

IMPLEMENTATION OF EARLY CHARACTER EDUCATION IN ELEMENTARY SCHOOL

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Abstract: *This research is motivated by character education in elementary schools, and the implementation of the application of character education values in learning at SDN 106170 Ajibaho, Patumbak street, Ajibaho Village, Kec. Biru-biru. The purpose of this article is to find out how character education is implemented at SDN 106170 Ajibaho. The method used is a descriptive qualitative research method, so the results are: 1) Character values that are applied and shown are religion, environmental care, responsibility, honesty, and tolerance. 2) The application and concept of character education at SDN 106170 Ajibaho through habituation. The subjects in this research are teachers and students and the object of this research is character education in elementary schools. The implementation of environmental care character education at SDN 106170 Ajibaho can be seen through integration into routine habituation activities carried out at SDN 106170 Ajibaho in the implementation of education.*

Keywords: *Character Education, Character Education Implementation, Elementary School*

Introduction

Education is a planned activity that is realized in the learning process that aims to actively develop students' potential. Education is one of the main keys to building and shaping the quality of citizen character. Education is also a long-term savings or investment and is very valuable in the development of a country because a successful country that advances and develops can be seen from the quality of the citizens themselves. Education should be able to form a society with good character and be able to increase public awareness to live in harmony, high tolerance, and a democratic national outlook and global outlook.

According to Akhwani and Nurizka in (Naziyah et al., 2021b) "Character education is instilled early in elementary school as a place of education to become the basis for shaping children's character towards caring for the surrounding environment". The implementation of environmental care character education is important to develop. Someone who has a caring character for the environment is developed to form a person who has an awareness to preserve their environment. Character education has become a strategic issue in the context of education in Indonesia, this is related to the moral crisis of this time. Where, almost all cases that occur are related to a person's morals which are suspected due to the failure of character education provided by parents, the surrounding environment, and educational institutions. Many cases on a national scale, for example, are triggered by the lack of internalization of the moral education process provided at school and in the family environment, an example of a case that we often

encounter in Indonesia is corruption. For this reason, the character-building of elementary school students must be carried out jointly by all parties.

Character education is a process and effort to instill and develop character values in students so that they can carry out these values towards God Almighty, themselves, others, and the nation and state. Through character education, it is expected that all students of SDN 106170 Ajibaho can apply character values about understanding but embedded values of care for God Almighty, self, others, the environment, as well as society and the nation as a whole so that they become perfect humans by their nature. Therefore, the character building of SDN 106170 Ajibaho students must be carried out simultaneously by all parties. Krischenbaum in (Wuryandani et al., 2014) said that character education is not the responsibility of a handful of people, but needs to involve other components such as parents, educators, religious institutions, youth organizations. Each component that supports the success of character education must work together. Likewise at SDN 106170 Ajibaho that parents need to be actively involved in supporting the success of the character education program created by the school.

Education is the process of inheriting the nation's culture and character for the younger generation and also the process of developing the nation's culture and character to improve the quality of life of society and the nation in the future (Akrim, 2018) To have good character does not only mean a competent individual but to be a person of good character, is a person who has a positive contribution to society in terms of justice, equal rights, and mutual respect for fellow human beings. Romdloni (Naziyah et al., 2021a) argue that "Character education is education that teaches ways of thinking and behaving that characterize each individual in society and the state."

The application of character education can be implemented in all aspects of the school curriculum or other supports such as the environment, facilities, and policies. Moreover, Wahyunianto, S. (Sutisna et al., 2019) emphasized that character education is more focused on the process integrated into the school curriculum. Four ways can be taken to implement character education; 1). Implementing in every subject in school, either compulsory subjects or local content; 2). Implementing daily non-lesson activities such as mandatory ceremonies, holidays, religious events, and incidental events; 3). Planning in short-term and long-term school programs; 4). Polarize to all school elements, especially to the families of students Zulkhijrah in (Sutisna et al., 2019) thus the application of character education in schools can be applied.

Literature Review

Character education is an education system that aims to instill certain character values in students. Character education is closely related to moral education where the goal is to shape and train individual abilities continuously for self-improvement toward a better life. Ratna Megawangi in (Purwanti, 2017) reveals that character education is an effort to educate children to make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment. Activities on the character of learning in the classroom in groups can increase synergistic cooperation, adapt to various roles and responsibilities, work productively among friends, place empathy in its place, respect different perspectives among friends (Pipit Putri Hariani MD, 2019)

According to several previous studies such as those conducted by Lynn & Arthur (Murniyetti et al., 2016), it is stated that education in Indonesia is generally still exam-oriented. Therefore, it is time for the education system in Indonesia to be reformed because it has not answered the needs of the times. Referring to the results of these studies and opinions, it is

certainly necessary to prove empirically the consequences of the inappropriate direction of education so far so that the current generation tends to be fragile, easily emotional, and lose character as a generation. Character education is very important and must be implemented, because shape the nation's character is one of the goals of existence a national education (Amiruddin, Indra Prasetya, 2020)

Character according to Thomas Lickona (Julaiha, 2014) is a person's nature in responding to situations morally. Character education according to Thomas Lickona is education to shape a person's personality through character education, the results of which are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for other people's rights, hard work, and others. Character education in elementary schools is one of the beginnings of planting and shaping the character of students because they are still in a period of development, therefore the role of the teacher is very important. According to Elkind and Sweet (SP, 2016), character education is defined as follows "character education is a deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear what we want them to be able to be right. Even in the face of pressure from without and temptation from within.". Mulyasa (Cahyaningrum et al., 2017) argues that "character education for early childhood has a higher meaning than moral education because it is not only related to right-wrong issues but how to instill habits about various lives."

Education in primary schools is the first formal level of education that will determine the direction of the development of a student's potential. Therefore, elementary schools need to optimally develop student character education so that the hope is that at the next level, students already have good behavioral provisions. In the Big Indonesian Dictionary, decadence is defined as the deterioration or decline and morals according to Hurlock (Cahyo, 2017) is a procedure of habits and customs where behavior is controlled by moral concepts that adhere to rules that have become a habit for members of a culture and determine the behavior expected by all members of the group.

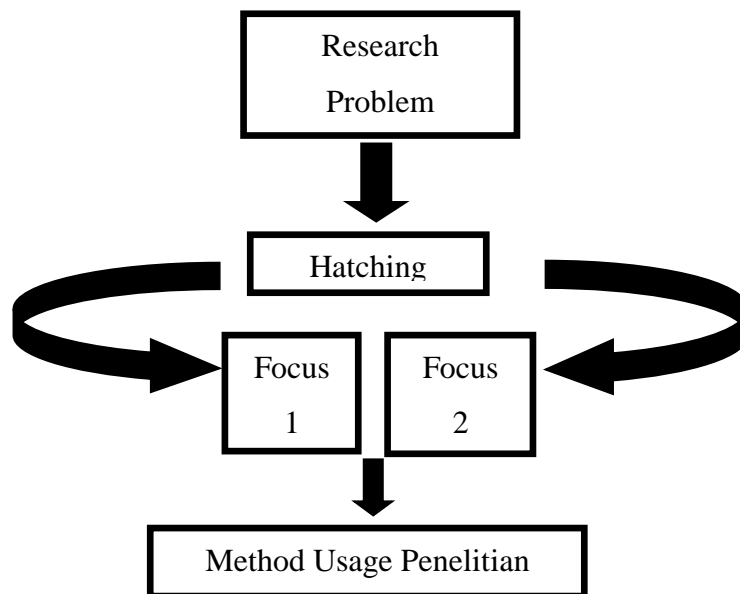
Habituation is a way that can be done to familiarize children to think, behaving, act by religious teachings. Kemendiknas (2003) in (Hendriana & Jacobus, 2017) Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Character education is very important and must be implemented, because shape the nation's character is one of the goals of existence a national education.

With the cultivation of character education in every school, schools can make students aware of honesty, have high motivation, care for the environment, be responsible, creatively develop and show their potential, piety to God Almighty, and give birth to students with good character and personality, especially at the elementary school level (SD). According to Koesoema, (SP, 2016) "character education is complete and good, but also forms them into actors, both for changes in their own lives which will also ultimately contribute to changes in the social order of society for the better as well".

Method

The motto used in this study uses a descriptive qualitative method, it can be explained that this descriptive qualitative research is a study whose data is in the form of words that have their characteristics because they do not contain numbers as data. The reason why researchers

choose this descriptive qualitative method is that researchers want to describe the observed conditions in the field more specifically, transparently, and in-depth.



Gambar 1.1 Alur Penelitian

The research flow begins with researchers looking for the context of research that is now rampant in the world of education, namely Character Education. Furthermore, the researcher determined the title, namely *"Application of Character Education From an Early Age in Elementary School"* and continued with what research focus the researcher wanted to research which amounted to 2 focus problems, namely 1) The character values applied and shown were religious, environmental care, responsibility, honesty, and tolerance. 2) application and concept of character education at SDN 106170 Ajibaho through habituation. Then it will be continued with researchers who use Qualitative research which will be carried out at SDN 106170 Ajibaho, Patumbak road, Ajibaho Village, key. Blue-blue.

Results and Discussion

In this study, the findings found by the author regarding character education at SDN 106170 Ajibaho are that the applicable rules include two rules, namely school rules and class rules. The concept of applying character education used by SDN 106170 Ajibaho is the concept of habituation. At SDN 106170 Ajibaho, many also use the karo accent because of the environment around the SDN, many of which are Karo or Batak ethnicity.

According to resource persons, habituation is carried out so that students can get used to the activities carried out at school and can apply them in an environment outside the school. Habituation activities are carried out such as singing mandatory songs, praying in the classroom before studying, saying greetings when entering class, not arguing with friends, and respecting each other between religions and tribes.

Based on the results of an interview with one of the teachers at SDN 106170 Ajibaho named Kiki Rahmadani S.Pd. he said that *"in the cultivation of character education at SDN 106170 Ajibaho routine activities at 07.15 which vary every day, namely from Monday to Saturday. Every day before entering the classroom students line up in the classroom and shake hands with the teachers who enter their respective classes, every Monday the students and*

teachers perform a flag ceremony on the school field, and on Friday the students do gymnastics together and after the gymnastics, the students are put on the grounds. When entering the classroom, teachers and students are required to say greetings according to their respective religions. When in class before learning the teacher tells the students to pray before studying, and before going home the teacher tells the students to clean or throw out the garbage in their respective drawers. "

The majority of the area around SDN 106170 is tribal karo or Batak. Timah Sri Devi Br Ginting, S.Pd one of the teachers whom the researcher interviewed said "*Many students in this school are ethnic karo or Batak and who are Muslim and non-Muslim. , all teachers have tried to set a good example to students including appreciating differences from each other or often referred to as tolerance*".

According to Mrs. Ira Tania Br. Tarigan, S.Pd said that "*Not only students are diverse in tribes and religions, the teachers here are also diverse in tribes and religions. Indirectly we teachers apply tolerance to each other and as an example to students that the many differences make mutual respect "*.

Researchers found that principals and teachers were always dressed neatly and decently, and teachers and principals used clothes that matched their uniforms. Researchers also found that principals and teachers always use polite language when speaking to teachers and students, although there are still many students who still use the local vernacular, namely the "*karo*" language.

The application of character education at SDN 106170 Ajibaho is indeed carried out by habituation, with this it is hoped that students will have good character, it can be seen that the application of karate education has gone well enough this is shown by the character of students who are already good in terms of character that has been applied through various activities although there are still some students who have not bisa Have the expected character through the activities that TelA H is carried out by school

Lickona in stating "(Darmayanti & Wibowo, 2014)*character education is the deliberate effort to develop virtues that are good for the individual and good for society*". That is, character education is a deliberate or planned effort in developing policies that are good for individuals and the social environment. It is also explained that the process is not automatically obtained but with continuous effort.

Schools must have strategies to overcome character crises through Strengthening Character Education (PPK). This KDP must develop five character values including religion, nationalism, independence, mutual aid, and integrity. Character crises like this can be addressed through the integration through extracurricular, extracurricular activities. Every school certainly has a diverse culture, but all schools have the same goal, which is to shape the character of students who understand norms and customs of course school activities are also formed as motivators or encouragement for students according to Puri, Nurkholipah, & Putri in.(Sujatmiko et al., 2019)

Speaking of character issues, then it cannot be separated from talking about rules. At SDN 106170 Ajibaho the applicable rules include two rules, namely school rules and class rules. Both have a fairly important role in shaping the entire school community. School rules and class rules contain various things related to the guidance of community members in this school in their daily behavior. With school rules and class rules, students will have a clear view of what should and should not be done, as well as the consequences/sanctions for violations of existing rules.

This concept is very necessary for the application of character education in schools. The concept of applying character education used by SDN 106170 Ajibaho is the concept of habituation. At SDN 106170 Ajibaho, many also use the karo accent because of the environment around the SDN, many of which are Karo or Batak ethnicity. According to resource persons, habituation is carried out so that students can get used to the activities carried out at school and can apply them in an environment outside the school. Habituation activities are carried out such as singing mandatory songs, praying in the classroom before studying, saying greetings when entering class, not arguing with friends, and respecting each other between religions and tribes.

According to Mulyasa, habituation is something that is deliberately done repeatedly so that something can become a habit. Habituation is intrinsic to experience, which it is accustomed to is something that is practiced. Habituation places man as something special, which can save strength, because it will become an inherent, and spontaneous, habit so that that power can be used for various activities in every work and other activities. (Utami, 2019)

Based on the results of an interview with one of the teachers at SDN 106170 Ajibaho named Kiki Rahmadani S.Pd., the strategy used by teachers at SDN 106170 Ajibaho is to always remind students to do good things, give reprimands if students make mistakes, set an example to students in doing good things, do routine activities or habituation and grow student awareness. Opinions regarding the cultivation/application of character values are expressed by experts, one of which is Alfandi arguing that character is "*a (Mahendra, 2019) person's disposition, character, morals, or personality which is formed from the internalization of various policies that are believed and underlie the person's perspective, thinking attitudes, and way of acting character or personality will appear to what is desired, felt, thought, talked about, and done.*"

SDN 106170 Ajibaho also has a strategy and implementation of Strengthening Character Education (PPK) including routine activities at 07.15 which vary every day, namely from Monday to Saturday. Every day before entering the classroom students line up in the classroom and shake hands with the teachers who enter their respective classes, every Monday the students and teachers perform a flag ceremony on the school field, and on Friday the students do gymnastics together and after the gymnastics, the students are put on the grounds. When entering the classroom, teachers and students are required to say greetings according to their respective religions. When in class before learning the teacher tells the students to pray before studying, and before going home the teacher tells the students to clean or throw out the garbage in their respective drawers.

Based on interviews that have been conducted with teachers of SDN 106170 Ajibaho, the application of character education there has gone quite well with the implementation of habituation. Habituation essentially contains experience. Habituation is practiced squats. Therefore the essence of habituation is repetition. In attitude coaching, habituation is very effectively used because it will train good habits in early childhood. It is known that the strategies used by each teacher are different from being as diverse as always remembering students of good things, setting an example, or being an example.

Although the strategies used by each teacher are different, the goal expected by the teacher remains the same, which is to want students to change and have good character. Coming to school on time, doing assignments given by teachers including homework assignments, and obeying all applicable school rules are one of the disciplinary attitudes at SDN 106170 Ajibaho. Such regulations are a tool for teachers and schools to monitor student activities related to the development of student discipline. The existence of this regulation aims to maintain consistency

between siswa activities at school and home. This consistency needs to be monitored and maintained to support the success of the disciplinary character education program that is being developed.

The importance of school rules regarding discipline is put forward by Curvin & Mendler is that the occurrence of undisciplined behavior in students one of the contributing factors is unclear restrictions. By pouring school and class rules into school rules, the boundaries of student behavior in schools become clear. (Wuryandani et al., 2014). According to Oemar in (Putri Pipit Hariani, 2019) explained that learning is an arranged combination includes human elements, materials, facilities, equipment and procedures

influence each other in order to achieve learning objectives

The implementation of environmental care character education at SDN 106170 Ajibaho can be seen by integrating in-school activities for routine habituation activities. Routine habituation activities carried out at SDN 106170 Ajibaho in the implementation of education. In this rustic habituation before going home the teacher tells the students to clean or throw away the garbage in their respective drawers and when doing gymnastics together or before entering the classroom the teacher tells the students to cite the garbage in the school field.

Kurniawan in explaining about the formation of the nation's character for elementary school-aged children through the Tri-Center for Education is something that cannot be separated, because, in character shaping, it is necessary to have habituations that are carried out repeatedly and consistently starting from the family, school, and community environment. (Rachmadyanti, 2017)

Muhammad Fadlillah and Lilif Mualifatu Khorida in Education develop character values in students so that they have values and character as their character, applying these values in their lives, as members of society and citizens who are religious, nationalist, productive, and creative. (Sari & Puspita, 2019).

Based on the observations of researchers, all teachers have tried to set a good example for students. During observations, researchers always found that principals and teachers were always neatly and decently dressed, and teachers and principals used clothes that matched their uniform attire. Researchers also found that principals and teachers always use polite language when speaking to teachers and students, although there are still many students who still use the local vernacular, namely the "*karo*" language.

Conclusion

Based on the results of research observations, all teachers have tried to set a good example for students. During the observations at SDN 106170 Ajibaho school, the teacher still taught the students about character education where each teacher has a different style of planting kayaker education but has the same purpose and meaning. Although in public schools as we know a variety of tribes and religions tetapi can tolerate each other.

SDN 106170 Ajibaho has a strategy and implementation of Strengthening Character Education (PPK) including routine activities at 07.15 which vary every day. The concept of applying character education used by SDN 106170 Ajibaho is the concept of habituation. At SDN 106170 Ajibaho, many also use the karo accent in the environment around the SDN, many of whom are Karo or Batak from the diversity of tribes and religions in this school which makes the school residents tolerate each other.

The implementation of environmental care character education at SDN 106170 Ajibaho can be seen through integrating routine habituation activities carried out at SDN 106170 Ajibaho in the implementation of education. The implementation of this routine habituation is that before going home the teacher tells the students to clean or throw away the garbage in their respective drawers and when after doing gymnastics together or before entering the classroom the teacher tells the students to quote the garbage in the school field. Coming to school on time, doing assignments given by teachers including homework assignments, and obeying all applicable school rules are one of the disciplinary attitudes at SDN 106170 Ajibaho. The application of character education there has gone quite well with the implementation of habituation.

The implementation of environmental care character education at SDN 106170 Ajibaho can be seen through integrating routine habituation activities carried out at SDN 106170 Ajibaho in the implementation of education. The implementation of this routine habituation is that before going home the teacher tells the students to clean or throw away the garbage in their respective drawers and when after doing gymnastics together or before entering the classroom the teacher tells the students to quote the garbage in the school field. Coming to school on time, doing assignments given by teachers including homework assignments, and obeying all applicable school rules is one of the disciplinary attitudes at SDN 106170 Ajibaho. The application of character education there has gone quite well with the implementation of habituation.

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