

The Importance of Implementing Character Values in Learning in Elementary Schools

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Abstract. The world of education is currently facing quite a complicated problem. At a time when the government is trying to keep education going during the COVID-19 pandemic by conducting an online system. It turns out that online is not used positively by all students. Some are still hiding behind the internet by surfing in cyberspace, so there are several cases related to this. Among them is the case of online games that make students lazy to study and be active socially. This causes the erosion of the character values of students as a result of the rush of foreign culture and technology that massively enters students' lives. There are so many problems that character values are needed in learning. By applying character values as early as possible, students are expected to become more resilient in dealing with life both at school and in society. This study identifies the implementation of character education values, using the analytical technique of Miles and Huberman. With the stages of data reduction, data presentation, conclusions and data verification. The results showed that the process of implementing character values at SDN Kedensari I can be seen from the emphasis on 3 character values which include: religious, discipline and responsibility. The role of the teacher is also a very important part. Teachers are expected to be able to create learning that has character values in various backgrounds and cultures so that the character values of students are maintained properly.

Keywords: Character Values, Learning, Elementary School

How to Cite: Istianah, F. (2022). The Importance of Implementing Character Values in Learning in Elementary Schools. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 224-229.

INTRODUCTION ~ Humans are in the process of growing up. One of the processes obtained is from school. Elementary school is the first place for students to get to know, learn and explore knowledge. In this period, it is very important that a complete learning is needed not only from the cognitive, affective and psychomotor aspects, but learning is needed where in these three aspects there is a character value. The definition of character education itself is written in Law Number 20 of 2003 concerning the National Education System, which contains character education which has the aim of forming a strong personality in accordance with the identity of the Indonesian nation. In addition, character education is also strengthened in the Presidential Regulation of the Republic of Indonesia

Number 87 of 2017 concerning Strengthening Character Education. As we all know that in recent years there have been many things that have made many parties nervous, one of which is in the education sector. The Indonesian Child Protection Commission noted that during the period from 2015 to 2016 the number of cases of child complaints increased from 4,309 cases to 4,620 cases. Then in 2019 the Indonesian Child Protection Commission announced that data on the level of sexual violence against children occurred in educational institutions as many as 21 events with a number of victims as many as 123 children (Iin Kandedes: Violence Against Children during the COVID-19 Pandemic). In 2020 alone, KPAI has announced that there have been 4,734 case complaints based on several problems (KPAI, 2020).

The rise of crime in the world of education has made many parties nervous. One thing that can be felt is that when there were several cases such as sexual harassment among fellow students, some time ago there was a student who was still in elementary school and later became a victim of violence by his own friend. For example, there was a case of sexual harassment at an elementary school in one area, where a fourth grade elementary school student in Probolinggo, East Java, became a victim of sexual violence by two of her classmates even in their actions forcing and even threatening the victim with a cutter knife, then several cases students who commit suicide because of the economic crush, are addicted to online games so that in the end it hits the nerves and makes them mentally ill. Many things that make the emergence of several cases in the world of education, especially elementary schools. It's really sad to see all this. Why did all this happen? Many factors, one of which is the entry of the era of modernization and globalization without complete and wise knowledge and understanding in the use of gadgets. Moreover, the learning period like today is certainly very different from learning before the pandemic. Learning during a pandemic has made us especially children closer to gadgets. The use of gadgets is an important tool during a pandemic. easily. Many generations of Indonesia, the majority of whom are around 90%, can access social media without knowing the time. Masrukhi, Maman Rachman (2018: 97) Advances in information technology have given rise to symptoms that are counter-productive to the spirit of nationalism such as narcissism, hedonism, the use of wasted time, and the like (Santoso, et al: Urgency of Character Education During the Covid-

19 Pandemic Period)). Starting from listening to explanations from the teacher, assignments, deepening the material, all using gadgets. Some of the students may be able to use it wisely but some students are certainly not the same. Students can surf the virtual world as they please under the pretext of learning. Here the role of parents is needed in providing insight, understanding about how to use gadgets properly. So that it does not have a bad impact on the character of students. Because indirectly when they find a bad side that they find in cyberspace, maybe some children will try to apply it in real life. So that gradually the character that is formed becomes not good for the students themselves and can even affect their friends and their environment. Therefore, it is very important to apply character values in learning, especially in elementary schools. Before the pandemic period, learning could be done freely by giving examples directly, of course, it was very easy. In applying character values, of course, it is not difficult because the teacher can also observe students directly. During a pandemic, of course, this is not easy to do. Distance also makes us not know what students have done in applying character values. Therefore, during a pandemic like this, of course, the value of character education must still be realized. Therefore, the researcher tries to find out the extent to which the character values have been carried out at SDN Kedensari 1 Tanggulangin.

METHOD

This type of research is a qualitative descriptive research. By using the sample purposive sampling technique. According to Burhan Bungin (2010: 105), purposive sampling, certain considerations can provide maximum data. This research

was conducted at SDN Kedensari I Tanggulangin, Sidoarjo Regency, East Java. The subjects of this study were 16 students and 1 teacher. Data collection techniques using observation, interviews and documentation. This study aims to see an overview of the situation and how to implement character values in the learning process in elementary schools. It agrees with Nazir (2005: 55) that descriptive research has the aim of making a picture of events so that they want to accumulate basic data. Interviews were conducted to obtain data relating to various policies carried out by schools in the implementation of character education. Observations were made to see the implementation of character values. Documentation is used to obtain data about school rules and learning plans made by teachers. The data analysis technique used in this study was carried out continuously from the beginning to the end of the study using techniques such as those proposed by Miles and Huberman: Starting with data reduction, namely making an abstraction of all data obtained from all field notes resulting from interview observations and document review. . Then proceed with the data presentation stage. The process of presenting this data explains as a whole from a group of data obtained so that it is easy to read and understand, the most frequently used for presenting data in qualitative research is narrative text.

Then the last stage is the conclusion and verification of the data that has been arranged systematically so that the meaning of the data can be found.

RESULT

The research implementation at SDN Kedensari I Tanggulangin was carried out in October 2021 in the first week. Based on the results of the interview, it was found that before teaching the teacher first prepares to start analyzing learning first then analyzes Core Competencies, Basic Competencies and is developed into indicators, then compiled in learning tools, besides that, an analysis of the material to be taught is made then instruments and grids are made. learning assessment. By doing these stages the teacher is able to try to identify what character values are suitable to be implemented in the learning. Then after identifying then determining the character values that will be implemented, namely religious, discipline, instilling the values of honesty and tolerance. Then proceed with the results of the second interview, which is about what learning tools are related to the character values of students that not all devices can be explicitly written, some are implicit. Based on the results of observations in the form of documentation related to the results of character values from the discipline aspect, it is obtained as follows:

Table 1. The results of the student's assessment of discipline character values

No.	Name	Discipline character values	
		Before implementatio n	After implementatio n
1.	ADPG	74	86
2.	AQZ	70	72
3.	ANP	74	84

4.FH	70	74
5.FFS	90	94
6.FINS	70	82
7.IAT	70	72
8.KAM	80	90
9.MAIS	70	74
10.MHK	80	90
11.MA	74	80
W		
12.MRS	70	78
13.NS	76	80
14.VAC	90	92
15.VIPH	82	92
16.FAH	80	90

Based on the results of the table above, it can be seen that there was an increase from 75% classically, students succeeded in implementing the discipline value up to 81.25%.

DISCUSSION

Based on the results of observations, it is known that from 16 students who succeeded in implementing the value of the discipline character as many as 13 students, namely 81.25%. Many factors cause a lack of discipline that occurs in students. Early habituation and the role of the family, especially parents, are also factors that play a role in the growth and development of students to implement character values, especially in the discipline aspect. Habituation is essentially an experience that is usually practiced. The essence of habituation is repetition. To build attitudes, habituation is very efficient to use because it will train good habits. (Cahyaningrum, 2017). Schools also have an important role in terms of the value of the character of discipline. Several things have been prepared in order to implement character values in the aspect of discipline, including the habit of coming on time when learning is done face-to-face.

Meanwhile, during a pandemic, this can be done by entering a zoom meeting on time. In addition, it also collects assignments at the time specified by the teacher. In the disciplinary process, of course, there is a very big involvement, namely the support from parents. The role of parents in the implementation of discipline character values is closely related to the role of the family. Here the family is the closest environment to students and in the family also children spend most of their time with family members. That way, the family has a strong role in developing and implementing the character values of discipline. This is in line with the opinion of Lickona (2012: 48) which explains that the family is the closest place for children to get learning. Lickona explained that a child's achievement will be increased if both parents provide a good and safe service pattern in terms of caring, a sense of security in living at home. School rules and regulations in the classroom will also greatly support the disciplinary process, this is in accordance with the opinion of Chiu & Chow (2011: 517) that in realizing a culture of discipline in schools, one of the influencing factors is the existence of school rules and class rules. Thus, the

policy of SDN Kedensari I by making policies related to school rules and regulations has been deemed very appropriate. In learning at SDN Kedensari I, apart from the value of disciplined character, it also implements the value of religious character, namely by habituation at every start learning at school, always being guided with the teacher to pray. in daily life. But in this case, other activities are still needed which will certainly encourage a sense of enthusiasm in carrying out activities with religious character values. The implementation of religious character values also requires a strong commitment and role from all school members.

CONCLUSION

Based on research conducted at SDN Kedensari 1 Tanggulangn, Sidoarjo. East Java, it can be concluded that in order to realize the successful implementation of discipline character values in schools, it is also necessary to make school policies to support the realization of character values in the discipline aspect. Cooperation is needed in all lines of both the principal, teachers, students and parents, involving school committees, in order to create a pleasant and quality learning climate in elementary schools.

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