



Character Actualization of Hard Work

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ARTICLE INFO

Article history:

Received February 15, 2022

Revised February 20, 2022

Accepted April 24, 2022

Available online May 25, 2022

Kata Kunci :

Karakter, Kerja Keras, SMP

Keywords:

Character, Hardwork, Junior High School



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ABSTRAK

Pendidikan karakter hendaknya membawa siswa pada pengenalan nilai kognitif, penghayatan nilai afektif, dan pengalaman nilai nyata. Namun masalah yang sering terjadi yaitu beberapa siswa memiliki karakter yang kurang baik. Tujuan penelitian ini yaitu menganalisis karakter kerja keras yang dimiliki siswa dan menganalisis kendala yang dialami dalam terwujudnya pendidikan karakter kerja keras di sekolah. Metode yang digunakan dalam penelitian ini yaitu adalah metode campuran. Sampel yang digunakan dalam penelitian ini berjumlah 80 sampel dengan teknik pengambilan purposive sample. Metode yang digunakan dalam mengumpulkan data yaitu observasi, wawancara, dan kuesioner. Instrumen pengumpulan data menggunakan lembar angket. Teknik yang digunakan untuk menganalisis data yaitu Teknik analisis kualitatif dan kuantitatif. Hasil penelitian yaitu karakter kerja keras siswa diperoleh bahwa siswa memiliki karakter kerja keras rata-rata dengan kategori baik. Meski pada awalnya para pendidik mengaku mengalami kendala seperti rasa malas, bosan, dan rasa ingin menyerah yang dialami oleh peserta didik. Namun hal tersebut dapat diatasi dengan memberikan dukungan dan motivasi oleh pendidik dalam pembelajaran.

ABSTRACT

Character education should bring students to the introduction of cognitive values, appreciation of affective values, and absolute value experiences. However, the problem that often occurs is that some students have poor character. This study aims to analyze the character of hard work owned by students and the obstacles experienced in the realization of challenging work character education in schools. The method used in this study is a mixed-method. The sample used in this study amounted to 80 samples with a purposive sampling technique. The methods used in collecting data are observation, interviews, and questionnaires. The data collection instrument used a questionnaire sheet. The technique used to analyze the data is qualitative and quantitative analysis techniques. The study's results, namely the character of students' hard work, found that students had an average complex work character with good categories. Although at first, the educators admitted that they experienced obstacles such as laziness, boredom, and a sense of wanting to give up experienced by students. However, this can be overcome by providing support and motivation by educators in learning.

1. INTRODUCTION

Character education is a continuous and never-ending process as long as we live in the world. Character education can be defined as the formation of self-development, ethics, and responsibility through universal values (Hardiyanti et al., 2018; Kamid, Sofnidar, et al., 2021; Santika, 2020). The purpose of character education is to perfect an individual for the better (Ernawati, Asrial, Kurniawan, Pratama, et al., 2021; Seruni et al., 2019; Suriadi et al., 2021). Character building through schools is a good strategy so that the implementation of character education refers to a curriculum that integrates character values (Mughtar & Suryani, 2019; Putry, 2018; Syaiful et al., 2021). Character education in schools must be carried out at every level of the education unit, including at the junior high school level. Character education in schools is one of the implementations of the current curriculum. Character education in junior high schools should bring students to cognitive value recognition, affective value appreciation, and real value experience (Darmaji, Kurniawan, et al., 2019; Darmayasa et al., 2018; Diyanto et al., 2018; Julistiaty et al., 2018). Character education in schools must be carried out systematically so that the character of students is formed who are able to compete, be ethical, moral, polite and interact with the community (Evananda et al., 2018; Rohman, 2019; Sitorus & Lasso, 2021). Implementation of character education can be included in the learning process through various subjects in junior high schools (Astalini et al., 2021; Dewi et al., 2021; Ernawati, Asrial, Kurniawan, Pratama, et al., 2021). There are many characters obtained through education in schools, one of which is hard work character education.

There are eighteen values of character education with an equally important role including the value of hard work character education. Hard work character education in the context of education are

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values originating from the nation's culture with the aim of fostering the personality of the younger generation (Fitriani et al., 2021; Marzuki & Hakim, 2019; Sulastri et al., 2020). The character of hard work is an attitude that shows a genuine effort in overcoming various obstacles (Herawann & Sudarsana, 2017; Wardani et al., 2019; Wuryanti & Kartowagiran, 2016). The character of hard work determines the quality of human life, namely humans with high quality of life are humans who are persistent in doing their jobs (Amin et al., 2021; Bomans Wadu et al., 2020; Yantoro et al., 2021). This hard work character education is taken from one of the customs, namely the waiting tubang custom. The waiting tubang tradition comes from the people in the Muara Enim district, South Sumatra Province, known as the Semende tribe. The waiting tubang custom is a custom regarding inheritance which is prioritized to the eldest daughter (Arifin, 2020; Darmaji, Astalini, et al., 2019; Velinda et al., 2018). But on the other hand, waiting for tubang is also interpreted as someone who is in charge of waiting for a large family gathering place with the agreement that this task is given to the eldest daughter (Ernawati, Asrial, Kurniawan, Nawahdani, et al., 2021; Septiana et al., 2016; Wulandari et al., 2021). The custom of waiting for tubang causes boys to have to apply the character of hard work in themselves (Kamid, Syaiful, et al., 2021; Maison et al., 2021; Rasyidin & Fitriani, 2021). Therefore, hard work character education is important to be applied in learning at school.

It is in line with previous study that explore character values contained within a local genius called subak pancoran which similar with this study (Giri & Ardiawan, 2018). Previous study reveals that subak pancoran tradition emphasis on the following characters; tolerance, religious, democratic, communicative, hard work, responsible, mutual help, and environmental awareness. The children character development cannot be separated from the culture where children live and grow. In addition, there is also another study that integrates local culture, especially traditional games into character education, including hard work. One of the studies raised the Simalungun Tribe which is one of the tribes in North Sumatra (Damanik & Sinaga, 2021). The Simalungun tribe has several traditional games such as marlubuk, marsitengka, marjalangkat, marsiada stone (mardara). The results of this study found that there are several character values that students can value, including: religious values, honesty, tolerance, discipline, hard work, creative thinking, and independent. Simalungun traditional games can be played in schools and in the environment around students' homes. The games proved to be significantly capable of shaping character values. Character education in learning will have a positive influence on students. The formation of the character of students towards a better direction is one of the goals in the success of learning. Hard work character education trained since school will familiarize students with always being serious about doing something. Based on this explanation, the researcher intends to conduct research with the aim to analyze the hard work character of students and the obstacles in applying hard work character education in junior high schools.

2. METHODS

The first step that the researcher took was to make direct observations to the schools that would be used in the study. The use of this observation method is carried out to see how character education is in schools. The method used is a mixed method (mixed method). Quantitative data is used as the main data and qualitative data is used as supporting data (Creswell, 2014). The populations in this study were all students at SMP Negeri 5 Semende Barat Laut. The sample used in this study amounted to 80 samples from class VII A and class VII B. The sampling technique used by the researcher was purposive sample. The research instrument that the researcher uses was a hard work character education questionnaire sheet for students and a hard work character education interview sheet for students and educators. The number of questions used on the hard work character questionnaire is 15 statement items with a grid which can be seen in Table 1.

Table 1. Hard Work Character Questionnaire Grid

Variabel	Indicator	Question Item Number
Hard Work Character	Never give up	1, 2, 3, 4, 5
	Focus and get the job done to the end	6, 7, 8, 9, 10
	Work endurance	11, 12, 13, 14, 15

There are 5 categories used in the student's hard work character questionnaire, namely very bad, not good, enough, good, and very good categories. The categories and the intervals used can be seen in Table 2.

Table 2. Categories and Character Intervals of Hard Work

Category	Interval
Not very good	5,00 – 9,00
Not good	9,01 – 13,00
Enough	13,01 – 17,00
Good	17,01 – 21,00
Very good	21,01 – 25,00

The procedure in this study begins with making observations at school as a way to obtain accurate and complete information. After the complete information was obtained, the researchers then distributed questionnaires to students and interviewed students and educators to obtain additional answers to be obtained. The data obtained were then collected for analysis. After analyzing the data, the researcher draws a conclusion as the conclusion of this study. There are two data analysis techniques that researchers use in this study, namely analytical techniques for quantitative data and analytical techniques for qualitative data. Quantitative data testing was carried out with the help of the SPSS application. The test that the researchers did using SPSS was a descriptive statistical analysis test. Descriptive statistical analysis test is used because it presents information in a concise and easy to understand manner. In this test, the researcher obtained the mean, median, mode, mean deviation, variance, standard deviation, quartiles, deciles and percentiles. While the analysis technique used for qualitative data is Miles & Huberman.

3. RESULT AND DISCUSSION

Results

After analyzing the data, the researcher explained the results of the research in this section. The first time the researcher did the analysis was a descriptive statistical analysis test on quantitative data with the aim of seeing a description of the hard work character education possessed by students at SMP Negeri 5 Semende Barat Laut. There are three indicators that the researcher uses, namely the unyielding indicator, the focus indicator and completing the work to the end, and the work endurance indicator. The results of the descriptive statistical test analysis of the hard work character education of students can be seen in Table 3.

Table 3. Results of Descriptive Statistical Test Analysis of Students' Hard Work Character Education

Indicator	Class	Interval	Category	F	%	Mean	Me	Min	Max
Never give up	VII A	5,00 – 9,00	Not very good	0	0	20,27	20,00	11,00	24,00
		9,01 – 13,00	Not good	2	5,0				
		13,01 – 17,00	Enough	6	15,0				
		17,01 – 21,00	Good	28	70,0				
		21,01 – 25,00	Very good	4	10,0				
	Total		40	100					
	VII B	5,00 – 9,00	Not very good	0	0	20,50	20,00	10,00	24,00
		9,01 – 13,00	Not good	3	7,5				
		13,01 – 17,00	Enough	4	10,0				
		17,01 – 21,00	Good	30	75,0				
21,01 – 25,00		Very good	3	7,5					
Total		40	100						
Focus and get the job done to the end	VII A	5,00 – 9,00	Not very good	0	0	19,50	18,50	11,00	23,00
		9,01 – 13,00	Not good	5	12,5				
		13,01 – 17,00	Enough	3	7,5				
		17,01 – 21,00	Good	29	72,5				
		21,01 – 25,00	Very good	3	7,5				
	Total		40	100					
	VII B	5,00 – 9,00	Not very good	0	0	18,37	18,00	13,00	24,00
		9,01 – 13,00	Not good	3	7,5				

Indicator	Class	Interval	Category	F	%	Mean	Me	Min	Max
Work endurance	VII A	13,01 – 17,00	Enough	7	17,5	18,67	18,00	11,00	23,00
		17,01 – 21,00	Good	23	57,5				
		21,01 – 25,00	Very good	7	17,5				
		Total		40	100				
		5,00 – 9,00	Not very good	0	0				
		9,01 – 13,00	Not good	5	12,5				
		13,01 – 17,00	Enough	4	10,0				
	VII B	17,01 – 21,00	Good	21	52,5	22,20	22,00	10,00	24,00
		21,01 – 25,00	Very good	10	25,0				
		Total		40	100				
		5,00 – 9,00	Not very good	0	0				
		9,01 – 13,00	Not good	2	5,0				
		13,01 – 17,00	Enough	8	20,0				
		17,01 – 21,00	Good	25	62,5				
21,01 – 25,00	Very good	5	12,5						
Total		40	100						

Base on [Table 3](#) it was found that students had an average hard work character with good categories on each indicator used, namely the indicator of never giving up, indicators of focus and finishing work to the end as well as indicators of work endurance. Furthermore, the researchers conducted interviews with students and educators at SMP Negeri 5 Semende Barat Laut. Through the results of interviews with students, it is known that hard work character education is important. Providing support and motivation in learning related to hard work character education is one of the reasons students do not give up. This proves that hard work character education for students has begun to take shape. Then the results of interviews conducted by researchers with educators who teach grades VII A and VII B at SMP Negeri 5 Semende Barat Laut. It was found that hard work character education is an important education and must be done in learning. In addition, the character education possessed by students at SMP Negeri 5 Semende Barat Laut is in the good category. Although, at first the educator admitted that experienced obstacles such as laziness, boredom, and a sense of wanting to give up experienced by students. However, this can be overcome by providing support and motivation by educators in learning.

Discussion

Through the results of the analysis that has been carried out, researchers can describe the results of the analysis in more detail in this discussion section. In the results of the descriptive statistical test analysis of hard work character education, students at SMP Negeri 5 Semende Barat Laut obtained an average with good categories on the indicators of never giving up, indicators of focus and completing work to the end, as well as on indicators of work endurance with the maximum value obtained is 24.00. The highest average score obtained by students is 22.20. The results of this analysis indicate that the hard work character education provided by educators in learning has been going well. Character education can train students to always try, be serious, and not give up ([Setiya Rini et al., 2021](#)). This is the reason why hard work character education within the scope of the school must run well and obtain good results.

Furthermore, the researchers conducted interviews with educators and students. Through the results of the interviews, the researchers found that hard work character education is an important and mandatory thing to do. In its realization, educators instill hard work character education in many ways, some of which are by providing support and motivation as well as by providing tasks that are quite difficult to train students to strive optimally. Hard work character education within the scope of the school certainly experiences obstacles. Based on the results of interviews, it is known that some of the obstacles experienced by educators when providing hard work character education to students are a sense of laziness, lack of focus, not being able to manage time well, and not having priorities. The obstacles when providing hard work character education are not having priorities, being perfectionists, not being focused, and not being able to manage time well. But all the obstacles experienced by educators of course there are solutions that can be realized. Based on the results of interviews, educators stated that the solution to these obstacles was to provide motivation, support, and sanctions if needed to make students motivated and trained to work hard in learning. This will later familiarize students to always work hard and realize it in everyday life.

Hard work character education has been carried out by several researchers in previous studies. As research conducted with the aim of research is to see the value of hard work character education in novels (Sulastrri & Alimin, 2017). Another study was also conducted by other researcher with the aim of researching the pattern of implementation of character education for elementary school students (Murniyetti et al., 2016; Sulastrri et al., 2020). In this research the researcher wanted to see the value of character education of hard work in Tere Liye's novel about you. Research on hard work character education has indeed been done by many previous researchers. However, research that focuses on looking at the description of hard work character education in public junior high schools has not been done much.

The hard work character education carried out in public junior high schools in the previous research focused more on efforts to improve the hard work character in students, not focusing on the description of the hard work character possessed by students. This is in line with research of previous researcher which focuses on the balogo game technique in group guidance services as an effort to improve the character of hard work in junior high school students (Sugianto, 2017). Another study was conducted with a focus on research, namely analyzing the hard work character of students at the high school level (Fitriani et al., 2021; Ramdhany et al., 2021). It was also focuses on the contribution of mentoring activities to the character education of students' hard work. Based on the description above, traditional values that are still preserved today are one of the factors that strengthen the character of hard work in students. This research was also conducted with the intention of being reading material and reference for other researchers. This research also has an impact on educators in other schools if they have not succeeded in providing hard work character education-based learning to students, they may be able to carry out the same solution as in this study. However, this research still has a weakness, namely it only uses one school in the Semende area. This can be a motivation for other researchers to be able to conduct research using many schools in the Semende area. Not only that, other researchers may be able to use character education in addition to hard work character education.

4. CONCLUSION

Based on the research that has been done, it can be concluded that the hard work character education carried out at SMP Negeri 5 Semende Barat Laut went well. This can be proven through research results which show that students have a description of the character of hard work in a good category. The obstacles that exist include the lack of student focus, poor time management, and the sense of laziness that students have which can be overcome by various solutions including providing support, motivation and giving assignments with a specified time period. The goal is to familiarize students with completing difficult work on time and focusing on the work at hand.

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