



Implementation of character education in SD Negeri 12 Manado

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Abstract

This study aims to describe the implementation of character education, the obstacles in implementing character education, and the results resulting from the implementation of character education at SD Negeri 12 Manado. This study used a descriptive qualitative approach with research subjects, namely the principal, teachers, students, and parents. Data collection techniques through observation, interviews, and documentation. The validity of the data used triangulation of sources and techniques. Data analysis used Miles & Huberman analysis techniques, namely data collection, data reduction, data presentation, and decision making. The results showed that the implementation of character education was carried out in the learning process by integrating the learning content, through routine school activities, spontaneous activities, modeling, environmental conditioning, and extracurricular activities. Factors that support the success of character education at SD Negeri 12 Manado are adequate facilities and infrastructure, a conducive school and home environment, good cooperation, and support from all school members and parents. While the inhibiting factors for the success of character education are digital games, the influence of TV viewing, the different backgrounds of students. The result of the implementation of character education at SD Negeri 12 Manado is the realization of the school's vision and mission.

Keywords: character education, Implementation, SD Negeri

Introduction

Education is a means for humans to develop themselves to face the challenges of the ever-changing times. This is in accordance with the mandate of Law No. 20 of 2003 concerning the National Education System in article 3 states that national education has the function of developing and shaping the character and dignified national civilization in the context of educating the nation's life. Meanwhile, the aim of national education is to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So that the functions and objectives of national education emphasize the formation of national character in order to create a generation of intelligent and devout people to God Almighty.

Character is a style, characteristic traits and also characteristics that a person has that comes from the formation or forging that he gets through the environment around him (Koesoema, 2010: 80). Character education needs to be applied in various aspects of life. One of the institutions that are considered effective for developing character education is an educational institution. According to the Ministry of National Education (Agus Wibowo, 2012: 17) ^[1], education is considered a preventive alternative because education builds a new generation of the nation to be better.

Elementary school age children are children who are developing and this is the right time to instill good characters. Children at this time usually imitate or follow the values and behavior around them. Agus Wibowo (2012: 7) ^[1] argues that the psychological characteristics of elementary age students are the dominant times in shaping character and personality. If at this time the planting of moral values is perfect, it will become the basic foundation and personality of the child when he grows up.

The importance of cultivating character from an early age given the various moral degradation crises that have occurred in Indonesia, including: the spread of corruption cases in government circles, student brawls, murder, sexual abuse, drug use, promiscuity and many other criminal acts, if not resolved quickly it will have an impact on the decline in the quality of education in our country.

President Joko Widodo through the National Mental Revolution Movement (GNRM) launched nine programs, known as Nawacita, one of which is character strengthening. With the hope of overcoming the character crisis that exists in Indonesia. Strengthening character education (PPK) which is reflected in Presidential Regulation (Perpres) Number: 87 of 2017, is an educational movement in schools to strengthen the character of students in schools which consists of 3 bases, namely the class base, the school cultural base and the community base.

Class-based PPK is a program that inserts character content in every lesson, in the curriculum, lesson plans and learning methods all contain character content. KDP based on school culture is a program that creates a school climate and regulates the entire education system and actors in the school environment. KDP is community based.

However, the implementation of education in Indonesia is not in accordance with the mandate of Indonesian Law No. 20 of 2003 concerning the National Education System, namely education that not only forms intelligent people, but also has character. Our world of education still focuses on the aspects of knowledge (cognitive), and ignores the aspects of values / attitudes of students in learning. Education is only oriented to "numbers". This shows that it is incompatible with the mandate of the law.

The various phenomena mentioned above make us realize that character is an integral part that cannot be separated from education. To maximize character planting in students, good cooperation from various parties, including the school and family and community, is needed.

Moreover, in the situation of the COVID-19 pandemic, character education has been somewhat neglected. Based on the Ministry of Education and Culture circular number 4 of 2020 which is strengthened by the Circular of Secretary General number 15 of 2020 concerning guidelines for organizing learning from home (BDR) in the emergency period of COVID 19, this has become a polemic in the community because BDR is considered to have many obstacles, especially in terms of implementation character. Many students while learning do not focus and do other activities when zooming with the teacher, low discipline in learning, lack of responsibility in making assignments, many students cheat during evaluations, this is mainly due to learning only through virtual or online eyes. Good collaboration between teachers and parents determines the success of education, especially character education. However, there are still many parents who are not aware of their role during the BDR period because they are busy with work and there are also many teachers who are indifferent to BDR principles, which include providing meaningful learning to students without being overwhelmed by the demands of curriculum achievement, focused on skills education. Life and character education.

SDN 12 Manado, is one of the schools that has implemented character education, this school is a winning school for quality culture competition at the provincial level of North Sulawesi and is a national finalist, the efforts made by the principal and teachers are integrating character education in learning, familiarizing the cultures school in its students also collaborate with parents and the community.

Although the character education program has been implemented at SDN 12 Manado, during the Covid 19 pandemic, the implementation of the distance learning process made teachers experience obstacles in implementing it. Therefore, the researcher intends to find out and examine more deeply the implementation of character education through thesis research with the title "IMPLEMENTATION OF CHARACTER EDUCATION IN SD NEGERI 12 MANADO".

Research Methods

This type of research is descriptive qualitative research. Data collection techniques, carried out by means of observation, interviews and documentation studies. The subjects in this study were the principal, teachers, students and parents. This study uses data analysis techniques based on Miles & Huberman theory which consists of data reduction, data presentation and conclusion drawing. The validity test in this study used technical triangulation by checking data with the same source with different techniques, namely observation, interviews and documentation.

Results and Discussion

1. Implementation of character education at SDN 12 Manado

a. Character value through the learning process

Based on the results of the research, SDN 12 Manado teachers integrated the character values in the syllabus into the lesson plan (RPP), namely by looking for character points that support learning material, looking at the material, adjusted to the theme, adjusted to school conditions, adjusted to the needs of students., adapted to real life everyday besides that rpp is made based on one's own creations in accordance with independent learning

The Ministry of Education and Culture's PPK Team (2017: 27) states that integrating PPK in the curriculum means that in the learning process teachers are able to integrate the main values of KDP in each subject. This is done by the teacher by integrating the curriculum into learning. Based on research, the learning process both online and blending learning all begins with 5S culture (smile, greetings, greetings, politeness, courtesy) then prayer before learning and continues with singing national or regional songs, the teacher makes apperception by linking the previous material and linking it with the day's material.-day, students observe the material presented by the teacher both in the form of videos and pictures, the teacher provides a brief explanation, students are given assignments that must be done by discussing them with parents or friends, or if something is unclear, they can ask directly to the teacher. In communicating with others, students emphasize courtesy. The assignments that were entered by students were assessed and given feedback or feedback so that they felt valued and were more motivated to learn. In teaching and learning activities the teacher monitors the development of students. The teacher records student progress, daily special notes of students, and in student development journals. Various methods and learning resources that are suitable for use by the teacher, both learning sources from nature and from the internet, use various form plates or applications.

Based on the results of the above research, the implementation of curiosity character education is developed by using IT-based learning such as the use of new platforms in learning such as YouTube, Google Classroom, Google Forms, seesaw and quiziz that foster curiosity and creativity in children to be able to use content.-The content is used as learning media in the distance learning period. Implementation of independent character education developed with a confident attitude of students when the task given is able to do it alone without help from parents.

Based on the results of research in the classroom, the implementation of tolerance character education is that in learning activities students are accustomed to solving problems together without differentiating, respecting each other and respecting the opinions of others.

The implementation of character education respects achievement, is grown through giving feedback on the results of student work, as well as providing an assessment of what they are doing, whether in the form of numbers, stars or praise.

Based on the results of observations and interviews, the implementation of honest character education in learning is by not cheating on exams, admitting mistakes when asked. Based on the results of observations, the implementation of hard work character education is learning in class and actively learning in class. Based on observations, students are active when learning. The method chosen by the teacher depends on the material to be taught. The method used by the teacher is discussion, question and answer, experiment, lecture, etc. This supports students to be active and encourages students to implement character education.

Based on the results of observations and interviews in research, in relation to the implementation of creative character education, students are creative during learning that requires creativity, it can be seen that in some classes there are decorations and wallboards filled with student creations such as pictures and crafts made from their own hands. They are also creative in IT-based learning by creating a youtube account and making videos and uploading them to a youtube account. From some of the things above, it can be concluded that SDN 12 Manado has implemented creative values.

Based on the results of observations, the implementation of disciplinary character education is that students enter the zoom without being late, participate in all learning activities in an orderly manner, and complete the assignments given by the teacher on time.

Based on the research results, all teachers insert character values in every lesson. Teachers instill and familiarize students and learning in the classroom. From this habituation in the classroom, it is what makes students feel familiar in practicing it outside the classroom. This is in accordance with Darmiyari Zuchdu *et al* (2010: 3) which states that character education integrated in learning various fields of study can provide meaningful experiences for students because they understand, internalize, and actualize it through the learning process.

The implementation of character education through the integration of subjects and mulok learning has been carried out with planning in the form of lesson plans and contextual learning.

a. Character values in the school culture

1. Religious

Based on the results of the study, it is found that routine activities that implement religious learning in distance or online students are collaborating with parents at home to carry out worship together with family members at home.

2. be honest

Based on the results of the study, the routine activity that implements honesty is not cheating during tests, students do not cheat with the awareness that the behavior is bad and gets sinful. However, in the narrative of one teacher there are still students who are not honest, in this case the teacher reminds students to always be honest,

3. Tolerance

Based on the results of routine activity research that implements the value of tolerance, students respect friends of different ethnicities or religions, because based on observations at SDN 12 it consists of various ethnicities, religions and cultures. But everything can harmonize with one another besides the implementation of other tolerance values, namely for classes that carry out blandid learning learning is carried out by alternating hours according to the distribution of time and

4. Discipline

Based on the results of the research, routine activities that implement disciplinary values at SDN 12 are the creation of school rules. During the COVID 19 period, SDN 12 Manado announced the 5M rules from the government: washing hands, maintaining distance, wearing masks, avoiding crowds, limiting mobility and interaction for be obeyed by all SDN residents 12. If not obeyed, educational or educational sanctions will be imposed.

5. Democratic

Based on the results of the study, routine activities that implement democratic values are making class rules, determining class leaders and class administrators by deliberation. This is already going well. The rules made by

mutual agreement are carried out by students well and consistently. Deliberations are held regularly at the beginning of semester I. Class leaders and class administrators change every 1 year.

In addition, before starting learning activities, the teacher and students make a commitment or agreement during the learning process, this commitment is mutually agreed upon to comply.

The example carried out by the teacher is respecting students who speak, respecting every teacher's opinion in discussions between teachers.

6. National spirit

Based on the results of the study, even though schools during the Covid pandemic 19 students did not carry out the flag ceremony at school, the class teachers assigned their students to attend the ceremony from TV broadcasts using complete and documented uniforms.

7. Love the Motherland

Based on the results of the research, routine activities that implement the value of patriotism, namely students sing the national anthem or national anthem in every Conditioning lesson that supports love for the realm of water, namely in each class there are photos of the president and vice president, photos of heroes, Pancasila, etc. From these indicators it can be concluded that SDN 12 has conditioned the implementation of the value of love for the country.

8. Appreciate achievement

Based on the results of the research, routine activities that implement the value of appreciating achievement are giving rewards or prizes to students who get good grades during tests. The reward is in the form of snack gifts or school equipment such as books for students, it is taught so that students are motivated to achieve better achievements.

9. Friendly

Based on the results of the research, routine activities that implement friendly values are helping each other when doing group assignments, and missing each other in the teacher-made wa group politely.

10. Social care

Based on research results. Activities that implement the value of social care are visiting friends and teachers who are sick or grief-stricken by providing assistance with mutual funds collected together in each class.

11. Love to read

Based on the results of the research, routine activities that implement reading literacy such as providing literacy corners in each class with the aim of familiarizing children to read but during the learning period from digital literacy homes are more attractive to children- such as using various platforms, creating accounts, uploading videos on YouTube, this is because lack of reading books at home.

12. Environmental Care

Based on the results of the research, routine activities that implement the value of environmental care are still instilled in SDN 12 with the teacher assigning students to help their parents clean the house and yard as well as water the plants.

13. Responsibilities

In terms of responsibilities, routine activities that implement character education are doing the tasks given by the teacher to completion.

b. Character value in extracurricular implementation

According to the results of research during the COVID-19 pandemic, extracurricular activities at SDN 12 did not run like normal learning times, this was because they followed government recommendations, but for students who were going to take part in the competition, trainers from school still facilitated them to visit their homes so that the implementation of character values could be instilled.

c. Supporting and inhibiting factors in implementing character education at SDN 12 Manado

Based on the research results, the following are some of the obstacles in implementing character education at SDN 12 Manado:

1. Digital game

Digital games today affect the student learning system, because students are more focused on digital games/gadgets such as PS, or cellphones, especially with online learning, but this can be overcome by homeroom teachers through collaboration with parents to supervise the use of gadgets and games. Digital.

2. The environment at home is not conducive

The environment at home is less conducive for some children which results in children being spoiled and stubborn but can be faced by the homeroom teacher and teacher.

3. The influence of TV viewing

The effect of TV viewing is an obstacle because TV shows do not educate students in learning, TV shows show viewing for adults and the lack of shows that are specifically for children. Students tend to follow the roles shown on TV shows.

4. There are various student characteristics that make it difficult for teachers to understand them, especially in online learning.

Based on the research results, the supporting factors for the implementation of character education at SDN 12 Manado are:

1. Availability of facilities and infrastructure that support learning
2. Good and conducive environment where students are
3. Love and affection from teachers and parents

d. Student character resulting from the implementation of character education

Based on the results of observations and interviews, it was found that the implementation of character education at SDN 12 Manado at the time of distance learning is still the same as face-to-face learning, students still show good attitudes and character, this is because character education has become a culture in students. Only a few children whose characters are slightly off the mark but the teacher can handle

Conclusion

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

1. The implementation of character education at SD Negeri 12 Manado runs in accordance with the vision and mission of the school. There are 18 character values developed in SD Negeri 12 Manado, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship, peace-loving, fond of reading, care for the environment, care for social, and responsibility.
2. The implementation of character education at SDN 12 Manado is carried out through the learning process, school culture and extracurricular activities
3. The method used in implementing character education at SDN 12 Manado is exemplary, because elementary students understand more easily from existing examples.
4. Supporting factors for the implementation of character education at SDN 12 Manado are adequate advice and infrastructure, a good and conducive environment, love and affection.
5. Constraints in implementing character education at SD Negeri 12 Manado are digital games, a less conducive home environment, the diversity of characteristics of students that make it difficult for teachers and the influence of TV viewing.
6. The result of the implementation of character education at SDN 12 Manado is the formation of good character in students and has been cultured as well as the achievement of academic and non-academic achievements.

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