able to develop creativity in preparing their learning designs, one of which is teachers creating power point media in learning. This is the teacher's way of activating students to feel involved in the learning process and the teacher's way of providing information to students.

i) Concern

Teachers develop relationships with their students, listen to their students, create a warm atmosphere, know students individually, show empathy, and meet their students' academic and emotional needs.

Character education at SD Negeri 9 Sila is carried out in three groups of activities. First, character formation which is integrated with learning in the subject. Various things related to character (values, norms, faith and devotion, etc.) are designed and implemented in the learning of related subjects, such as Religion, Civics, Social Sciences, Natural Sciences, Physical Education, Orchestra, and etc. This begins with cognitive recognition of values, affective appreciation of values, and finally real practice of values by students in everyday life. Second, character formation that is integrated with school management. Various things related to character (values, norms, faith and devotion, etc.) are designed and implemented in school management activities, such as management of: students, school regulations/rules, human resources, facilities. and infrastructure, finance, libraries, learning, assessment, and information, as well as other management. Third, character building that is integrated with extra-curricular activities. Some extra-curricular activities that include character building include: (1) sports (football, volleyball, badminton, table tennis, etc.); (2) religious (reading and writing the Qur'an, studying hadith, worship, etc.); (3) cultural arts (dancing, singing, painting, theater) and others.

4. CONCLUSION

Based on the description and discussion above, several conclusions can be put forward as follows. First, character education learning strategies at school can be integrated in 4 forms, namely: (1) integrating values and ethics in subjects; (2) internalization of positive values instilled by all school members; (3) habituation and training, providing examples and role models; and (4) creating an atmosphere of character at school and cultivating it.

Second, implementation of character education at SD Negeri 9 Sila can be done through: (1) integration between character formation and learning; and (2) school and extracurricular management.

Based on the two conclusions above, the following suggestions can be given. First, the teacher as a figure who is admired and imitated has an important role in implementing character education at school and outside school. It is appropriate that teachers must have good character, have good personal competence, where this personal competence describes the personal nature of a teacher. Second, there are many things that can be done to realize character education in schools. The concept of character is not enough to be used as a point in the syllabus and learning implementation plan at school, but it must be more than that, implemented and practiced. Starting with learning to obey school rules. Schools must make character education a well-developed set of values in schools which are realized in real examples and appeals that are applied by teaching and education staff at schools in their daily activities at school.

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