

INTEGRATION OF CHARACTER EDUCATION STRENGTHENING: CONSTRAINTS IN ITS APPLICATION TO THEMATIC LEARNING IN ELEMENTARY SCHOOL

by Nur Agus Salim

Submission date: 17-Dec-2023 08:43PM (UTC-0500)

Submission ID: 2261492180

File name: 197-1594074180_244-253.pdf (597.94K)

Word count: 7943

Character count: 44990

INTEGRATION OF CHARACTER EDUCATION STRENGTHENING: CONSTRAINTS IN ITS APPLICATION TO THEMATIC LEARNING IN ELEMENTARY SCHOOL

¹Nur Agus Salim, ²Gamar Al Haddar, ³Nurul Hikmah, ⁴Ratna Khairunnisa, ⁵Afdal,

¹Widya Gama Mahakam Samarinda University, Indonesia, nuragussalim@uwgm.ac.id, ORCID: 0000-0003-4892-2146

²Widya Gama Mahakam Samarinda University, Indonesia, gamar@uwgm.ac.id, ORCID: 0000-0003-0288-8114

³Widya Gama Mahakam Samarinda University, Indonesia, hikmahnurul954@gmail.com, ORCID: 0000-0002-0561-4218

⁴Widya Gama Mahakam Samarinda University, Indonesia, ratna@uwgm.ac.id, ORCID: 0000-0002-1064-5334

⁵Widya Gama Mahakam Samarinda University, Indonesia, afdalpalalloi@gmail.com, ORCID: 0000-0003-4985-6101

Received: 16 March 2020 Revised and Accepted: 16 June 2020

Abstract: This study aims to determine how the application of strengthening character education in thematic learning in elementary school. The study used a qualitative design where the data source was a public and private elementary school teacher in the province of East Kalimantan. Data collection by interviewing class teachers and teaching subjects in the class conducting the strengthening of character education and observation of the implementation of character education strengthening on thematic learning. Findings in this study showed that the application of the strengthening value of character education developed in elementary school, there are five central values of religious, nationalist, independent, mutual assistance and integrity. Constraints found in strengthening the empowerment of character education are a lack of understanding of the approach in implementing character education increasing on thematic learning. The development of the implementation of Learning Plan need to be time and teachers have not understood in developing materials and teaching materials that relate to character education, difficulty in drafting evaluation tools and how to apply them.

Keywords: strengthening character education, thematic learning

1. INTRODUCTION

In today's technological era brings out new settings, new sizes, and unique needs that differ from the previous ones in education. (Fuentes Cabrera et al., 2020; Jung, 2019; R & I, 2020). It's has resulted in the consequences of new challenges in the organization, including education. (Dovgyi et al., 2020; Jayashree et al., 2019; Jung, 2019). In addition to a variety of moral issues, ethics, character or characters such as increased moral decency, increased student dishonesty, and still high cases of violent acts occurring between students such as brawl and various other phenomena that indicate that Indonesia has suffered a moral crisis. (Frees & Lotter, 2011; Yustiani, 2015)

Education is the key to success for every society in the face of modernization. (Alamri et al., 2020; Maskur, 2013; Rokhman et al., 2014). During this time, school education only prioritizes academic achievement which only helps learners to be creative and smart or hard skills and otherwise less attention to character education or soft skills that help them become good human beings. (Hamdani, 2014). It can be proven by the replay value or test result, which is the leading benchmark in determining the ability of learners. (Perdana, 2018). Whereas soft skills are a crucial element in the implementation of character education that is very important to note. (Baiocchi, 2019)

Research conducted at the Harvard University of the United States shows that the success of a person is not determined solely by the knowledge and technical ability (hard skills) alone, but rather by the ability to manage themselves and others (soft skills). The research revealed success was only determined about 20 per cent by hard skills and the remaining 80 per cent by soft skills. (Sailah, 2008). It shows the success of a person based on adequate soft skills.

Actual character education is not a new policy. (Afdaliah & H, 2019). The education of ethics and cultural education and national character is a policy that demands the development of character in the educational process. (Mohammad Kosim, 2011). Character education can be carried out by integrating both exact and social learning. (Afdaliah & H, 2019; Ahmad, 2014; Irawatie et al., 2019; Muhammad Kosim et al., 2019; Mustoip, 2018; Syahnaidi & Baroroh, 2018; Widiastuti & Perbowosari, 2018). The government has issued Presidential Regulation No. 87 the year 2017 on the strengthening of Character education (SCE) that the implementation of SCE is implemented by

implementing the values of Pancasila in the activities of Intrurricular, co-curricular and extracurricular. (Mariana, 2018).

But the implementation is still less optimal. (Nova, 2017; Perdana, 2018). It is due to various factors ranging from the policy formulation of the character education program that does not work well, the quality of infrastructure, the quality of educators, and so forth. (Ahmad, 2014; Hamdani, 2014; Putra, 2014). The quality of educators is one of the essential things in the success of character education. The result of learning, in this case, the value of characters embedded in learners is highly determined by the integration of educators in the learning process. (Ülger et al., 2014). Therefore, the quality of excellent educators determines the success of character education. (Baiocchi, 2019; Putra, 2014)

Awareness from various parties regarding the importance of character education also dramatically affects the success rate of character education, especially learners. (Izzati et al., 2019). Students' awareness of the importance of character values will undoubtedly facilitate the process of planting the character's value.

The Government has established a strengthening movement of character education outlined in the instruction of presidential number 12 the year 2016 about the national movement of the Mental revolution. (Inpres, 2016). The aim of the decree to improve and build the nation's character by referring to the values of integrity, work ethic and mutual assistance to create a classical culture of the country, modern, advanced, prosperous and prosperous based on Pancasila. Thus, the strengthening of character education in schools is expected to strengthen the talents, potential and talents of all learners. (Pala, 2011)

Although there have been previous studies, no empirical research has been conducted on integration to thematic subjects in elementary schools. There is an urgency to know the constraints faced by the school in strengthening the integration of character education in thematic learning as a solution. The obstacles found in this research can provide a solution for the integration of the character education reinforcement can be carried out effectively and efficiently in the thematic learning process. Therefore, qualitative studies were conducted to explore the perception of principals and teachers on the outcome of the strengthening application of character education that has already run on thematic learning. The problem formulation in this study is based on the perception of the teacher and what constraints integrate the strengthening of character education into thematic learning in the 2013 curriculum?

2. METHODS

The research aims to determine how schools integrate the strengthening of character education in thematic learning and the obstacles faced in the integration. Qualitative research uses data in the form of behavioural observation, text or language to develop meaning (Atieno, 2009). Qualitative research methods are used in analyzing the content of public interest in the context of education, policies, education reform or program development. (Szyjka, 2012)

Sample

The participating teachers were recruited from a city of Samarinda province of East Kalimantan consisting of two public and private elementary schools that are accredited A by the National Standards of Education Agency. The school is a public elementary school 008 Samarinda and the private elementary school Fastabiqul Khairat. **Sampling aims to select teachers from schools that integrate the strengthening of character education in thematic learning and already carry out the Kurikulum 2013, and therefore give a particular perspective on the phenomenon** being investigated. (Robinson, 2014; Smith et al., 2009).

Instrument

The main instrument for data collection is a semi-structured interview. The author first develops an interview guide. The interview guidelines consist of questions that are formulated so that participants can express their experiences and perceptions freely. Open interview questions so as not to restrict the idea of existing participants. Questions are oriented to ask the same information in different ways to achieve triangulation, depth, and completeness. Follow-up questions are also included to allow researchers to investigate more in-depth into the minds of the participants. The face-to-face method allows participating elementary school teachers to share and tell freely and comfortably their perception to provide rich, in-depth information about the strengthening of character education integration in schools. (Duncan & Friske, 2015)

Data collection and analysis

Six teachers were interviewed to assess how they integrated the strengthening of character education in thematic learning. Interview Data is analyzed using constant comparative analysis. The first step in the continuous comparison method is to reduce excess data (Kolb, 2012). Data is reduced through the selection, simplification, abstraction, and transformation of raw data collected (Kolb, 2012). Next step after subtraction by coding.

Three phases of coding are done: (a) Open coding, (b) axial coding, and (c) selective coding. An open encoding refers to the initial conceptualization of data where each row of collected data is studied to determine its meaning in terms of the concepts related to the study and the Code developed (Corbin & Strauss, 2014). Open coding involves data comparisons and explicit filtering of obscure information; Code TAG relevant information that specifies the category that appears (Corbin & Strauss, 2014). The next stage is where the data is combined. It is where related categories

appear to be recorded and grouped (Kolb, 2012). Subcategories can be determined further through this phase (Corbin & Strauss, 2014). The final stage involves identifying and selecting the core category, and this core category is systematically linked to the related core categories. The core themes and their relationships with each other than relate to each research question (Hewitt-Taylor, 2001). From this theme emerged, researchers developed an analytical theme that suited the purpose and formulation of problems of this research.

Data reliability

Researchers ensure the credibility and reliability of research. Researchers are triangulated to ensure credibility (Carlson, 2010; Denzin, 2012). Participants are required to check the transcript of each interview to ensure that all data that is transcribed is true and accurate. Triangulation is a method for validation and ensuring the consistency of data collection and analysis (Denzin, 2012).

To ensure reliability, researchers analyze the data received through unstructured and informal interviews continuously. (Trochim & Donnelly, 2008). Qualitative data consists of an oral description, which is then analyzed for patterns and themes regarding character education, strengthening integration in thematic learning. Furthermore, the theme is depicted and illustrated with examples that include quotations and quotations.

3. RESULTS

The purpose of this qualitative study is to explore the observation, documentation and perception interviews of the principal and teacher in integrating the strengthening of character education in thematic learning performed in their schools. Strengthening character education through thematic learning is a learning activity performed by the School by allocating particular time to teach the five central values of character education. (Hendarman et al., 2017). Integration strengthening of character education in the learning conducted by teachers in elementary School includes five central values of character education, namely religious, nationalist, independent, cooperation and integrity. (Kemendikbud, 2017). The results of the integration of five character education values are presented by the formulation of problems in this study. Five main themes emerged from the interview with the teacher, which is the fundamental competency analysis through the identification of the values contained in the learning materials, the design of the learning Implementation plan that includes the focus of character strengthening by selecting the Learning Methods and management (management) of the relevant classes, implementing learning according to the scenario in the Learning implementation plan, carrying out an.

Table 1

Categories and themes appear teacher perception in integrating the value of character education on thematic learning.

Theme Category	Emerging themes
a. Basic Competency analysis	<ol style="list-style-type: none"> 1. Not all do the fundamental competency analysis 2. Need a particular time in conducting analysis 3. Lack of understanding in fundamental competency analysis 4. Develop character values based on necessary competencies
b. Design of learning Implementation plan	<ol style="list-style-type: none"> 1. Learning plan components are made by the provisions 2. hasn't listed character values explicitly in the Learning Plan 3. Learning approaches and methods based on learning indicators 4. Understanding the content of teaching materials 5. It takes time and guidance in conducting a design learning Plan
c. Implementation of Learning	<ol style="list-style-type: none"> 1. An implementation following the scenario made 2. Routine activities performed by all teachers praying, performing an apperception, worship 3. To be a compulsory song 4. Encourage creative and brave learners 5. To instil the spirit of appreciation, cooperation, inclusive, commitment to a mutual decision, consensus deliberation, each other, solidarity, empathy, anti-discrimination, anti-violence, and the attitude of entrepreneurship 6. Teach the importance of honesty, love for truth,

	loyalty, moral commitment, anti-corruption, justice, responsibility, transparency, and respect for individual dignity
	7. Approaches, models and methods of learning-oriented towards essential competencies
d. Performance assessment	1. Character assessment carried out on core competency Assessment 1 and 2 2. Well documented assessments 3. All teachers create a grid of assessments for core competencies 1 and 2
e. Reflection and evaluation	1. Some teachers do reflections and evaluate learning 2. Reflection and evaluation have not been specific to individual essential competencies

Analysis of the necessary competencies in thematic learning to identify the content of the character in the required skills in knowledge has not been conducted. Participant 1 acknowledges that in undertaking the strengthening of character education in learning does not perform fundamental competency analysis first. I implement the application of character education following the spiritual and social competencies that exist on each learning theme. I do not understand if before applying to strengthen the knowledge of the character must be done first analysis on the necessary competencies that we will teach in class.

Participant 3 explains that all teachers carry out the strengthening of character education on all learning themes, and teachers have entirely concentrated on integrating character education, strengthening into their lessons. However, it flows without any first study on the necessary competencies that will be applied to enhancing the character education.

Participants 5 also explained that in analyzing the necessary competencies require separate time beyond learning. Based on the results of participants 5 interviews said:

In analyzing our necessary competencies requires individual guidance. There have been no mentoring conducted by schools or related institutions in the character education strengthening program in this learning. I observed that other friends in the implementation of this program faced the same difficulties. So if we said not to do the analysis, yes it is like that, but in essence, we do not understand that it is part of this program.

Participants 2 and 6 both emphasized that in the integration of the character education strengthening in thematic learning is developed based on the necessary competencies established by the government. Determination of essential skills in the implementation of character education strengthening refers to the core competency of spiritual and social. Participants 2 sure if before applying for this program in school, there is a mature preparation from the government then they can understand how to identify the necessary competencies that need to strengthen the character:

I think that the concept of integrating character education in thematic learning is perfect. Integrating character values into learning is very useful. But this program is not accompanied by a mature preparation, if we are equipped with an understanding of the strengthening of this character education well I believe it will be straightforward in the implementation of the class.

Another theme of the findings in this study is the design of the learning implementation plan. The six teacher participants explained that all components in the Learning Plan were made by the provisions. The teacher enters the character values according to the learning. Participant 2 explains:

Teachers here make an implementation plan of learning with the expected character. It demands from the curriculum 2013. The value of the role that we put in the implementation of Learning Plan, there are five namely religious, nationalist, independent, cooperation, integrity.

It is also emphasized by participants 6 in his statement:

Yes, each learning Plan and syllabus are inserted characters that correspond to the theme of learning. It is reinforced by the documentation of teacher learning plans in class VI semester I. Materials develop attitudes that can be religious, nationalist, independent, mutual assistance, integrity.

Based on the explanation of all participants integrating the five primary values of strengthening into character learning is not explicitly listed on the necessary competencies. Inclusion of character values generally in the Learning Plan. It makes it harder for teachers to identify which indicators contain the value of the characters that will be integrated into learning. Participants 4 also acknowledged that both learning approaches and methods are critical issues of integration: "Determining learning strategies and techniques that match the character education strengthening integration is a challenge. But the need for mentoring and many times because for thematic learning includes five content of knowledge, namely mathematics, Bahasa Indonesia, SCIENCE, IPS and citizenship education. "Participants 5 and 6 highlight how the teacher determines learning approaches and methods. Participants 6 further explained:

Because our curriculum is designed in the form of themes, the content of learning in one topic consists of five loads into constraints in determining the right approach and method of learning. Nowadays teachers are more burdened with administrative demands so that a lot of time and concentration drain, let alone analyze each of the necessary competencies and indicators in determining the right approach and method in strengthening character education. So what we do is only consider based on required skills and indicators alone without taking into account the value of the characters expected in the learning.

Participants 2 presented effective integration can not be reached easily, mainly because the teacher must carry out additional tasks and find the right literature, information, and materials to succeed in implementing the integration:

Integration has been implemented quite maximums, but it is not easy to do. At school, we have no integrated learning devices, and all must be made by the teacher. The device is made the best for learners, but we think it will be easier to do if the method already exists and no need to make any more. Besides, a significant challenge is a material or teaching material. I'm sure that I can do a better job if I need to find the content to complete the integrated curriculum that's been made and I don't have much time. Another thing that becomes an obstacle is that our budget is not high, and I spend my costs in setting up your device and learning materials.

Based on observations conducted in classes I, II, III, IV, V, and VI in both schools relating to the implementation of character education strengthening in the learning process are found the following: All teachers open learning with greetings. One of the learners leads the prayers, and when learners pray, no students are crowded and disturb other friends. According to participant 5 explains that:

"Before the teaching and learning activities should be prayed, so that the teaching and learning activities went smoothly and before praying I confirmed that praying should not be arbitrary, it must be solemn to ask God that is good, if the children ask God sincerely, God willing to be also facilitated by Allah SWT."

After praying, learners perform Dhuha prayer together. Teachers conduct a preconception by associating learning materials and everyday students' daily lives relating to nature, religious, and daily activities. Introductory activities before entering the core activities of teachers guide learners to sing compulsory national songs. It is based on the observation of the researcher in the 1st grade that performs the Kalicesadyj prayer before the teaching and learning activities will be emphasized by participant 1 statement:

"Yes, if here the child is educated for prayer in congregation, they perform a 5-time prayer and Sunnah Dhuha, the goal is to make the child accustomed and teach if the prayer of the group is more significant. Sometimes if not reminded, they run directly to the mosque to perform congregation prayers."

Teachers perform learning with a scientific approach or are also often called scholarly-based learning. Implementation of experimental approaches/science process-based approaches is the organizing of learning experiences in a logical order, including the learning process through observing, solicitation, collecting information/trying, associating and communicating. The approach to implementing the learning that is applied in the school can be more evident in the image below:



Figure 1. Elementary School Scientific Learning

The implementation of the scientific approach in the 2013 curriculum uses direct and indirect learning mode. Direct learning is learning that develops knowledge, skills of thinking and ability to use learners' understanding through direct interaction with learning resources designed in syllabus and learning Plan. In direct learning, learners conduct activities of observing, solicit, collect information, reason, and communicate. Direct learning results in immediate knowledge and skills, called instructional effects.

The learning methods used by teachers also vary depending on the material being taught. The processes performed by teachers are not only lectures but also questions answers and discussions. Learning is done by discovery. Learners are invited to find them first. The Media used by teachers varies, not only monotonous. Media selection depends on the material to be delivered. The learning resources used are also varied, depending on the content. Learning resources can come from objects that exist in everyday life.

The teacher is the active activity of all learners, based on observations in all classes, and it is obtained that teachers give the same opportunity to answer questions from the teacher. Teachers give items, then learners one by one are allowed to answer the question. When advanced learners present their discussion, other learners are asked by teachers to be calm and attentive. Learners pay attention to advanced learners and give feedback when results or jobs are less appropriate. It makes it a student to have a character to appreciate the opinions of other learners.

Based on the observation results of the learning done, the teacher will not pay attention to the learners who ask for the unpolite, and teachers instruct to finish the work first can be asked answer by the teacher. Teachers also will not pay attention and respond to learners who ask not to use the correct language. Teachers always remind learners when there are crowded learners and annoy other friends.

When teachers give assignments, learners immediately work it. Teachers provide time when learners work. Teachers give about 5-8 minutes for each student to work on questions and tasks. After working, learners showed the teacher the answer was then given a value. Learners who work more than the limit of work, do not get the grades from the teacher. Learners are vying for quick action to get the scores of teachers.

The teacher is fishing learners to excel. After working on the question, the learners match answers with the exchanged and paired together. These results are discussed together, so learners know their mistakes. Then the teacher asked how many learners score by brandishing hands. From the observations conducted by researchers at the time of class II and interviews with class teachers, the students' seats move around periodically, the majority of the amendments once a week. It is intended for learners to have the same opportunity when studying. All learners experience sitting in various places. As such, learners can feel what other friends are feeling when sitting in a sitting position. In the high class, the seat shape changes, sometimes ordinary, U-shape, and sometimes the Z-shape. In determining to the seat, a low-grade teacher determines the students sitting where. As for the high class, the teacher requires to move from the previous place and switch friends sit. From there, the teacher teaches discipline and solidarity with friends.

Participant 1 explains that the efforts to improve the nature of honesty in the school is made by training learners to pronounce something honest according to reality and not to lie. Teachers train the goodness of learners in speech and deed when learners say something according to what he is doing. For example, acknowledging a good or bad deed. Reassure to learners that saying and being honest can be rewarded and loved by the Lord. One example of each replay, whether it's a daily replay or a semester's replay, learners don't cheat:

"Yes, if the replay does it on its own, it should not cheat later on sin, it is dishonest behaviour." Based on observations, learners value friends of different tribes or customs, because learners do not only come from the school area. Learners appreciate speaking English when speaking and helping new friends.

It's strengthened by the statement of the wrong participant 4 as follows:

"Students here not only come from Samarinda, but from various regions even from outside Samarinda, but they are familiar, and other friends can appreciate and teach each language."

Based on the results of interviews with all participants of the teachers in making policy in the classroom. For example, in making the order and the election of the class leader is determined by deliberation. It is done every beginning of the new teaching. It is expressed by learners:

"The chairman of his class was chosen a classmate at the beginning of the first semester, and his class head elected yes let him lead in the class."

It is strengthened by the statement of participants 2:

"Teaching ethics is associated with the rules in class. Learners are told which one is right and which is wrong. Which is good and which is bad. The class leader was set at the beginning of the lesson."

The majority in all classes held a class presiding election at the beginning of semester 1. The selection of class leaders is made with voting. It supports popular activities at SDN 008 Samarinda.

Routine activities held on April 21st are Kartini day. Students at SDN 008 Samarinda and SDS Fatabiqul Khairat use custom clothes to commemorate Kartini Day, and this is based on interviews with Parsipan 1 and 5 that every April 21st held a Kartini day's commemoration by wearing traditional clothing. "

Based on the results of interviews with teachers, routine activities that reflect the love of homeland is by singing national songs while performing the flag ceremony at school. It is stated by participant 3:

"Every student flag ceremony sings the national anthem, and they usually memorize themselves with his friends."

Schools often participate in competitions either in sub-districts, districts, or provinces. The game is followed not only the academic competition but also the non-academic competition. Both schools have earned ± 50 Championship trophies. It was strengthened by the trophies that existed in the school. In terms of achievement of SDN 008 Samarinda undoubtedly especially with the religious category, this is enhanced by the number of races followed mostly by the religious group as well as SD Fatabiqul Khairat.

Based on the results of interviews, the work is done in the respective classes, if after practice or other activities they are cleaning their classroom. It is stated by participant 4:

"They work their craft by clearing each class if it is out of cultural art practice or other activities."

In addition to a caring environment is shown by decorating the garden, it is seen with the documentation taken by researchers, the park looks still new in the making and always clean. It is strengthened by the participant 6 statement:

"Learners are invited to decorate the park, so they know how to take care of plants."

Based on the students' observations, threw trash on the floor and cleaned the floor in front of the class. Students also sweep and mop the dirty floor, which is strengthened by the Participant 5 statement:

"If the main floor is dirty, then the learners take a mop and clean it."

In the learning process, the school gives students habituation to do things that have become a culture in the school. This form of habituation makes the learners motivated to remind each other as they consider it to be a rule they must perform even if it is not written.

The implementation of the character assessment in the learning process on each theme is designed in such a way by teachers. In every learning activity, teachers are required to be able to develop the assessment of the character and culture education through the realm of cognitive, affective, and psychomotor that is contained in each of the basic competencies found in the theme of learning. Based on participant 1:

"The assessment of character education in the core competencies 1 and 2 is the core competency of spiritual and the attitude that will be achieved in each learning.

Therefore, it is not always necessary to study special activities to develop values on cultural education and the character of the nation. In the syllabus and the implementation plan of learning that has been established, the school contains the value of character education in learning. The judging process is done through direct observation by the teacher during the learning process. It is based on the results of the interview with participants 4:

"In conducting classes, we undertake with direct observation of the activities undertaken by learners during learning. The rubric and grid assessments are based on the competencies you want to achieve.

The assessment in learning is tailored to the value of the characters expected with the scoring criteria that have been drafted in the Learning implementation plan. The evaluation includes individual study group assessments and assessments. Based on the school's assessment documentation, the appraiser has been well documented and tidy.

The next step teachers perform the reflection of learning activities, especially for character education. Reflection activities conducted related to the integration of character education in thematic learning is to analyze the success rate of character education implementation on knowledge. Then the teacher conducts self-evaluation of the learning process that has been done primarily in the integration of character education on the themes that have been taught. After conducting self-evaluation, The teacher identifies the factors causing the failure and supporting success in the combination. With the basis of the identification, it is a reference to design an optimization effort on the next learning process.

Participants 1 and 4 explain that in reflecting on the integration of character education in thematic learning, we analyze and identify what is the obstacle and supporters in the combination of the character's knowledge is not very specific to necessary individual competencies.

The reflection activity is significant to provide specific information on how to improve the quality of its learning. Reflection is also an observation material to determine the extent to which the learning objective was achieved.

4. DISCUSSION

Integration strengthening of character education in learning is a policy programmed by the Ministry of Education and culture for all levels, although the implementation is not maximized. (Afdaliah & H, 2019; Nova, 2017). The rise of the cases of adolescent delinquency in the community as a result of the lack of intensified supervision of the various components that one of them is education. (Ulum, 2014). Therefore, the strengthening of character education becomes very important in the implementation of school. In this study found constraints in strengthening the education of the character in thematic learning. The first obstacle is the lack of understanding of the approach in implementing character education, increasing thematic knowledge. Then in the development of the implementation of the Learning Plan need time alone, and teachers have not understood in developing materials and teaching materials that relate to character education. Another obstacle is the difficulty in composing the evaluation tool and how to apply it.

According to Ülger, et al. (2014) a contributing factor in the integration of character education in schools is the competency of teachers. In this research also found that not all teachers understand the process of combination of character reinforcement in thematic learning. It leads to the maximum of teachers in making effective and efficient learning planning. Proper planning will have implications for strengthening the integration of character education in learning. (Syahnaidi & Baroroh, 2018). Teachers are still confused in analyzing the necessary competencies associated with the development of character values in thematic learning.

In developing, teacher learning devices must translate the necessary competencies that exist in the curriculum to the conformity of indicators and objectives of learning to be achieved. Textbooks in the school have included essential skills that teachers and students can use in learning, and have provided the teacher with the ability to translate essential competencies. Teachers perform fundamental competency analysis in the form of the learning experience so that teachers live to teach the material according to the necessary skills and documents in the Student Handbook. This learning experience will illustrate the learning objectives and indicators of competency achievement. If the analysis of competency achievement indicators and learning objectives according to competence, then the teacher can provide the material by the essential competencies that will be achieved. (Indaryanti et al., 2019)

Teachers need to accommodate competencies that comply with core competencies and basic compensatory when developing indicators. Teachers develop competency achievement indicators based on the aspects to be achieved based on core competencies. The element of encouragement, aspect of attitude and skill aspect has the classification of its operational verbs based on each cognitive level that is measured and observed. . (Anderson et al., 2001). Indicators are

based on the development of learning objectives and written in the Learning Plan clearly and must be done in the learning process.

The teacher's ability to plan to learn is necessary for learning to be directed and suited to teaching objectives. Teacher research findings have developed a learning plan with maximum. In designing learning, the method requires a particular time to be developed systematically. Learning planning is an overview of the learning activities that will be applied in the classroom. So the process of learning is dependent on what the teacher has poured in the plan of implementation of knowledge. It is thus understandable that the Learning Plan is a study of subjects per unit to be applied to teachers in the classroom. The essence of the Learning Plan is an attempt to predict what action the teacher will do in the learning activity. (Oviana, 2018). Based on the research results, the majority of teachers majority teachers write down the value of characters developed on the Learning Plan. The character values are developed adapted to the material that the teacher will convey.

The integration of character education learning using an active and child-centred student learning approach is conducted through a variety of activities in classrooms, schools, and communities. Events in the school, the development of specific values such as hard work, honest, tolerance, discipline, independent, national spirit, love of the homeland, and the likes of reading can be through the learning activities that teachers commonly do. For the development of some other values such as social care, environmental concern, curiosity, and creative need conditioning efforts so that learners have the opportunity to elicit behaviours that demonstrate those values. The process of planting character values is done through the learning process. (Irawatie et al., 2019)

The learning process performed by the teacher was opened with greetings and prayed before studying. The exception is made by the teacher by associating the material beforehand and also related to daily life. It makes it easy for learners to understand and help learners discover new knowledge that can be applied in everyday life. Based on the results of the research carried out the education reinforcement strengthening the character of curiosity developed well through the media learning, the various learning resources used in learning, learning discovery, and the way the teacher Tang foster a sense of students' curiosity. Learning resources are used by several types of direct nature, printed books, technology, gadgets, and others.

Character values are included in each learning. Teachers instil and familiarize learners and learning in the classroom. From habituation in this class, that makes learners accustomed to practice outside of class. According to Mustoip (2018), that character education that is integrated with habituation of good things can provide a meaningful experience for pupils because they understand, internalize, and actualize it daily.

Another obstacle in the strengthening of character education in schools is that teachers are still struggling to develop evaluation tools and how to apply them. In learning, evaluation is one of the essential components and the level to be pursued by teachers to know the effectiveness and efficiency of learning. The results can be used as feedback for teachers to improve and improve their programs and learning activities. The evaluation of learning inputs emphasizes on the assessment of the students' characteristics, completeness and state of learning facilities, aspects and readiness of teachers, curriculum and learning materials, learning strategies that correspond to the subjects, as well as the circumstances of the environment where the learning progresses. (Abduh et al., 2014)

The learning evaluation process emphasizes on the management of the learning that is carried out by learners, including the effectiveness of the learning strategies implemented, the effectiveness of the learning media, the way of teaching performed, interests, attitudes and how to study students. Evaluation of learning outcomes or assessment of learning outcomes, among others, using tests to measure learning outcomes as a learning achievement, in this case, is the mastery of competence by each student. So an implementation of learning is not only a process that is applied, but the outcome of knowledge is also needed by a teacher. A teacher can see the results of the work or task given by the students through the evaluation results, both from the evaluation of the learning process, evaluation through various tests and assessment through the aspect of a student's attitude.

5. CONSLUSIONS

Integration strengthening of character education in thematic learning in elementary school in Samarinda has been carried out with maximum. The school has conducted a fundamental competency analysis in learning about the values of character education that will be implemented in school. The teacher-created learning Plan has fulfilled the conditions even though it has not yet included specific character values. However, the implementation of the learning already illustrates the application of character values that will be achieved in the character education strengthening program at school. Student character development is developed through all learning content, either directly or indirectly through stages in learning activities. Character education strengthening integration activities in thematic learning are supported by the use of methods, media, and learning resources. The integration of character education in learning has to be prepared from the planning, execution and evaluation stages of learning. In this study found constraints in strengthening the empowerment of character education in thematic learning that is the lack of understanding of the approach in applying character education increasing to thematic learning, development of the implementation of Learning Plan need time and teachers have not understood in developing materials and teaching materials that relate to character education and difficulties in drafting evaluation tools and how to apply them.

Acknowledgment

I am grateful to Supriyadi and Andhika Nugraha who gave input in writing this article.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

6. REFERENCES

1. Abduh, M., Nugroho, & Siskandar. (2014). Evaluasi Pembelajaran Tematik Dilihat Dari Hasil Belajar Siswa. *Indonesian Journal of Curriculum and Educational Technology Studies*, 1(1). <https://doi.org/10.15294/ijcets.v2i1.3228>
2. Afdaliah, & H, I. (2019). Character Education Through Extracurricular Activities Of Scout (“PRAMUKA”). AN Indonesian Experiences. *Studia Humanitatis*, 213(2).
3. Ahmad, T. A. (2014). KENDALA GURU DALAM INTERNALISASI NILAI KARAKTER PADA PEMBELAJARAN SEJARAH. *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 20, 82–91.
4. Alamri, M. Z., Jhanjhi, N. ., & Humayun, M. (2020). *Digital Curriculum Importance for New Era Education*. IGI Global.
5. Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: a Revision of Educational Objectives*. Longman. <https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf>
6. Atieno, O. P. (2009). An Analysis of the Strengths and Limitation of Qualitative and Quantitative Research Paradigms. *Problems of Education in the 21st Century*, 13, 1–18. http://www.scientiasocialis.lt/pec/node/files/pdf/Atieno_Vol.13.pdf
7. Baiocchi, R. R. (2019). Exploring data driven youth character education frameworks: A systematic literature review on learning analytics models and participatory design. *Estudios Sobre Educacion*, 37, 179–198. <https://doi.org/10.15581/004.37.179-198>
8. Carlsson, J. A. (2010). Avoiding Traps in Member Checking. *The Qualitative Report*, 15, 1103–1113.
9. Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE Publications.
10. Denzin, N. K. (2012). Triangulation 2.0*. *Journal of Mixed Methods Research*, 6(2), 80–88. <https://doi.org/10.1177/1558689812437186>
11. Dovgyi, S., Nebrat, V., Svyrydenko, D., & Babiichuk, S. (2020). Science education in the age of industry 4.0: Challenges to economic development and human capital growth in Ukraine. *Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 2020(1), 146–151. <https://doi.org/10.33271/nvngu/2020-1/146>
12. Duncan, S., & Friske, D. . (2015). *Face-to-face interaction: Research, methods, and theory*. Routledge.
13. Freeks, F. ., & Lotter, G. A. (2011). Waardes en die noodsaak van ’ n karakteropvoedingsprogram binne kollegeverband in die Noordwesprovinsie : verkenning en voorlopige voorstelle. *Koers*, 76(3), 577–598.
14. Fuentes Cabrera, A., Parra-González, M. E., López Belmonte, J., & Segura-Robles, A. (2020). Educational Potentials of Flipped Learning in Intercultural Education as a Transversal Resource in Adolescents. *Religions*, 11(1), 53. <https://doi.org/10.3390/rel11010053>
15. Hamdani, D. Al. (2014). THE CHARACTER EDUCATION IN ISLAMIC EDUCATION VIEWPOINT. *Jurnal Pendidikan Islam UIN Sunan Gunung Djati*, 1(1), 98–109.
16. Hendarman, Saryono, D., Supriyono, Kamdi, W., Sunaryo, Latipun, & Al, E. (2017). *Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Sekolah Dasar dan Sekolah Menengah Pertama*. Kemendikbud.
17. Hewitt-Taylor, J. (2001). Use of constant comparative analysis in qualitative research. *Nursing Standard (through 2013)*, 15(42), 39–42.
18. Indaryanti, Susanti, E., Aisyah, N., & Scristia. (2019). Analisis Kesesuaian Indikator terhadap Kompetensi Dasar pada Pelajaran Matematika oleh Guru Sekolah Menengah Palembang. *Jurnal Gantang*, 4(2), 103–109. <https://doi.org/10.31629/jg.v4i2.1429>
19. Irawatie, A., Iswahyuni, I., & Setyawati, M. E. (2019). Education Learning Development of Character Education-Based State Defense. *International Journal of Multicultural and Multireligious Understanding*, 6(2), 27–42. <https://ijmmu.com/index.php/ijmmu/article/view/602>
20. Izzati, U. A., Bachri, B. S., Sahid, M., & Indriani, D. E. (2019). Character education: Gender differences in moral knowing, moral feeling, and moral action in elementary schools in Indonesia. *Journal for the Education of Gifted Young Scientists*, 7(3), 547–556. <https://doi.org/10.17478/jegys.597765>
21. Jayashree, S., Malarvizhi, C. ., & Reza, M. N. H. (2019). The Challenges and Opportunities of Industry 4.0-A review. *Asia Proceedings of Social Sciences*, 5(1), 173–178.

22. Jung, J. (2019). The fourth industrial revolution, knowledge production and higher education in South Korea. *Journal of Higher Education Policy and Management*, 00(00), 1–23. <https://doi.org/10.1080/1360080X.2019.1660047>
23. Kemendikbud. (2017). Konsep dan Pedoman Penguatan Pendidikan Karakter. *Kemendikbud*, 58. <https://doi.org/10.1046/j.1473-6861.2002.00012.x>
24. Kolb, S. M. (2012). Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), 83–86. <http://jeteraps.scholarlinkresearch.com/articles/Grounded Theory and the Constant Comparative Method.pdf>
25. Kosim, M. (2011). Urgensi Pendidikan Karakter. *KARSA: Journal of Social and Islamic Culture*, IX(1), 85–92. <https://doi.org/http://dx.doi.org/10.19105/karsa.v19i1.78>
26. Kosim, M., Kustati, M., Sabri, A., & Mustaqim, M. (2019). Strengthening Students' Character through Tahfidz Quran in Islamic Education Curriculum. *Jurnal Pendidikan Islam*, 8(1), 69–94. <https://doi.org/10.14421/jpi.2019.81.69-94>
27. Mariana, N. (2018). Eksplorasi Nilai-Nilai Pancasila Untuk Mentransformasi Konteks Dalam Pembelajaran Matematika Di Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 6(3), 404–418.
28. Maskur. (2013). Character Education In Producing Islamic Personality. *Englisia: Journal of Language, Education, and Humanities*, 1(1), 17–27.
29. Mustoip, S. (2018). Character education implementation for students in grade IV SDN 5 Sindangkasih reGENCY of Purwakarta West Java. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 8(2), 112. <https://doi.org/10.25273/pe.v8i2.2739>
30. Nova, M. (2017). Character education in Indonesian EFL classroom: implementation and obstacles. *Jurnal Pendidikan Karakter, Tahun VII*, (Oktober 2017), 142–157.
31. Oviana, W. (2018). Pengembangan Rencana Pelaksanaan Pembelajaran Berbasis Pendekatan Saintifik Oleh Guru SD dan MI di Kota Sabang. *PIONIR: Jurnal Pendidikan*, 7(1), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
32. Pala, A. (2011). The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23–32.
33. Perdana, N. S. (2018). Penguatan Pendidikan Karakter Di Sekolah Dalam Upaya Pencegahan Kenakalan Remaja. *Edutech*, 17(1), 32. <https://doi.org/10.17509/e.v1i1.9860>
34. Inpres, Pub. L. No. 12, 12 41 (2016).
35. Putra, A. H. S. (2014). Manajemen Kurikulum Berbasis Karakter pada Satuan Pendidikan. *Jurnal Pendidikan Humaniora*, 2(1), 65–74. <https://doi.org/10.17977/jph.v2i1.4445>
36. R, V. E., & I, M. S. (2020). Influence of Globalization on Modern Education. *Advances in Economic, Business and Management Research*, 113(1), 75–78. <https://doi.org/10.5958/2229-4422.2018.00008.7>
37. Robinson, O. C. (2014). Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide. *Qualitative Research in Psychology*, 11(1), 25–41. <https://doi.org/10.1080/14780887.2013.801543>
38. Rokhman, F., Hum, M., Syaifudin, A., & Yuliati. (2014). Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>
39. Saillah, I. (2008). *Pengembangan Soft Skills di Perguruan Tinggi*. Direktorat Jendral Pendidikan Tinggi.
40. Smith, J., Flower, P., & Larkim, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. SAGE Publications.
41. Syahnaidi, M. A. Q., & Baroroh, R. U. (2018). Integrasi Pendidikan Karakter Dalam Pembelajaran Bahasa Arab Di Sekolah Muhammadiyah. *Arabi : Journal of Arabic Studies*, 3(2), 181. <https://doi.org/10.24865/ajas.v3i2.97>
42. Szyjka, S. (2012). Understanding Research Paradigms: Trends in Science Education Research. *Problems of Education in the 21st Century*, 43, 110–118.
43. Trochim, W., & Donnelly, J. P. (2008). Research methods knowledge base Mason. In *European Contract Law*. Atomic Dog. <https://doi.org/10.5771/9783845287850-1>
44. Ülger, M., Yiğittir, S., & Ercan, O. (2014). Secondary School Teachers' Beliefs on Character Education Competency. *Procedia - Social and Behavioral Sciences*, 131(4310), 442–449. <https://doi.org/10.1016/j.sbspro.2014.04.145>
45. Ulum, W. M. (2014). *Karakter di Sekolah Dasar*. 2(2), 130–143.
46. Widiastuti, K., & Perbowosari, H. (2018). Character Education Value in the Ngendar Tradition in Piodalan at Penataran Agung Temple. *Vidyottama Sanatana: International Journal of Hindu Science and Religious Studies*, 2(2), 239. <https://doi.org/10.25078/ijhsrs.v2i2.624>
47. Yustiani. (2015). PENANAMAN NILAI-NILAI KARAKTER BANGSA. *Analisa Journal of Social Science and Religion*, 22(1), 135–147.

INTEGRATION OF CHARACTER EDUCATION STRENGTHENING: CONSTRAINTS IN ITS APPLICATION TO THEMATIC LEARNING IN ELEMENTARY SCHOOL

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

0%

PUBLICATIONS

3%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

5%

★ files.eric.ed.gov

Internet Source

Exclude quotes Off

Exclude bibliography Off

Exclude matches < 3%