



CHARACTER FORMATION IN HIGH CLASS STUDENTS AT SD MUHAMMADIYAH 13 MEDAN

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ARTICLE INFO	ABSTRCT
<p>Article History Accept : 01 Januari 2024 Revision : 15 Februari 2024 Accept : 25 Februari 2024</p>	<p>Character is the core values that define a person, shaped by hereditary factors and environmental influences that distinguish him from other people and become evident in attitudes and behavior in everyday life. As a characteristic and state identity Character is the most important and valuable thing, the most important behavior, which is the source of the values of Human interaction. This research aims to find out what influences the character of students at Muhammadiyah 13 Medan Private Elementary School. As well as knowing what things can influence the character education of students at Muhammadiyah 13 Medan Private Elementary School. The method used in this research is a qualitative descriptive method. The results of the analysis from this research show that the most important factors influencing student character are family, teachers, the surrounding environment, and learning media. If one of them is not present, then the formation of student character will not form properly, because teachers, learning media, and student learning models have a large role in forming student character. To support this, it is a good idea for teachers to strengthen their character. Next, the most important factor is love and support from the family. Because if there is no support from the family it will hamper the process of forming student character.</p>
<p>Keyword</p>	<p>Character, Student</p>

1. INTRODUCTION

Education is a humanistic process which is then known as humanizing humans. Therefore, we should be able to respect the human rights of every human being. Students, in other words, students are not human machines that can be controlled at will, but they are a generation that we need to help and care for in every reaction to change towards maturity so that they can form independent human beings who think critically and have good moral attitudes. For this reason, education not only forms a person who is different from other people who can carry out eating and drinking activities, dress and have a house to live in.

Education is the most important thing in human life, this means that every Indonesian

has the right to get it and is expected to always develop in it. Education will never end. Education in general means a life process in developing each individual to be able to live and live. The first educational environment that every person receives is the family environment (Informal Education), the school environment (Formal Education), and the community environment (Nonformal Education). Informal education is education that a person obtains from everyday experience consciously or unconsciously, from birth to death. This educational process lasts a lifetime.

Education is the most important thing or the main key in life. Besides that. Education is also a savings and investment in the development of a country. According to Ki

Hadjar Dewantoro in Neolaka and Amialia (2017:11) education is an effort to advance children's character, mind and body, so that they can advance the perfection of life, namely living and bringing children to life in harmony with nature and society. Furthermore, according to Law No. 20 of 2003 concerning the National Education System, it states that:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self- control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state.

Based on the above definition, education is a person's effort to develop their potential in a better direction. According to Rosidatun (2018: 17- 18) explains that in a broader meaning, education is any action or experience that has a formative effect on the mind, character or physical skills.somebody. Based on the understanding and description above, it can be concluded that education is a person's process of changing and developing their knowledge, attitudes and potential in a better direction through conscious and planned learning and guidance.

Character is the special quality of a person or object (Kertajaya Silitonga 2014: 29). According to Yaum (2014: 7), character is morality, truth, goodness, strength and an individual's attitude towards others through actions. Meanwhile, according to Rosidatun (2018: 20), character is the core value that defines a person who is formed by heredity and influence. environment that differentiates them from other people and becomes evident in their attitudes and behavior in everyday life. As a characteristic and identity of a country, character is the most important and valuable thing, the most important behavior, which is the source of the values of human interaction. Based on an understanding of the content above, it can be concluded that this number is a person's manners, manners, morals and manners that are formed from within a person and the characteristics or characteristics that distinguish another person.

Haracter education is an effort to deliberately develop good character based on basic values that are good for the individual and good for society (Thomas Lickona in Yaumi, 2014: 10). According to the Ministry of Education (2011) character education is an effort to instill good habits in students who know how to behave and act in accordance with

the values that have become their habits. Character education is an effort to develop the growth of noble traits (character), thinking and growth in children (Ningsih, 2015: 8). Supranoto (2015:48) explains that character education is the only thing that can be done to influence students' character. According to him, character education includes three main elements, namely (Know good) Know good (Love good) good, (do good) do good character development is an important part of the life of the Nation and students with such character can improve the quality of education.

Human behavior is determined by environmental factors based on conditioning theory that there are functions whose nature is determined by the environment. A man essentially becomes a man when he is allowed to grow in an environment of character. This of course requires careful efforts from all parties, such as families, schools and all levels of society. Character education is also very necessary for elementary school children, because we teach these character values from an early age so that students understand polite and polite grammar and good manners in the environment. The family, school and community environment also basically cannot be separated from character development. Prasetyon and Rivashinta define that:

The definition of character education to instill character values in students includes the components of knowledge, awareness or will and actions to realize these values and to God Almighty, oneself, other people, the environment and nationality to become a perfect person, The goal of character development is essentially a nation that is strong, competitive, has noble character, morals, tolerant, cooperative and patriotic. The aim of character education according to Kesuma, Triatna and Permana is to encourage the strengthening and development of certain values so that they are manifested in children's behavior both during and after school by correcting inappropriate student behavior. with these values. The values and corrections developed by the school are in harmony with the family and community to realize the shared responsibility for character education.

The formation of good character certainly produces good individual behavior. Personal harmony and balance and being able to take responsibility for all actions taken. Then it is hoped that these activities can direct individuals towards better direction and progress in forming the character of today's

children. Character is the key to producing superior Indonesian children who are willing to shoulder the burden of development. Currently the education process in Indonesia is designed and guided only in terms of knowledge, in terms of character formation, at least applied to learning. It is commonplace for students to get good grades in religion and citizenship subjects, but not necessarily have good character statistics.

Character education is a very urgent and essential need that affects various parties. Strengthening the formation of students' character is very important in the world of education. The community's continued encouragement of the importance of character education shows dissatisfaction with the quality of education. Character education is seen as a way to fill the current educational deficit. The decline in the moral quality of human life in contemporary Indonesia, especially among elementary school students, requires character education.

When implementing character education, plans need to be made such as: (1) To find out the activities that can be carried out in character education at school which must be mastered and carried out by students in their lives, it is necessary to carry out student character education in such a way that it is carried out in three series of activities: integrated in thematic learning, integrated by school leaders and integrated in extracurricular activities, (2) developing learning materials for various school activities, (3) preparing plans for implementing school activities (goals, materials, schedules, teachers), evaluation and facilities, (4) preparing facilities for implementing personality development programs at school. When planning a character development program at school, it refers to the types of goals for developing school activities, activity goals, activity content, implementation, organization, time, place and other supporting options.

In the family and community environment, it is planned to be a process that strengthens the formation of students' character by supporting students' parents as well as community leaders, traditional leaders and the government. Because of the unique behavior of students, support is needed from parents, the community and local government. Whether a child's character is good or not depends on the care of the student's parents at home. It is better known that parents of students are open to using family, community leaders, traditional leaders and youth leaders

for guidance and to better learn and understand their children's behavior. Communication between the school (principal) and parents is a form of responsibility at school. Even though we have opportunities to interact at school, we need to make students look back and remember the advice of parents and teachers at home, at school, and in society. Parents of students are expected to be very noble role models and develop them at school into daily activities at home in their own community. This must be done through the school committee, foundation, there are also parent meetings, parent visits or activities that relate directly to families with the aim of balancing opinions to shape the character of students at school.

Strengthening Character Education is also supported by Minister of Education and Culture Regulation Number 20 of 2018, which empowers schools to strengthen the character of students through harmony of heart, emotional exercise, thought exercise and sports that involve families and communities in the National Movement, Mental Revolution, GNRM.). Strengthening character education requires support from various levels of society (Dyah, 2017) because character education (PPK) has not been optimal so far, especially in schools, both elementary, middle and tertiary institutions. School is the right place to instill values and morals in students. Character formation through learning taught through character, politeness, honesty, responsibility, integrity, discipline, hard work and togetherness. Education is an effort to instill morals and attitudes like real humans. (Auliyairrahmah et al., 2021).

The government is making serious efforts to overcome the character problems of the nation's children by strengthening character education. Strengthening character education which is integrated in the National Mental Revolution Movement is a change in thought patterns, changes in attitudes and actions for the better. Thus, character education does not teach what is valid and what is wrong, more than that, character education inculcates good habits (habituations) so that students come to understand (cognitive) what is right and what is wrong, which can become (effective) values. good and normal (psychomotor) (Rahmawati et al., 2021). In other terms, good character education must involve not only aspects of good knowledge (moral knowledge), but also using good or loving goodness (moral feeling), and good attitudes (moral actions). Character education on habits or customs that are

practiced continuously and carried out (Sofyan, 2018).

According to the description above, teachers are the spearhead of student character formation to welcome the golden generation. Character building is applied both in learning and daily life at school (Julaiha, 2017). Character education can be implemented according to school directions. Character education exists to create morals through the process of knowing what is good, loving what is good, and doing good. mind, heart and hands. Character education basically aims to create a nation that is trustworthy, competitive, has noble character, morals, tolerant, mutual cooperation, patriotic, dynamic, science and technology insightful, imbued with faith and devotion to God Almighty. Pancasila (Supranote, 2015).

To increase the efficiency of Character Education Schools, various changes are needed. To replace what is needed is not only changes in schools, but also in this environment influencing the process and results of education in schools; contains changes in institutions that carry out and implement education policies at the center and in the regions. These changes are needed to cover various aspects. Changes in perspective, development as well as the skills of school principals and teachers. Change the way you measure educational success. (Raka et al. 2011:48-49).

One of these changes was implemented by the government where the 2013 syllabus was prepared for the implementation of this curriculum. The priority of assessing student character during learning takes place. The 2013 curriculum for all levels was executed using a scientific (scientific) approach. The steps of the scientific approach (approach) in the learning process include data mining, observing, asking, trying, then processing the data, presenting information or data, followed by analysis, reasoning, then thinking and creating. learning characteristics This science develops students' character. Character development-oriented training cannot be based on an empty glass perspective, but with the perspective that students are seeds. They have different potential benefits. They are also not uniform seeds. they.

Talking about the concept of multiple intelligences (intelligence) that each student's own intelligence may be different from that of other students; and possible consequences Interests also differ. This difference must be accepted as a reality and try with this potential difference in intelligence to develop as well as

possible and can be used as a basis for the excellence of the student concerned.

Character education is education that instills and develops noble morals so that students have noble morals and apply them in practice in life, and in families, community members and citizens. Character education is not only about students getting information about character, but also about instilling character. in students so that students become an inseparable part of their personality. 5 It is necessary to study student character education, especially in elementary schools, so that it is always carried out in the school environment, family and community. One of the figures that must be formed by learning teachers is the nature of collaboration.

Character education developed from the first stage of elementary school is the key to optimizing these problems. Until then, apart from that, the government is promoting the strengthening of character development in the school environment. Character or what we often hear nowadays. Character formation is a problem for many people, especially parents who want to have children with good or positive character. Positive distinctive character is character, character that shows positive values in the life of society, nation and state. Negative signs, namely characters that show negative values towards social life, nation and state. (National Language Center of the Ministry of National Education, 2008:682) The importance of building character from an early age, because basically children are born in natural circumstances or compared to white paper which can be filled with good or bad writing. The child gets everything scratched where it leads, if it is directed towards good things then the child will behave well so that you may be happy in this world and in the afterlife. On the other hand, if a child is led to do something that is not good, then the child will do bad behavior towards themselves and their loved ones. parents do It plays an important role in encouraging children's character, but not only parents and Family influence a child's character, but the environment also contributes Children do not always

live at home, half of their childhood is outside the home with their friends, so children's characters are quite influenced by their playmates. Apart from that, getting to know children who enter the world of school with new friends who often bring bad characters with them whether they realize it or not, are followed by other children because of the

intensity of meeting them almost every day. The school environment also plays its own role in forming a child's character. Unfortunately, some schools also do not pay attention to the character of their students, most schools only pay attention to school activities, so that the student's character is not excessive.

If you pay attention, at least elementary schools still have a program for creating character or what is usually called (character construction). (Jamaluddin, 2012:170) Character development is now an attraction. Parents send their children to schools which are starting to emphasize the importance of building character, where schools are ready to instill character education so that children slowly have good character. Because parents often have difficulty educating their children, most parents choose schools that have a good influence in shaping their children's character to become good human beings and on the right path. Apart from that, being busy is an excuse for parents when their child's behavior becomes naughty. So parents choose schools that really pay attention to the character of their students one by one. Character education is the main asset of the 2013 curriculum, this must be the case in formal educational institutions at all levels of education. . Implementing character education is one way to achieve the goals of popular education, d. H. humanize students who believe and are devoted to God Almighty, who have noble character, to become citizens who are healthy, knowledgeable, capable, creative, independent and both democratic and responsible. According to Simon (Asyiah & Sunanto, 2014), character is a collection of values attached to a system behind the thoughts, attitudes and behavior presented. On the other hand, Lickona (2015) proposes that this character has three areas, namely moral knowledge, moral feelings and moral actions. Therefore, good character has three competencies, namely habits of thought, habits of heart and habits of behavior. Khusnianti (Ramli, 2014) notes that character education has the same essence and meaning as moral education. The aim is to shape children's personalities into good human citizens and good citizens. So natural education is education related to children's everyday skills that arise spontaneously from the heart, soul and innate personality, regarding human behavior and character.

Character is very important for a nation and state, therefore the loss of character causes the loss of the nation's next generation.

Character also has a role as a driving force and as a strength to keep the nation from faltering. On the other hand, character does not come by itself, but must be built and formed into a worthy nation (Government of the Republic of Indonesia, 2010:3) Description leaves a message. A character must develop through certain stages. One step that can be taken is to build strong character. Education to make this nation strong, dignified and have great civilization is a great civilization.

Student characteristics are one of the variables that influence the success of the education system. (Sanjaya 2012:17). Defines this variable Appearance or characteristics individual students. Related considerations may include talents, interests, attitudes, learning motivation, learning styles, thinking abilities and early abilities (dedicated to learning outcomes (Atmowijo, 2008: 95).

Student characteristics will have a significant impact on the selection of appropriate management strategies. Learning organization, in particular, the elements of learning strategies take into account the individual characteristics of students (Uno, 2009: 58). Education has two main goals, namely helping the growth and development of intelligent children and helping them become good (Lickona, 2013: 6). This shows that training is a strategic tool in Character training because it aims to produce intelligent and characterful people. Martin Luther King once said, namely: Character intelligence is the true goal of education (intelligence with character is the true ultimate goal of education (Muslich, 2011:75)

Character formation is important for the Indonesian people because it gives birth to a strong nation. Bung Karno emphasized that "the nation must be built by prioritizing character building because character building is what makes Indonesia a nation like this great, advanced and glorious and valuable" (Samani and Hariyanto 2011: 1-2). Schools must be implemented as a strategic means of building the nation's generation. Character education because the character of the Indonesian nation is weak. Vulnerabilities must be addressed and repaired. As noted by Listyarti (2014: 5) "The weak characteristics of the Indonesian nation that must be corrected are, cowardice, feudalism, oppression, corruption, illogy, underestimating quality, wanting to graduate, insecure, lonely, stubborn, irresponsible, hypocritical, creative. be weak and don't be ashamed." Moreover, our people have a long-standing habit of not contributing to building a

better nation. These methods include e.g. Trash, luxurious lifestyle, lack of respect for differences, not wanting to read, complaining easily and other bad habits.

Character is the most important factor in shaping human qualities to become noble people. When a person's qualities are good and continue to develop, then he can become a human being who is beneficial to the environment and national development. Hidayatullah (2010: 16) emphasizes that "character is the quality or mental or moral strength of an individual's character or character which is a special personality, driving force or driving force and what makes them different from other individuals. Meanwhile Tuo, Samani and Hariyanto (2012:46) interpret "the character formation system to encourage character statistics in school children, which includes components of knowledge, awareness or ability and action to actualize these values and to God Almighty, oneself, other people, environment and nationality to make them perfect people." Here's how you can do it. Educational units must practice character education which is interpreted to improve the quality of delivery and pedagogical results in leading schools regarding the achievement of student character formation.

Character is character or habit. Character is seen as a solution in every educational institution. If you look at the education system, it is currently still focused on academic aspects alone. Although students' educational potential must be developed comprehensively. Intellectual, emotional and spiritual intelligence must be developed together. If only intellectual intelligence is developed, the consequence of that intelligence is that time has weakened the fragility of emotional and spiritual intelligence. In fact, there are still many schools that develop the intelligence of intelligent students. Characters must be repeated so that a collective awareness can arise of the importance of building a strong character for the nation's generation in facing developments over time. The flow of globalization has brought significant changes in all aspects of people's lives.

Based on the results of observations at SD Muhammadiyah 13 Medan, Class IV elementary school learning leads to character formation which is characterized as training according to the 2013 curriculum. Teachers emphasize character development in the process of completing core learning activities for students to improve the quality of moral

education. Students can understand the character of other students. In this research, student characters, such as responsibility, self-confidence and discipline, are practiced in learning inside and outside the classroom. Thus, the learning objectives that have been set can be achieved. It has been completed well. This is supported by the educational goals of everything teachers do to influence student character, teachers help shape student character based on the principles of Character Education (Bahri, S., 2015:7). This means that character education allows students to develop spontaneous attitudes so that students do not feel burdened in doing so.

The learning process to be successful and achieve the goals desired by the teacher is that the teacher must provide encouragement and directly strengthen teaching and learning, make it easier and provide opportunities for students to learn actively and creatively develop skills, interests and attitudes through planned learning activities. To instill character in fourth grade students, teachers must implement character education in direct teaching and learning activities and students can implement it in everyday life. Therefore, character education implemented by teachers is very important in improving students' character. This means that character education is beneficial for students because it can teach skills for interacting or communicating with peers to be responsible for doing things responsibly, confidently and independently.

According to Husna (2015:77) Population is a group of subjects who wish to be subject to the generalization of research results. As a population, as a group of subjects it must have similar characteristics or characteristics that differentiate it from other groups of subjects. Therefore, in this research, the population used was all students at SD Muhammadiyah 09 Medan. At the same time, sampling is a selection process and the type of sample is determined and the sample size is calculated to be the subject or object of research (Husna 2015:77). for the method Non-probability sampling technique is used for sampling Sampling by individual personal judgment. Because the sample used in this research was all fourth grade students at SD Muhammadiyah 09 Medan.

The data collection process for this research is observational and a questionnaire (Questionnaire) to obtain factual information in the learning process. Including Nana's observation data collection techniques

(2017:220). A technique or method for collecting data to monitor ongoing activities. Activities This can be done relates to teacher activities in the classroom, student learning and school leaders Schools that offer learning orientation. Therefore, the observations made in this research were directly processed Character observation learning in core learning activities. On the other hand, the instrument used in this research is a questionnaire used to find out the characteristics of students in classroom learning. The characters you want to know are the type of responsibility, disciplined character and self- confidence. According to Sugiyono (in the publication Edy & Mudjia 2014: 137) a questionnaire is a data collection technique. This can be done through written statements or questions to answer respondents.

A population is a whole consisting of subjects and objects that have certain characteristics determined by the researcher. The population in this study were all class IV students at Muhammadiyah 09 Medan Private Elementary School, totaling 100 students consisting of classes IV, V, and VI. Population distribution can be seen in the following table.

No	Class	Amount
1	III	35
2	IV	25

3	V	40
	Amount	100

The sample in this study were all students in grades IV, V, and V who were registered in the 2014/2015 school year. According to Arikunto (2006:131--132) the sample is a portion or representative of the population studied. If there are less than 100 research subjects, it is better to take all of them so that the research is population research. Because the sample size was only 100 people, the entire population was used as the research sample.

The data collection technique was carried out through a questionnaire method which was used to obtain data about the character formation of students at SD 13 Muhammadiyah 09 Medan for the 2022/2023 academic year. The type of questionnaire used is a closed form questionnaire, namely a questionnaire that is prepared by providing answers so that respondents only mark (v) on the answers chosen according to the actual situation

The data processing technology in it uses a questionnaire (survey). There is a list of questions prepared beforehand. list of questions. The method used in this research is an open questionnaire with the answer being yes or no.

2. FINDINGS AND DISCUSSION

Table 1. Student Character Questionnaire Instrument Grid

NO DISCIPLINE	INDICATOR	STATEMENT
1.	Obedience to school rules and regulations	I got to class on time. I wear a uniform according to school regulations.
2.	Obedience in doing lesson assignments	I submit assignments on time. I do the assignments given by the teacher. I follow the practicum according to the steps prepared by the teacher.
3.	Discipline towards learning activities at school	I am orderly in following lessons in class. I don't joke when I'm studying. I bring textbooks according to the subject.

4.	Carry out individual tasks well.	1) I work on pickets according to the schedule in class. 2) I do the assignments given by the teacher well. 3) I am ready to be a ceremony officer if it suits the activity schedule. 4). Before studying, I straighten my seat properly. 5) After studying I tidied up the seat properly.
5.	Accept the risks and actions taken.	1). I am ready to accept punishment if I do not picket.
6.	Return borrowed items.	1). I dared to return the eraser that had been borrowed.
7.	Admit and apologize for the mistakes made.	1). I dare apologize if have made a mistake that harms others.
8.	Have great abilities yourself.	1). I dare to present in front of the class.
9.	Brave	1). I dare to argue without hesitation 2). I dare to conclude the lesson correctly.
10.	Persistent and persistent	I dare to make decisions quickly. I don't cheat when I'm working on questions. I don't give up if the homework I do still doesn't have the right answers.
11.	Enthusiastic	1). I dare to answer questions given by the teacher quickly.

The data containing answers from students is raw data, then the data is processed or analyzed systematically. According to Prasetyo & Jannah (Munggaran, 2012). The data processing step, namely data analysis, is an advanced data processing process to see how to interpret the data and then analyze the resulting data already at the data processing results stage (Prasetyo & Jannah, 2010: 171).

Table 2. Criteria for obtaining each item

No.	Respondent Obtained Score		Criteria
	Score Limits	%	
1.	11	0-25	Never
2.	22	26-50	Seldom
3.	33	51-75	Sometimes
4.	44	76-100	always

After testing the character formation of students at SD Muhammadiyah 13 Medan through questionnaires given to students, it was continued by analyzing the data that had been collected based on descriptive analysis and inferential statistical analysis.

Based on data analysis, it was obtained that the answer criteria given by the teacher through a questionnaire with 30 statement items given were in the continuum area with the answer criteria always (table 1) namely at 84.8%, although there were 5 items that were in the sometimes criteria but This can prove that the implementation of the 2013 curriculum can shape students' character in a better direction. Likewise with the answer criteria given by students through questionnaires given to students in grades IV, V, and V. Based on 35 respondents from grade IV with 20 statement

items, it was found that 83.7% were in the continuum area with always criteria, while for grade V Of the 25 respondents who were present at the time of the research, it was found that 86.6% were in the continuum area with the always criteria. The same thing can also be seen from the answers given by 40 fifth grade student respondents that 81.5% were in the continuum area with the always criteria.

Based on the results of data analysis, it can be said that the character formation of students at SD Muhammadiyah 13 Medan. The results of this analysis are supported by the facts that researchers observed during the PBM where all students reflected attitudes that showed that they indeed had good character, namely, discipline, respect for teachers, trust, self-conscious, serious and religious.

3. DISCUSSION

Analysis Character formation is very important to instill in students from an early age, because the earlier character education is instilled and accustomed to, the better the character that will be produced. The strategy used by schools in implementing character formation is through habituation, but the strategies used by each teacher at SD Muhammadiyah 13 Medan are different and varied, such as always reminding students of good things, giving warnings or punishments to students who make mistakes so they don't repeat them, giving examples of doing good things or being a role model for students, carrying out routine activities (habituation) in the classroom, raising students' awareness of the importance of character education for their lives.

The definition of character formation is clear. Ekowarni character is a value of Principles of Behavior for reference scores for interactions between general humans. Different numbers are designed as shared values based on columns: peace, respect, cooperation, freedom, happiness, honesty, humility, compassion, responsibility, simplicity, tolerance and unity. (Ekowarni, 2010) character (character) refers to a set of attitudes, behavior patterns (behaviour), motives and acquisitions of doing things including attitudes such as the desire to do the best intellectual abilities such as critical thinking and reasoning Morality, honest behavior, etc. responsible, maintaining the principles of morality running smoothly crime, interpersonal and emotional intelligence allow a person to interact effectively in situations and tasks to participate Community and society.

Property is knowledge of positive development, as an individual (social intellectual, emotional and ethical). Individually, good character means someone is trying to give their best (Bathroom Table, 2007). Mansur Muslich explains that character is a person's moral and spiritual qualities, the formation of which is influenced by innate factors (fitrah, nature) and the environment (educational socialization, upbringing).). Humans have the potential for good character before they are born, but this potential must be supported from an early age through social and educational means.

Meanwhile, according to Sudrajat (2010), character education is the process of cultivating morals in school children, which includes knowledge, attention or willingness and action to actualize these traits towards God, oneself, other people, climate and identity. is that they become human. And according to Sudrajat (2010), character education is the process of cultivating morals in school children, which includes knowledge, attention or willingness and action to actualize these traits towards God, oneself, other people, climate and identity. is that they become human.

According to expert Ratna Megawangi, this is a process that lasts a lifetime. Children become unique individuals when they grow up in a natural environment. In fact, there are three parties that play an important role in forming children's character, namely: family, school and environment. These three parties must have a synergistic relationship. Ma'mur (2011:42) emphasizes that the aim of character formation is also to improve the quality and results of the implementation of teaching in schools, which leads to the formation of character and nobility of mind. students' character as a whole, integrated and balanced according to graduation qualification standards. So, it can be said that character plays an important role in the lives of the younger generation, especially school age students.

According to Achmad Sunarto & Syamsudin Nori (2005), historically character formation was the main task of the apostles, Islam exists as a movement to perfect character. Since the 7th century, the Prophet Muhammad SAW in particular has. Says that his main task is the development of perfect morals (character). Muhammad's Apostolic Manifesto shows that character formation is an important prerequisite for the growth of religious practices that can create civilization (Bambang Q-Anees and Adang Hambali, 2008: 100).

From the opinions of the experts above, people tend to think that character education is the process of instilling character values in students, so that they become individuals who have intact heart, brain, body and emotional components. and goals. . Character is thus defined as a quality that is close to home, in the sense of achieving greatness, being ready for greatness and truly serving to be admired. Implementation of Character Building in Muhammadiyah 13 Medan High Class Students.

4. CONCLUSION

Based on the results and research and data analysis and discussions that have been carried out, it can be concluded that SD Muhammadiyah 13 Medan is shaping students' character in a better direction. This can be seen in the character that appears in students, namely the character of discipline, respect for teachers, self-confidence, seriousness and religion. The supporting facts at this point are the results of data analysis through questionnaires given to students.

It can be concluded that the character shown by the students there is as follows. Firstly, religious, religious values are applied in activities such as praying before and after studying, praying in congregation, and so on. Secondly, caring for the environment, the value of caring for the environment is implemented through joint cleaning activities, collecting used bottles, throwing rubbish in the right place, and carrying out daily pickets. Third, responsibility, the value of responsibility is applied so that they make mistakes and have the courage to take responsibility and apologize for the mistakes they make. Fourth, be honest, the value of honesty is applied in activities, you must be honest in taking exams and you must not cheat. Fifth, discipline, the value of discipline is applied in terms of arriving on time, obeying all existing rules and so on. The application of these character values is a very necessary strategy used by schools and teachers.

The strategy used by schools in implementing character education is through habituation, but the strategies used by each teacher at SD Muhammadiyah 13 Medan are different and varied, such as always reminding students of good things, giving warnings or punishments to students who make mistakes so they don't repeat them. , providing examples of doing good things or being a role model for students, carrying out routine activities (habituation) in the classroom, raising students' awareness of

the importance of character education for their lives.

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