

# IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING PROGRAM AT SDN 008 SAMARINDA

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**Submission date:** 17-Dec-2023 10:36PM (UTC-0500)

**Submission ID:** 2261578591

**File name:** 906-Article\_Text-2740-1-10-20220222\_1.pdf (164.18K)

**Word count:** 3078

**Character count:** 17531

## IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING PROGRAM AT SDN 008 SAMARINDA

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### Abstract

This study aims to determine how to strengthen character education at SDN 008 Samarinda. The data analysis technique for closed questionnaire data and interviews used descriptive qualitative analysis. The implementation of character education at SDN 008 Samarinda runs by the school's vision, mission and goals. There are eight-character values developed at SDN 008 Samarinda, namely religious, honest, tolerant, disciplined, democratic, national spirit, love for the homeland, and responsibility. Character education can be implemented through the learning process, school rules, and extracurriculars. The method used in implementing character education at SDN 008 Samarinda is by lecturing or giving examples directly because with this method, students can better understand what the teacher is saying.

**Keywords:** *Implementation, strengthening character education*

### Introduction

In the current technological era, new arrangements, new sizes, and new needs are different. It has the consequence of new challenges in education, including national education. In addition, various moral issues, character, character or character such as increasing moral decadence, increasing student dishonesty, and still high cases of violent acts between students such as brawls and various other phenomena show that Indonesia has experienced a moral crisis.

So far, education in schools has only prioritized academic achievement, which only helps students become smart and smart or hard skills. On the other hand, it lacks attention to character education or soft skills that help them become good human beings. It can be proven by test scores or test results which are the main benchmark in determining students' ability. At the same time, soft skills are the main element in the implementation of character education that needs to be considered.

In addition, according to Usman and Eko R (2012), research conducted at Harvard University in the United States

shows that a person's success is not determined solely by knowledge and technical abilities (hard skills) but rather by the ability to manage oneself and others. Others (soft skills). The study revealed that success is only determined about 20 per cent by hard skills and the remaining 80 per cent by soft skills. It shows that a person's success is based on adequate soft skills. Character education is not a new policy. Character education and cultural and national character education are various policies that require character development in the educational process. However, the implementation is still not optimal. It is caused by various factors ranging from the formulation of character education program policies that are not going well, the quality of infrastructure, the quality of educators, and so on. The quality of educators is one of the important things in the successful implementation of character education. Learning outcomes, in this case, the character values embedded in students are largely determined by educators' integration in the learning process. Therefore, the quality of good educators

will determine the success of character education.

Awareness from various parties regarding the importance of character education also greatly influences the success of the implementation of character education, especially students. Awareness of students about the importance of character values will certainly facilitate planting these character values. The government has formed a movement to strengthen character education, namely the education movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports activities with involvement and cooperation between education units, families and communities as part from the national movement for mental revolution. So the strengthening of character education in schools is expected to strengthen all students' talents, potentials, and talents.

### Method

This research is a descriptive study with a qualitative approach. Bogdan and Taylor in Moloeng (2007:4) define qualitative research as a research procedure that produces descriptive data in written or spoken words from people and observed behaviour from phenomena that occur. Furthermore, Moleong (2007:11) suggests that descriptive research emphasizes data in words, pictures, and not numbers caused by applying qualitative methods. The research subject or someone who provides information related to the research title is SDN 008 Samarinda Samarinda City, someone who provides this information is also called an informant. Data analysis in qualitative research is carried out at data collection, after completing data collection within a certain period. At the interview, the researcher analyzed the informants'

answers. If the interviewee's answers after being analyzed feel unsatisfactory, the researcher will continue the question again to a certain stage so that the data is not saturated.

### Results and Discussion

#### Implementation of Character Education at SDN 008 Samarinda

##### a. Implementation in Subjects

###### 1) Learning Implementation Plan

The teacher plans the lessons that will be carried out. The teacher enters the character value according to the learning. It is in line with the statement from the class and subject teacher at SDN 008 Samarinda. All teachers revealed that character values were contained in every lesson plan they made. All learning content on religious and social aspects contains character values and is written specifically for learning.

###### 2) Learning Process

Based on observations in grades I, II, III, IV, V, and VI, it can be stated that the implementation of character education in the learning process is as follows: all teachers open learning with greetings. One of the students led the prayer; there were no busy students and disturbed other friends when the students prayed. After praying, the students performed the Duha prayer together. It is based on the observations of researchers in grade 1 who perform the Duha prayer before teaching and learning activities take place. The teacher does apperception by linking learning materials and students' daily lives, whether

related to nature, religion, and daily activities.

The learning carried out by the teacher is active learning. The learning methods used by teachers also vary, depending on the material being taught. The method used by the teacher is not only lectures but also questions and answers and discussions. Learning is done by discovery, so students are invited to find out first. The media used by teachers are varied, not just monotonous. The choice of media depends on the material to be conveyed. Learning resources used also vary, depending on the material. Learning resources can come from objects that exist in everyday life.

The teacher provokes the activity of all students; based on the results of observations in all classes, it is found that the teacher provides the same opportunity to answer questions from the teacher. The teacher asks questions, and then students are allowed to answer the questions one by one. When students present the results of their discussions, the other students are asked by the teacher to be calm and pay attention. Students pay attention to advancing students and respond if results or work are not suitable. It forms students to have a brother who respects the opinions of other students.

Based on the learning observations, the teacher will not pay attention to students who ask impolite questions. The teacher instructs to complete the work first before asking questions with the teacher. The teacher will also not pay attention and respond to students who ask questions that do

not use the correct language. The teacher always reminds students if there are students who are busy and disturbing other friends.

When the teacher gives an assignment, the students immediately work on it. The teacher gives the time when students work. The teacher gives each student about 5-8 minutes to work on questions and assignments. After working, students show the teacher the answer and are given a value. Students who work more than the word limit do not get a grade from the teacher. Students compete to be fast so that they get grades from the teacher.

#### **b. Integrated into Self-Development Program**

##### **a) Religious**

Based on the research results, there are routine activities in implementing character education values. Based on the results of the researcher's observations on the day all students prayed dhuhur in the congregation, there was a time when all students were wrong in congregation in a place of worship at SDN 008 Samarinda. The teacher accompanies the students to pray together. Before each lesson and after learning, it is customary to pray first. Based on the results of the researchers' observations in the classroom, before learning to pray and greet. The atmosphere of prayer is also accustomed to praying first. Based on the results of the researcher's observations in the classroom, before learning and after learning to pray and greet. The atmosphere of prayer was calm, and no one was disturbed.

b) Honest

The habit of an honest attitude is always instilled in students both in doing school assignments tests and in daily activities. The teacher always reminds students of the importance of being honest and always motivates students to be honest. Based on interviews with teachers and students, there has never been a loss or theft at school by students. It indicates that students have cultivated an honest attitude in their daily lives.

c) Tolerance

Based on the observations, students appreciate friends of different ethnic groups or customs because students do not only come from the school area. Students appreciate speaking Indonesian and helping new friends get to know regional languages such as Banjar and Kutai languages. Although some students embrace religions other than Muslims at school, there has never been a fight because of these differences. Schools familiarize students with activities at school regardless of ethnicity or religion, such as cooperation activities, competitions, etc.

d) Discipline

Based on researchers' observations, every Monday, SDN 008, Samarinda holds a flag ceremony. Students followed the flag ceremony in an orderly manner. All students use complete attributes. When saluting the flag, all respect. When the researcher entered the classroom, there were rules and class picket schedules. Based on information from the class administrator and the class picket

coordinator, students are diligent and disciplined about the picket schedule. No students violate the rules, especially during class cleaning pickets.

Students are also disciplined in dressing according to the time set by the school. Students are at school 15 minutes before the bell rings. According to the principal, almost no students are late for school in one week.

e) Democratic

Based on the interview results, it was found that in making the rules and determining the class leader, it was determined by deliberation. It is done at the beginning of each new lesson. The majority in all classes held an election for class president at the beginning of semester 1. The election for class president was done by voting. It supports democratic activities at SDN 008 Samarinda.

f) National Spirit

The routine activity held every April 21 is Kartini Day. Students at SDN 008 Samarinda wear traditional Javanese clothes to commemorate Kartini Day.

g) Love the Motherland

Based on interviews with teachers, routine activities that reflect a love for the homeland are singing the national anthem when carrying out flag ceremonies at schools.

h) Responsibility

Based on the researchers' observations, it was found that every day the picket students were based on their schedule. Students too

Based on the study results, the majority of teachers wrote down the character values developed in the lesson plans. The character values developed are adjusted to the material to be delivered by the teacher. All teachers make lesson plans at the beginning of each semester based on research data.

The teacher's learning process was opened by greeting and praying before studying. The teacher does apperception by linking the previous material and associating it with everyday life. It makes it easier for students to understand and helps students find new knowledge that can be applied in everyday life.

Based on the results of the research above, it can be concluded that the implementation of curiosity character education is well developed through learning media, various learning resources used in learning, discovery learning, and the way teachers cultivate students' curiosity. The learning resources used vary from direct nature, printed books, technology, gadgets, and others.

The implementation of independent character education is developed with students' self-confidence when learning, and students believe in learning according to their respective learning speeds. Students are confident when asking the teacher. When students present the results of their discussions, students are also confident in reading out the results. In addition, diverse learning resources also increase students' independence to learn from one book and others. It is supported by teachers who provoke students to be active. The implementation of the independent character has been going well, but in some classes, the activities of the students have not been seen. In class IIA, for example, when the teacher asked something was not clear? Any question?

No students answered. Meanwhile, students in high grades have started to be active in asking about lessons or other things they do not understand.

Based on the research results in the classroom, the implementation of tolerance character education is by moving students' seats, randomly dividing groups, respecting friends and teachers. Changing seats periodically once a week is expected to foster student tolerance. Students feel sitting in various places. The implementation of character education respects achievement, grown through teacher questions when students have corrected the results of the questions. The teacher asked the students how many errors? Is there one? Wrong two? It is done with the intention that students are motivated to improve their performance. Based on the results of observations and interviews, the implementation of honest character education in learning is by not cheating on exams, admitting typos when asked by the teacher, and matching the results of the learning evaluation by exchanging them.

Based on the observations, the implementation of hard work character education is learning in class and active learning in class. Based on observations, students are active when learning. The method chosen by the teacher depends on the material to be taught. The method used by the teacher is discussion, question and answer, practicum, lecture, etc. It supports students to be active and encourages students to implement character education.

Based on the results of observations and research about implementing creative character education, students are creative when learning that requires creativity. Some classes have decorations and wall magazines filled with student creations such as pictures and crafts made by their

own hands. From some of the things above, it can be concluded that SDN 008 Samarinda has implemented creative values. Based on the observations, the implementation of disciplined character education is by making letters when permission is not to go to school, participating in all learning activities, and completing assignments given by the teacher on time. Implementing peace-loving character values is by helping and not mocking/insulting. Students do not ridicule friends who have not been able to do assignments well or when students are wrong in answering questions from the teacher.

All teachers insert character values in each lesson based on the research results. The teacher instills and familiarizes students and learning in the classroom. Students become accustomed to practising it outside the classroom from this habituation. Darmiyari Zuchdu et al. (2010: 3) states that character education integrated into learning various fields of study can provide meaningful experiences for students because they understand, internalize, and actualize it through the learning process. The implementation of character education through integrating subjects and local content learning has been carried out with planning in lesson plans and contextual learning.

### Conclusion

Based on the results of the research and the discussion that has been described, it can be concluded that the implementation of character education at SDN 008 Samarinda is by the school's vision, mission, and goals. There are eight-character values developed at SDN 008 Samarinda: religious, honest, tolerant, disciplined, democratic, love for the homeland, national spirit, and responsibility. Character education can be implemented through the learning

process, school regulations, and extracurricular activities. The method used in implementing character education at SDN 008 Samarinda is by lecturing or giving examples directly because, with this method, students can better understand what the teacher is saying. The media used in implementing character education at SDN 008 Samarinda is with lectures, other media that support the implementation of education is the existence of infrastructure from schools such as LCDs, LCDs are used to watch videos together, the video contains children's stories to instil a mindset or everyday character values. The school also provides reading media such as books to increase students' knowledge and instil character values for liking reading.

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