Implementation of Character Education

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Abstract. Students at this time, lack of polite attitude especially to teachers who should be respected. The sense of courtesy can be seen when the students shake hands with the teacher they meet, say "excuse" when passing the more mature person, especially the teacher they often meet in the school, and the number of learners who use slang compared to using Sundanese. Thus, this study has a purpose to describe intactly about the efforts made State Primary School 5 Sindangkasih in carrying out character education activities for students in class IV in order to shape the character of learners through local wisdom Sundanese culture. The method used in this research is descriptive qualitative method using interactive model in data analysis activities include data collection activities, data reduction, data presentation, to conclusion. The data collection is done through triangulation of data that is interview, observation, and documentation

A. INTRODUCTION

Education in Indonesia is in line with National Education objectives, has an orientation to produce a broader generation (knowledgeable) through optimizing every potential learners and forming human beings of character as well as having faith, noble character, physical and spiritual health, independent, creative, democratic and responsible answer.

The paradigm of today's Indonesian society, seeing the western state as a developed country, when western culture entered Indonesia, some societies were unable to filter out the outside cultures that contradict the prevailing cultural values in Indonesia. In this case, it is clear that the effect can have a negative impact on learners both from their attitude and behavior. This is in line with Judiani's opinion in his research on the implementation of character education in elementary school that, "Learners at the present time, have no manners, likes brawl, liquor, narcotics, and racing on the highway".[1]

The above phenomenon suggests that character education is very urgent to apply especially in Early Childhood Education to Primary Schools, as learners of this age, need moral education that can translate abstract principles of right and wrong, in order to be preventive in overcoming attitude and behavior problems on the scope of education. This is in line with Hurlock's opinion that, "Moral development in early childhood is still at a low level, so it has not been able to apply abstract principles of right and wrong."[2]

Character education in elementary schools, should get more attention to form the noble moral foundations of strong learners. This is done, so that learners have awareness about the importance of good values and have a commitment to always do good on the next education and in everyday life.

Optimization in education, will shape the personality of good learners in sorting and choosing relationships, actions, and actions in accordance with applicable norms. This, it gives a positive impact for future generations in order not easily influenced outside culture and the environment is not good. The implementation is expected to be able to print the leading generation for Indonesia gold in 2045 which transformed Indonesia into advanced and dignified.

Based on the results of interviews with principals and teachers of state primary school 5 Sindangkasih, the following data are obtained: principals and teachers argue that today, learners prefer outside cultures rather than their own culture in terms of clothing, behavior, or language used. Learners often buy snacks during break times outside school, and immediately play after school home without going home first to ask permission parents and change school uniforms. This becomes a dilemma for the school and parents, because in recent times there are rampant cases of kidnapping children and drug sales through food favored learners, so it is necessary to implement character education that is able to preventive in addressing the character problems in state primary school 5 Sindangkasih.

In the implementation of character education, each school has its own school culture, which is the hallmark of its school. In this case, the research will be conducted in state primary school 5 Sindangkasih which implements character education with school culture which emphasizes the

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[1] Sri Judiani, *Implementation of Character Education in Primary Schools through Strengthening the Implementation of Curriculum* (Journal of Education and Culture: research and development board of ministry of education and culture, 2010), p. 280

[2] Elizabeth B. Hurlock, *Developmental Psychology: An Approach Along the Range of Life* (Jakarta: Erlangga, 2015), p. 123

existence of the aspects of the value of the daily delay in school.

The culture of state primary school 5 Sindangkasih: entering school at 06.00 WIB, bringing stock from home, wearing Sundanese clothes, using Sundanese language and not to bring the vehicle to school, all of which are implemented based on character education theme every day.

The theme of character education that is applicable in state primary school 5 Sindangkasih is as follows:

a. Monday, relating to the growing sense of nationality or love of the homeland;

b. On Tuesday, it deals with broadening the horizons of the world;

c. On Wednesday, it relates to a return to identity as a Sundanese;

d. Thursday is concerned with providing space for the freedom of expression and caring for others;

e. Friday, relates to getting closer to God Almighty;

f. Saturday and Sunday, deals with loving home as a family home.[3]

Thus, character education in state primary school 5 Sindangkasih has had a concept in implementing character education, as an effort to train intellectuals to be broad-minded and improve the character of learners. This study aims to describe in full the implementation of character education for students of class IV in state primary school 5 Sindangkasih, when learning takes place in the classroom and when students do free activities outside the classroom.

B. THEORETICAL

1. Implementation of character education in school activities

Character education is a teaching done to inculcate habituation about the good so that learners understand, able to feel, and want to do good.[4]

Education of moral values relates to the efforts of a person (educator) in realizing a virtue, namely the creation of good humanitarian quality for society as a whole. In line with that opinion, Rukiyati & L. Andriani in research model of character education based on local wisdom explained that, "Character education is an effort to guide human behavior toward life values".[5]

Education to shape the learner's personality focuses on ethical goals, but in practice involves strengthening learners' abilities that include their social development. In this case, Buchori and Tulus interpret character education as "Education that develops the cultural values and character of the nation in the students themselves, so that each learner has value and character as his character, and apply those values in his life as a member society, and citizens who are religious, nationalist, productive, and creative ".[6]

Implementation of character education at state primary school 5 Sindangkasih for students of class IV consist of seven character education theme that is Monday love country (*Ajeg* Nusantara in Sundanese), Tuesday pick up the world (*Mapag Buana* in Sundanese), Wednesday cultured Sunda *(Maneuh* in Sunda in Sundanese language)*, Thursday art-oriented (Nyanding Wawangi* in Sundanese language), Friday purify themselves

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[3] Hayani Wulandari, *Growing Character Education through Atikan Purwakarta in Early Childhood Education* (UPI Journal: The Didaktik Method, 2017), h.10

[4] Marzuki, *Integrating Character Education In School Learning* (Journal UNY: Character Education), p. 37

[5] Rukiyati & L. Andriani Purwastuti, *Wisdom-Based Character Education Model at Elementary School in Bantul Yogyakarta* (Journal of UNY: Character Education, 2016) h. 131

[6] Buchori MS & Tulus Budi S., *Implementation of Character Education Program in Junior High School* (Journal of UNY: Character Education, 2014), pp. 238-239

(*Nyucikeun* Diri in Sundanese language)*,* Saturday and Sunday gathered with family (*Betah di Imah* in Sundanese language).

Based on the seven themes of character education above, then the school makes a superior program to optimize the implementation of character education in every day. Here is the translation:

a. Monday Love the Homeland (*Ajeg Nusantara In Sundanese*)

On this day the school made a school entry program at 06.00 WIB; wear scout uniforms; carrying out the flag ceremony; memorize short letters and pray before studying; singing Indonesia Raya; doing a meal break together with provisions to bring from home; clean up the classroom and pray before going home.

b. Tuesday Fetching the World (*Mapag Buana* In Sundanese)

On this day the school made a school entry program at 06.00 WIB; using Sundanese clothes; memorize short letters and pray before studying; meal breaks together; clean up before returning home; singing regional songs; and pray before returning home.

c. Wednesday's Sundanese Day (*Maneuh* Di Sunda In Sundanese)

On this day the school made a school entry program at 06.00 WIB; using Sundanese clothes; memorize short letters and pray before studying; meal breaks together; clean up before returning home; and pray before returning home.

d. Thursday is Artistic (*Nyanding Wawangi* In Sundanese)

On this day the school made a school entrance program at 06.00 WIB; using a batik or red-white dress; memorize short letters and pray before studying; check for

neatness (nails, clothes, and hair); collecting a glass of rice per person to be distributed to the needy in Sindangkasih; meal breaks together; clean up before returning home; singing Sundanese songs; and pray before returning home.

e. Friday Purifying Yourself (*Nyucikeun* Diri In Sundanese)

On this day the school set up a program to go to school at 06.00 pm; wearing moslem clothing (women carrying mukena and men wearing sarongs); training of duha prayer; study together; listening to lectures from religious teachers; memorize short letters and pray before studying; collection of Friday charity which will be 45% managed by national charity collecting agenciesand 55% managed by the school for religious activities and visiting the sick; meal breaks together; clean up before returning home; and pray before returning home.

f. Saturday Family With Family (*On Imah* In Sundanese Language)

On this day there is no activity in school to provide opportunities for parents and students to get closer together, in order to create a harmonious family atmosphere. However, on Saturday the vocational program is conducted, which is conducted by the homeroom to the students' homes to know the family situation of the learners as well as to stay in touch and discuss the academic progress of the students, so that education can be run optimally in school and at home.

B. METHOD

Implementation of character education for students in class IV state primary school 5 Sindangkasih, will be examined using descriptive qualitative research method is "research method used as a research procedure that produces descriptive data".[7]

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[7] Anis Fuad and Kandung Sapto Nugroho, *Qualitative Research Practical Guide* (Yogyakarta: Graha Ilmu, 2014), p. 54
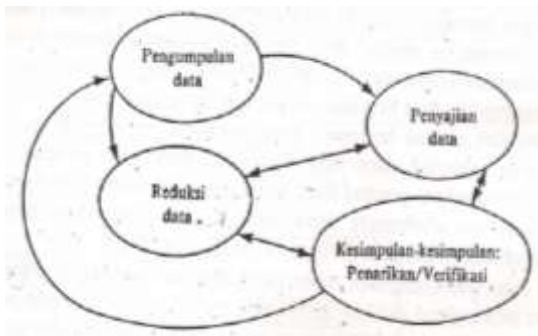
Thus, researchers will collect data and data will be processed in the form of descriptive, ie in the form of words and images obtained from interviews, documentation, field notes and other supporting documents.

Sources of data in this study are principals, teachers, school employees, and learners. Researchers will conduct interviews, observation and documentation of participants regarding the character education phenomenon applied in the fourth grade of state primary school 5 Sindangkasih. This is done as an attempt to present the social world based on the participants' perspective in terms of concepts, behavior, perceptions, and issues about character education, so that researchers can describe the implementation of character education for students in the fourth grade of state primary school 5 Sindangkasih comprehensively.

The research procedure is done through the initial observation stage, formulating the problem, determining the research method and design, conducting literature study, doing direct observation, collecting data, analyzing data, and making research report.[8]

Technique of data collecting done by triangulation of data that is interview, observation, and documentation.[9]

Researchers analyzed data by using interactive models Miles and Huberman, can be understood with the picture as follows:

Figure 3.1
Data Analysis Interactive Model The [10]

Data that researchers collect through various methods of data collection, among others: observation, interview, and documentation are data in the form of descriptive. The data are then analyzed simultaneously through three paths, namely: data reduction, data presentation, and conclusion / verification.

As for checking the validity of the data, the researcher uses the technique based on the table as follows:

Table 3.1
Development of Engineering
Examination[11]

CRITERIA	TECHNICAL EXAMINATION
Credibility of the researcher (degree of trust)	1. Extension of participation
	2. Finding cycle of similarity of data
	3. Perseverance observation
	4. Triangulation honesty researcher
	5. Checking through discussion
	6. Negative case review
	7. Member checking
Credibility method of collection data	8. Triangulation methods
	9. Triangulation of data sources
Theoretical and referential credibility	10. Triangulation theory
	11. Reference adequacy
Certainty	12. Detailed description
Dependence	13. Audit

8   Ibid

9   Lexy J. Moleong, *Qualitative Research Methodology* (Bandung: Adolescent Rosdakarya, 2014), p. 118

10 Anis Fuad, op. cit., h. 16

11Burhan Bungin, *Qualitative Research: Communications, Economics, Public Policy, and Other Social Sciences* (Jakarta: Kencana, 2014), p. 263

D. CONCLUSION

Based on the research that has been done, it can be seen that the activities in implementing character education in State Primary School 5 Sindangkasih consists of the planning contained in the form of learning implementation plan character-educated characters, habituation-habituation in the school program for the activities of learners outside the classroom, and habituation-pembiasa in the school program for the activities of learners in the classroom.

Implementation of character education at State Primary School 5 Sindangkasih, is any sequence of activities to shape the character of learners through habituation-conditioning in the school program, following the pattern of the theme of character education, among others: Monday *Ajeg Nusantara* in Sunda language*,* Tuesday *Mapag Buana* in Sunda language, Wednesday *Maneuh di Sunda* in Sunda language, Thursday *Nyanding Wawangi* in Sunda language, Friday *Nyucikeun Diri* in Sunda language*, and* Saturday *Betah di Imah* in Sunda language.

Thus, character education is a conscious effort done by the school in order to instill the values of the characters to learners through *habituation* that is summarized in the school programs to form learners into a positive person and character in accordance with the competency standards of graduates.

Conditions in the implementation of character education in State Primary School 5 Sindangkasih shows that, the role of all parties in supporting the success of school programs is needed. These roles include the role of schoolchildren (principals, teachers, school employees and students), the police, transportation agencies, and equally important parents of learners and the community environment. Success

Implementation of character education for students in grade IV State Primary School 5 Sindangkasih is a reflection of the synergy between all parties involved in order for the character education program can run optimally.

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