Implementation Of Character Education Programs In Elementary Schools

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The application of character education programs is very important. This is because character education is one of the programs that can be implemented in primary schools to reduce the damage to children's character. This research is qualitative in nature and is carried out to gather information and describe the implementation of character education in several elementary schools in the city of Yogyakarta, Indonesia. From the observations it can be seen that the design of character education can begin with a process of analyzing the conditions and potential that exists in schools. This is done to determine the character values to be implemented. Based on the observation results, the character values applied in some of the schools are nationalist, religious, disciplined, independent, care for the environment, respect for achievement, and love to read. The implementation of character education is carried out based on the values of teaching character in school culture, where supporting infrastructure is also available. The results showed that character education in several elementary schools in the city of Yogyakarta has been implemented well, both from the planning aspect to the implementation aspect.

Keywords : *elementary school, character educaton, student character*

Introduction

Education is something that is a top priority as a determinant of the nation's progress in the future so it requires serious attention from various parties (Suchyadi and Nurjanah, 2018; Boerger, 2011). This is stated in the goals and ideals of the Indonesian people in the 1945 Constitution. The government and the community continue to look for ways to develop of education for the realization of a superior, independent, and ready-to-face nation of globalization (Suchyadi, 2017). In the world of education, many problems are found such as the problem of the decline in the character of students, especially in the current era. This indicates that the character of the young generation is now beginning to be damaged and there is also no complete handling of this problem. One of the government's efforts to minimize these events is through the application of character education. One of the things that strongly supports the

advancement of character education is through school culture. A well-programmed school culture will support the success rate of character education programs (Katilmis, Eksi, and Öztürk, 2011).

The results of observations that have been made in many elementary schools in the city of Yogyakarta, there are several elementary schools that can be used as examples of schools that implement character education. The schools are committed to building a culture of character. This can be seen from the vision and mission of the school that reflects the culture of character and values that are trying to be planned for the realization of positive character values.

The school as a formal educational institution seeks to develop character education through habituation activities for all students in the school. This can be seen on a daily basis from students coming to school to going home. For example, there are handshake activities to teachers, lining up neatly before entering class, praying before and after teaching and learning activities, greeting, class picketing, throwing trash in their place, accustomed not to cheat, and paying respect at the beginning of each class. In addition, there are still some dynamics of implementation education in instilling character values in school culture that need to be explored more deeply by researchers. By implementing character education, commitment, and focus in fostering character so that schools achieve various championships. From the results of these observations, researchers are interested in analyzing how the preparation of plans to the implementation of character education programs through school culture.

Differences in the character of children with diverse needs will require the ability of teachers to combine the various abilities and talents of each child (Suchyadi, Ambarsari, and Sukmanasa, 2018; Anderson, 2000). Character education is an effort that is consciously done to be able to educate children or students so that they can decide on a wise decision and also implement it in everyday life. That way, they can make a more positive contribution to the surrounding environment (Berkowitz and Hoppe, 2009; Romanowski, 2005). Parenting is a habit commonly practiced by fathers and mothers which is applied to children in their development. Various forms of parenting can be applied to children, but it is very wise if the parenting style that will be given to children is adjusted to the age and abilities of children (Setiarani and Suchyadi, 2018).

Character education must be able to instill a habit about all the things that will be chosen by every child (Aqib and Amrullah, 2017). This includes how children can choose whether or not about something. Character education can also be interpreted that we can provide a demand for all children and students so that they can become fully human beings who also have good character in several dimensions such as dimensions of heart, body, mind, taste and intention (Downer and Pianta, 2006; Samani and Hariyanto, 2012). The essence of character education is to have a goal to form a healthy competitive attitude, strong, and have a noble character, be respectful, have good morals, want to mutually work together, nationalist, move and oriented to the development of science and technology imbued by faith and piety to God based on state guidelines. With the existence of character education, the quality and results of education in every school always lead to the formation of character and have a noble character perfectly and balanced (Amri, Jauhari, and Elisah, 2011). The purpose of character education is to realize people who have knowledge and also have a positive character (Gallien and Jackson, 2006; Barnawi and Arifin (2012). The expected character is not uprooted from Indonesian native culture as a nationalist embodiment and full of religious content.

The character education program can be carried out in several stages, namely integration in subjects. Development of character values must be included in each subject and included in the syllabus and plan for implementing learning and integration in school culture

where all school members will be motivated to collaborate based on mutual trust if the school student develops a positive culture (Kurniawan, 2013). In addition, a positive school culture can provide an opportunity for implementation of reform in the school in the hope of getting the best results (Lickona, 2004).

Samani and Hariyanto (2012) and Syarbini (2012) explained that there were five things that could be taken to develop school culture, including: 1) routine activities, activities programmed by schools with repetition and constant methods that were carried out according to schedule (such as ceremonial activities flags are held every Monday, class picket every day in turn, praying in congregation both circumcision and obligatory prayer, praying before and after the lesson starts, and so on); 2) spontaneous activities, i.e. activities that are carried out at that time, at certain times and situations (for example visiting friends who are sick, collecting donations for friends who are getting a disaster and so forth); 3) exemplary is generated through the way the teacher or educational staff set an example in the form of positive behavior so that students will be seen and imitated (for example, tidiness in dressing, time discipline, orderly and orderly, caring and loving each other, etc.); 4) conditioning, the school creates conditions and a comfortable atmosphere that can support the implementation of character education programs (such as arranging the room neatly, toilet in a clean condition, provision of rubbish bins, shady and beautiful school yard etc.); 5) integration through extracurricular activities outside the time of learning and teaching activities aimed at developing and channeling the interests and talents of each student. In extracurricular activities, students are taught a variety of skills that not only involve knowledge but also taste and intention.

Mulyasa (2013) argues that implementation will demand optimal teamwork among teachers and other education personnel who require team learning to demand cohesiveness in each team member. Value education is an effort to realize well-educated human beings (Mitchell, 2003; Taraban, Rynearson, and Kerr, 2000). This includes faith, morals, and knowledge. The government has so far begun to develop and implement character-forming values by giving freedom to education units to choose their respective priority values.

Research Method

The study was conducted by observing several elementary schools that have implemented character education programs in the city of Yogyakarta, Indonesia. Initial observations were made in October 2019. Data collection was conducted in January 2020. The principal was the main subject in this study, while the supporting subjects were students and teachers. The research procedure was carried out using a qualitative approach, where data were analyzed descriptively. With a qualitative approach, the authors can understand various phenomena that exist to gather facts as complete as possible in the field related to the focus of research. This research method is intended to record, analyze, and also describe the existing and ongoing conditions into various verbal languages. There are two stages to be done, namely the field observation stage by observing student activities at school and the next stage is conducting interviews.

Results and Discussion

School culture can be identified from each layer of school culture which is divided into two, namely the observable layer and the hidden layer or the layer that cannot be observed.

Values and Beliefs

The layers of values and beliefs in the school can be understood from the character education programmed in the curriculum. Where the preparation is focused on the main character development, namely religion at school, fostering nationalism, fostering independence, fostering discipline, habit of reading, attitudes of respect for achievement, and care for the environment.

1. **Artifact Coating**
   a. Physical embodiment
      Physical embodiment of school culture can be seen from the school facilities and documents owned by the school. The elementary school which is used as a place of observation also provides waste sorting facilities. Landfills are divided into two, namely trash for organic waste and for inorganic waste. In addition, each class also has cleaning facilities such as brooms, mops and feather duster. Clean water sources are obtained from clean water companies. In addition, there are also school wall magazines, classroom wall magazines, and reading book facilities. The school garden is also neatly arranged in front of the classrooms. In the ceremonial field a pole was also installed to fly the national flag every day.

   b. Embodiment of behavior
      Manifestation of behavior in school culture is planned in real activities programmed by the school. These activities are carried out both during effective learning time and additional activities outside of learning hours. These activities include flag ceremonies, celebrating religious holidays, extracurricular activities, habituation of self-reliance (such as washing one's own lunch box), habituation of discipline, memorization of verses of the Koran, habituation of singing national songs before starting learning, habituation of shaking hands, habituation of picketing class every day, and also learning local content like Sundanese language. Based on the results of research on character education planning through school culture, it can be interpreted that these schools plan character education systematically and programmed. The plan is in the form of a character education program design programmed in the school curriculum including animating character values. Besides that, it also provided support for facilities and infrastructure to support the program as well as program socialization to school residents and parents of students. The characteristics of school culture in relation to character education are developed through programs that are intentionally designed and based on seven main character values, namely religious values, nationalist, independent discipline, fond of reading, appreciating achievement, and caring for the environment. As an educational institution, the schools also modify the character values according to the needs and cultural conditions of the school.

2. **Planning a character education program through school culture**
   Planning for character education through school culture in these schools basically takes place in several stages, namely a) a context analysis of the potential of the school is carried out to determine the character values to be developed in the education unit; b) preparation of programs and planning documents in the form of rules and school curriculum; c) policy socialization both to teachers, employees, students, and parents of students; and d) conditioning planning is carried out related to the provision of school

facilities, the provision of exemplary teaching by teachers, and the creation of a comfortable school atmosphere for learning.

3. **Implementation of character education programs through school culture**

        Samani and Hariyanto (2012) state that effective character education must be complemented by a meaningful and challenging academic curriculum that values all learners and helps them achieve success. The curriculum in these schools prioritizes seven character values in their formation in school culture. The implementation of these character values is carried out in a number of school programs, both contained in the curriculum and only accustomed to all school members.

a. **Implementation of Religious Values through School Culture**

        Samani and Hariyanto (2012) explained that all values instilled must be imbued by faith and piety to God based on Pancasila. Fostering religious values in school culture in the schools observed can be described in the process of student activities in school. Every morning students are welcomed by the teacher, students will greet the principal and the teacher picket in front of the school gate. This habituation has indirectly educated students to get used to respecting older people. Then before learning all students together read Asmaul Husna and the Quran. Classroom learning also integrates religious values in its learning. Through religious learning activities, students are trained to understand and practice their religious knowledge. Automatically students' religious beliefs are increasingly strengthened and make students who have noble character.

        Other activities that reflect religious value are gathering infaq which is carried out every Friday, performing the Duha prayer in congregation every Friday and also doing a spiritual shower before learning begins on Friday. In addition, religious festivities such as the celebration of isra mi'raj, the celebration of Eid al-Qurban and Eid al-Fitr were also held and the collection and distribution of zakat were held. In this activity the embodiment of tolerance is shown through respect from very few non-Muslim students. Although the activities or celebrations of non-Islamic religious holidays are not much programmed in these schools, religious tolerance is carried out by the majority of students who are Muslim. Evidenced in the interaction of students outside of religious activities continue to run well without discriminating religion.

b. **Implementation of Nationalist Values through School Culture**

        Nationalism is a way of thinking, behaving, and doing that shows loyalty, care, and high respect for the physical environment, language, economic, cultural, social, and political nation. Nationalist values in the schools observed were formed through the habituation of planned programs. One of the programs implemented is the flag ceremony every Monday and national holidays. Through the flag ceremony, students are accustomed to respecting the country's symbols in the form of national flags and to understand Pancasila and the 1945 Constitution. The schools also always commemorate and celebrate national days. As has been done before, which enlivened Kartini Day by holding a children's festival around the school in traditional clothes. After that the students did a fashion show competition. To enliven it again, they also held a class cleanliness competition. In addition, the spirit of nationalism was also fostered through the activity of singing the National Anthem "Indonesia Raya". From the observations made by the researchers, every morning before the learning activities begin, all students sing the song "Indonesia Raya" after that all students and teachers pay homage to the

national flag that has been provided in front of the class. The program aims to train students to appreciate the services of heroes so that they are more eager to learn and advance the nation in the future.

c. Implementation of Independent Values Through School Culture

Muslich (2011) states that the value of independent character arises from the inculcation of the values of humanization and liberation. By implanting that each human being and nation has the potential and are equally the subject of life, then he will not justify the oppression of fellow humans (Althof and Berkowitz, 2006; Cooley, 2008). Through observations and interviews conducted by researchers, schools instill independent value to students through regulations such as the obligation to bring provisions and wash their lunch boxes. In addition to the mandatory program to bring lunch, every student is required to do class picket every day. Each class has its own picket schedule. After learning is finished, students who get a picket turn are obliged to tidy up the class and tidy up the book in front of the class. If the student does not do the picket, then the student must pay a fine to the treasurer, the results of the fine money will be used by the treasurer to meet class needs such as cleaning tools, classroom decorations or to visit classmates who are sick.

d. Implementation of Discipline Values Through School Culture

The Ministry of National Education states that the value of discipline is an act that shows orderly and compliant behavior with various rules and regulations. In the schools observed, the value of discipline becomes the driving force for the implementation of other character values. School culture is built to encourage students to obey the school rules and through education. So that it will further strengthen students to realize the essence of the benefits of not violating school rules. The school gate is closed 30 minutes before learning begins. This is done to train students' discipline of time. Besides there are some rules which are forced. If there are students who violate the rules once students will be given a reprimand but if it has been more than three times then the school calls the parents of these students to come to school and provide an explanation of the violations committed by their children. In addition to time discipline, students and teachers are also very obedient to the dress code. During the observation the researcher never saw students or teachers who violated the dress code.

e. Implementation of Reading Fondness Through School Culture

The Ministry of National Education states that the value of fond of reading is a habit of providing time to read various readings that provide virtue for him. Schools make books reading programs called literacy programs. At the time of the observation, it was seen that each child was required to read the books provided in each class before learning began. Students eagerly want to read these books. But this activity is not just reading, but students also have to write important information contained in the reading books they have read.

f. The Implementation of Values honors Achievement through School Culture

Study results Marvin Berkowitz in Muslich (2011) shows an increase in motivation of school students in achieving academic achievement in schools that implement character education. Classes that are comprehensively involved in character education show a drastic decrease in negative student behavior that can hinder academic

success. From the results of observations that have been done by researchers, researchers see that each class has a specific learning group. This study group was chosen heterogeneously namely students who are intelligent and active in the learning process and students who still need guidance. In this group, students who have more intelligence help their themes in the learning process and in doing assignments. In addition, schools also always facilitate students to participate in competition activities.

g. Implementation of the Value of Environmental Care Through School Culture

From the results of observations, it appears that these schools are very concerned about the state of the environment. Can be seen from the school regulations that require students to bring provisions. This is done to reduce the use of waste. In addition, there are a lot of garbage bins that have been separated between organic and inorganic rubbish. In each class hygiene kits are also provided in good and adequate conditions. Awareness of school residents about environmental cleanliness is very good, around the school there is no visible garbage scattered about.

Conclusion

The character education program through school culture is basically implemented at two layers, namely the values and belief layers and the artifact layer. In its implementation, it is divided into three stages, namely the planning of character education programs, the implementation of character education programs, and evaluation of character education programs. The planning of character education in the schools observed begins with analyzing various conditions and the potential that exists in schools to be able to determine the character values that will be chosen by the school. In this case, religious values, nationalist, independent, disciplined, fond of reading, appreciating achievements and caring for the environment. In addition, the preparation of character education programs and planning documents are included in the school curriculum and lesson plans, the socialization of character education programs to teachers, administrative staff, students, and students' parents. And planning the conditions of implementation related to the provision of school facilities to support character education programs, the provision of examples by teachers, and also the creation of a comfortable and conducive learning atmosphere.

The implementation of character education programs through school culture is realized through the inculcation of character values in the artifact layers in the school culture, namely through the provision of facilities that can support various activities of school residents in programs that have been planned or familiarized in daily life at school. The programs are designed to be able to shape the character of students through activities around the school environment that have been formed in such a way that both consciously and unconsciously students are accustomed to the character values planned by the school.

Acknowledgements

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