Implementation of Character Education For Increase Behavior in Grade IV Elementary School Students

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Abstract

Moral degradation in the educational environment is the background of this study. One of the causes of moral degradation is education that prioritizes cognitive aspects rather than affective aspects. Character education is one of the efforts to improve student behavior. The application of character education has been optimally implemented at SD Negeri 3 Panggungrejo Kepanjen in the hope of improving student behavior. This study aims to determine how character education improves the behavior of grade IV students at SD Negeri 3 Panggungrejo Kepanjen. This study is a qualitative descriptive study. The subjects in this study were grade IV teachers and grade IV students at SD Negeri 3 Panggungrejo Kepanjen and the objects in this study were the application of character education in grade IV of SD Negeri 3 Panggungrejo Kepanjen and Student Behavior. Data collection was carried out through interviews, observations, and documentation. For this reason, the instruments created were in the form of interview guidelines for teachers and students, observation guidelines for teachers and students, and documentation analysis guidelines. Furthermore, the findings of the research data were analyzed through a series of qualitative analysis. The results of the study show that character education can help improve student behavior. Character education improves student behavior through habituation and role models carried out by teachers to students.

Keywords: *Character education, student behavior*

INTRODUCTION

One of the things that influences the formation of human character is through education. In the sense that education is also an effort taken by humans to gain knowledge which is then used as a basis for attitudes and behavior. All processes carried out by humans occur because of the educational process that will produce attitudes and behavior and ultimately become character, personality or character. To achieve a complete human status is impossible without education (Fadhilah et al., 2021).

The character of the nation has experienced a tremendous decline. It is recognized that the behavior of a group of people from society reflects actions far from good character such as lack of manners, brawls between students, immorality, theft (Ramdhani, 2014). In the educational environment, acts of behavioral deviation ranging from mild to severe levels have been carried out by students, such as truancy, smoking, bullying brawls, drug use, free sex and others, and these delinquencies have started from the elementary school / MI level (Wuryandani et al., 2014). Education that misses or ignores several important dimensions in education, namely sports (kinesthetic), feeling (art) and heart (ethics and spiritual) (Annisa & Rahmawati, 2021). So that so far we have only focused on developing academic intelligence without paying attention to student behavior.

On Wednesday, November 8, 2017, in Banjar City, West Java, a child who was still in elementary school (SD) was caught drunk in the Raharja village area, Purwaharja District. The child was drunk by using a light bulb fitting that was soaked in eucalyptus oil, then the plate at the bottom of the fitting was burned and the smoke was inhaled. The Head of the Banjar Police Narcotics Unit revealed that the use of the light bulb fitting was similar to an electric cigarette but could be intoxicating (Hermanto, 2018). With such incidents, character education has become an urgent need due to the degradation of knowledge and the decadence of morals that have greatly affected the Indonesian nation in all levels of society, including students (Hidayah et al., 2019).

Based on observations conducted by researchers interviewing the fourth grade teacher of SD Negeri 3 Panggungrejo Kepanjen, he said that he had implemented character education

such as implementing discipline in wearing neat and complete uniforms, being polite, participating in dhuha prayer activities together, giving students the opportunity to participate in extracurricular activities. However, there are still some students who commit violations every day even though character education has been implemented. These violations include students not dressing neatly, not doing homework, fighting, not being on duty, coming late. In addition, it is also due to internal and external factors that affect students (Desmita, 2014). Internal factors are lack of psychological needs, for example a sense of security, appreciation, and self-actualization. External factors are in the family environment, lack of attention, parents pay less attention to children's learning.

Character education aims to improve the quality of the implementation and results of education that lead to the achievement of character formation or noble morals in a complete, integrated, and balanced manner, in accordance with the graduation competency standards (Sari & Puspita, 2019). Character education aims to form a strong, noble, moral, tolerant, cooperative, or mutually cooperative nation. There are five main character values that are interrelated to form a network of values that need to be developed as a priority for Character Education. The five main values of national character are religious, nationalist, independent, mutual cooperation, integrity.

Based on the explanation above, in this study, the researcher will examine how character education can improve the behavior of grade IV students and what are the obstacles in implementing character education in grade IV of SD Negeri 3 Panggungrejo.

METHOD

This study uses a qualitative method. Qualitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research natural object conditions, where researchers are key instruments, data collection is carried out purposively and snowball, data collection

techniques with triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning more than generalization (Sugiyono, 2016). Judging from the researcher's observations and problems at the location, this study is a descriptive study. Descriptive research is carried out to present systematically and accurately the facts and populations of a particular field (Saifudin, 2017). Descriptive research systematically describes the facts and characteristics of the objects or subjects studied accurately. This study aims to describe how the application of character education improves the behavior of class IV students of SD Negeri 3 Panggungrejo Kepanjen.

The research subjects who were used as research informants were people who were directly involved in the application of character. The informants in this study were homeroom teachers and students in IV SD Negeri 3 Panggungrejo Kepanjen. The informants in this study were limited, considering that the objectives to be achieved in this study were based on the consideration that the informants were considered to be able to provide valid, accurate, and reliable data related to the application of character education in improving student behavior.

The data collection techniques used in this study were interviews, documentation observations. The research instruments used were observation guide instruments, interview guidelines, recording devices, cameras and stationery. Recording devices, cameras and stationery were used by researchers as support and to facilitate the implementation of the research. Data analysis techniques are efforts made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Hasan, 2015). The data analysis technique used in this study is a descriptive qualitative data analysis technique. According to Miles and Huberman, interactive data analysis in qualitative research consists of three main

components: (1) data reduction, (2) data presentation, and (3) drawing conclusions/verification (Sugiyono, 2016)
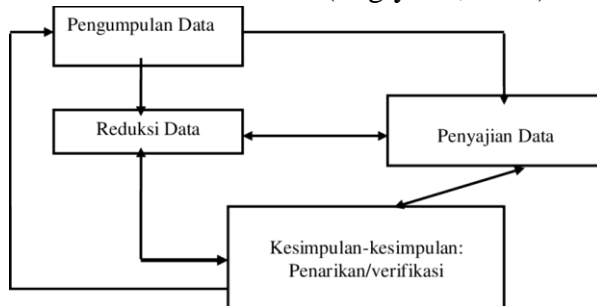

Figure 1. Components in Data Analysis by Miles and Huberman

RESULTS AND DISCUSSION

In the planning stage, the teacher analyzes KI and KD, then the teacher includes character values in the RPP which are then implemented in teaching and learning activities. This was expressed by the teacher when the researcher conducted an interview as following .

Researcher: "In the planning process, where do you usually include character values?"
R: "Usually character values are included in the lesson plan , because the lesson plan is our reference in teaching."

The results of the interview above can be concluded that the teacher includes character values in the lesson plan in order to optimize the implementation of character education in improving the behavior of grade IV students at SD Negeri 3 Panggungrejo Kepanjen.

The learning stage according to the existing process standards, teachers carry out three stages in learning activities, namely the preliminary opening and closing stages. In the preliminary activities, core activities and closing, teachers always instill character values. Teachers also explained that in their learning they always apply several methods in implementing character education. This was expressed by the teacher when the researcher interviewed the teacher as follows.
Researcher: "Do learning activities always include values for character strengthening?"
R: "Yes, if the lesson plan has been planned to have preliminary activities, core activities and closing activities. Yes, in those activities,

character reinforcement is usually included, both directly and indirectly. In learning, we usually apply several methods, such as habituation and role models."

The implementation of learning in character education at SD Negeri 3 Panggungrejo is that teachers arrive on time to enter the class. This is done to give an example of students who have disciplined behavior, greet them in a friendly manner and ask how the students are as a form of building a positive aura in students. Praying before studying teaches students to remember the Creator more. Checking student attendance by seeing the neatness of students wearing complete attributes as a form of concern. Facilitating educators in learning so that students are more active and enthusiastic in learning. Accompanying students when they have difficulties. Instilling honest behavior in students, teachers remind students to report when they find items such as money, books, stationery and so on not to take them because they do not belong to them and to do assignments independently without disturbing other friends. Tolerance behavior is applied by teachers to respect others, not to show favoritism, and to be harmonious with friends. In terms of discipline, teachers are not late to school, collect assignments on time, and wear complete attributes.

Stage evaluation such as class teachers record several incidents in the class periodically as a report for teacher and school correction materials in more optimal character education learning. Given that not all students implement character education well, because there are still some who violate school regulations. Improving student behavior is indeed not easy. We know humans as reactive creatures whose behavior is formed from external factors, whose behavior is controlled by the surrounding environment (Desmita, 2014), because elementary school students have the character of playing, doing and imitating things around them. The findings in the field as an effort to improve student behavior require learning methods that are packaged in interesting and fun games, by applying character education values in learning and teachers provide concrete examples.

Based on the results observed by researchers in terms of student behavior that violates still often occurs because there are several factors that are not supportive, namely (1) not all students are monitored by teachers because the number of students in one class is 25 students. The solution is that teachers can work with students to report the behavior of their friends who violate so that it can be monitored (2) awareness as students who are weak in obeying school rules, the solution is that teachers carry out supervision and firm warnings so that students get used to carrying out the rules (3) not all parents care and pay attention to their children's behavior and learning development, the solution is that teachers collaborate with parents of students in communication forums or provide reports on student learning and behavior at school, so that parents pay more attention and implement it at home

CONCLUSION

Based on the results of the discussion, the author can draw several conclusions in accordance with the formulation of the research problem that the implementation of education in the classroom is integrated into learning through three stages, namely the planning stage, the learning implementation stage and the learning evaluation stage. Strengthening character education is also carried out through habituation and role models by teachers to students. According to the results of observations, the application of character education has been good in class IV of SD Negeri 3 Panggungrejo Kepanjen. While the behavior of students has also been good, this can be seen from the percentage of observation results which show good numbers. Character Education can help improve student behavior through habituation and role models carried out by teachers to students.

SUGGESTION

The researcher's suggestion to optimize character education is to procure CCTV to monitor student behavior, establish communication with parents, and provide weekly reports on learning outcomes and behavior to parents.

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