

The Role of the Teacher in the Character Education Strengthening Program for Grade V Elementary School Students

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ABSTRAK

Pendidikan merupakan proses untuk mendidik serta menuntut siswa untuk mencapai tujuan tertentu dalam bentuk perubahan kearah yang positif dari dalam diri siswa. Perubahan yang diinginkan merupakan bagian dari sebuah proses menuju kedewasaan yang berlangsung terus menerus dalam kehidupan siswa. Penelitian ini dilatarbelakangi atas rendahnya karakter pada generasi muda, khususnya di jenjang sekolah dasar. Oleh karena itu pemerintah menerapkan program penguatan pendidikan karakter di setiap jenjang pendidikan. Penelitian ini bertujuan menganalisis peran guru dalam pelaksanaan program penguatan pendidikan karakter bagi siswa kelas V sekolah dasar. Penelitian ini merupakan penelitian dengan pendekatan kualitatif. Data dikumpulkan dengan menggunakan metode wawancara dan observasi. Hasil penelitian menunjukkan bahwa ada banyak program penguatan pendidikan karakter yang telah di terapkan di sekolah dasar dan sesuai dengan lima nilai karakter siswa salah satunya seperti niai religius dengan membiasakan berdoa sebelum dimulainya belajar. Peran guru dalam program penguatan pendidikan karakter salah satunya yaitu menyusun rencana pelaksanaan pembelajaran, melaksanakan pembelajaran dan penilaian yang mengintegrasikan nilai-nilai utama penguatan pendidikan karakter.

ABSTRACT

Education is a process of educating and requires students to achieve certain goals in the form of positive changes from within students. The desired change is part of a process towards maturity that occurs continuously in students' lives. This research is motivated by the low character of the younger generation, especially at the elementary school level. Therefore, the government implements a character education strengthening program at every level of education. This study analyzes the teacher's role in implementing character education strengthening programs for fifth-grade elementary school students. This research is research with a qualitative approach. Data were collected using interview and observation methods. The results show that many character education strengthening programs have been implemented in elementary schools and are following the five character values of students, one of which is religious values by getting used to praying before the start of learning. One of the teacher's roles in strengthening character education programs is to develop learning implementation plans and carry out learning and assessments that integrate the main values of strengthening character education.

1. INTRODUCTION

Education is a process of educating and requires students to achieve certain goals in the form of positive changes from within students (Nugrahani, 2017; Solehat & Ramadan, 2021). The desired change is part of a process towards maturity that occurs continuously in students' lives. The success of education in schools depends on the quality of teachers. In other words, teachers must be professional in education (Palunga & Marzuki, 2017b; Yani & Jazariyah, 2020). Education in schools is an activity in the learning process between teachers and students through the teaching and training process provided by teachers for their students (Palunga & Marzuki, 2017b; Ramdan & Fauziah, 2019). Schools are formal institutions that shape the character of students. Instilling character in students is very appropriate when they are still in elementary school. Therefore, the government made a policy regarding the Character Education

Strengthening Program (PPK) contained in Peraturan Presiden No. 87 Tahun 2017. This KDP program is a new responsibility for schools to improve student character, which is implemented through 5 main character values (A. Lestari & Mustika, 2021).

But in reality, not all students can practice character values well. Based on an interview with a teacher in the fifth grade of SDN 004 Logas Hilir, the character values in the fifth grade have not shown many of the students' character values. Some students are still not disciplined in following the morning apple, especially in the lower grades. There are still many students who do not do their homework. Some students are still late for school and enter class when the break time is over. Some students still like to cheat and are not honest in doing assignments. There are still students who bully fellow friends. There are still riots that occur between students. The learning media they have are still lacking, especially in Indonesian subjects. Teachers and students only use textbooks facilitated by the school. In addition, the few hours of lessons with a lot of learning materials make it difficult for teachers to complete the subject matter on time. Character education in schools cannot be implemented if teachers do not integrate character education into learning tools (Arif et al., 2021; Nuryanto, 2017). Integrating character values in learning cannot be carried out just like that, but the teacher must design teaching materials and lesson plans prepared by the teacher (Juanda, 2019; Wakhidah & Adiarti, 2014). Teachers are expected to be able to implement and integrate character education in schools. However, sometimes there are still teachers who are confused about implementing and integrating character education in the learning process in the classroom, even though the government often holds seminars. If this is not addressed, it will hurt the character of students.

Efforts to overcome these problems require a character education strengthening program (PPK). In strengthening character education, there are five main characteristics: religion, nationalism, cooperation, integrity, and independence. Through implementing the PPK program, students are getting used to having character traits (A. Lestari & Mustika, 2021). Implementing the PPK program in the role of the teacher is very necessary. The teacher is tasked with preparing capable human beings who can be expected to build themselves, the nation, and the state (Rahmawati & Harmanto, 2020; Widiyanto, 2017). Thus, in carrying out the duties of the teaching profession, teachers provide knowledge and build students' personalities to achieve their goals. The roles of teachers as educators are related to providing assistance and encouragement (supporters), supervisory and coaching tasks (supervisor), and tasks related to disciplining children so that the child becomes obedient to the rules of the school and the norms of life in the family and society (Palunga & Marzuki, 2017a; Pitaloka et al., 2021). The teacher's role as an educator is roles related to the tasks of providing assistance and encouragement, supervisory and coaching tasks, as well as tasks related to disciplining children so that the child becomes obedient to school rules and norms of life in the family and Public (Pitaloka et al., 2021). These tasks are related to increasing the growth and development of children to gain further experiences. Therefore the task of the teacher can be called educator and child care. The teacher in charge of child discipline must control every activity of the children so that the child's behavior does not deviate from the existing norms.

Previous findings stated that nature makes character education plans for Islamic religious education subjects, and teachers include many expected character values in the learning implementation plan (Solehat & Ramadan, 2021). The implementation of strengthening character education (PPK) in elementary schools has been achieved by what was expected through teacher assistance in designing learning (A. Lestari & Mustika, 2021). The implementation of strengthening character education (PPK) in elementary schools has not been carried out as expected due to the COVID-19 pandemic (Khairani & Putra, 2021). Many findings related to strengthening character education (PPK) have been conducted. However, this study will discuss the role of teachers in the character education strengthening program (PPK). Character education is very important because it will anticipate the possibility of character depletion in the future for the nation's successors. There are at least ten reasons schools should provide clear guidelines on a commitment to moral education and character development. Thus, this study aimed to analyze the teacher's role in the character education strengthening program (PPK) for fifth-grade students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. This research is expected to assist teachers in implementing character education strengthening programs (PPK).

2. METHOD

This research is research that uses qualitative research methods. In this study, the role of the teacher in the Character Education Strengthening Program (PPK) for fifth-grade students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. This research technique uses interviews, documentation, and direct observation of teachers when teaching learning and strengthening character education for data collection in the study using the results of interviews, observations and documentation. Interviews were conducted to gather information on strengthening student character education. Research outlines the

conversation and gives participants the freedom to share their opinions and ideas about the interview topic. Researchers watched and took notes from a distance without being directly involved with the activity under study.

3. RESULT AND DISCUSSION

Result

Based on the results of the research analysis, several findings were obtained. First, the teacher's role in strengthening the character education program for fifth-grade students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. Teachers are tasked with preparing capable moral people who can be expected to build themselves, the nation, and the state. Thus in carrying out the duties of the teaching profession, teachers provide knowledge and build students' personalities to achieve their goals. Teachers are human resources in implementing the 2013 Curriculum. Education in schools should provide not only various kinds of knowledge but also be able to shape the students' character. Forming students' character is not easy to be taught separately but becomes a single unit in every follow-up of students and teachers during school. Therefore, it is very important to implement various programs to strengthen character education in schools. The Character Education Strengthening Program (PKK) is a government plan through the Ministry of Education and Culture to strengthen student character through the harmonious heart (ethics), taste (aesthetics), thought (literacy), and sports (kinesthetic) support with the support of public involvement and cooperation between the school and the community. This character education strengthening program aims to shape students' personalities to be better and ready to compete in a global era more contextually. The five main values for elementary school students that PKK will strengthen are nationalism, religion, independence, cooperation, and integrity.

Based on the results of observations of the character education strengthening program and has been documented, the character education program at the 004 Logas Hilir Elementary School, Singingi District, Kuantan Singingi Regency. Several programs are carried out at SDN 004 Logas Hilir, Singingi District, and Kuantan Singingi Regency to strengthen character education by the five values. First, religious values by instilling 5S (smile, greeting, greeting, polite) with the aim that students have a personality that is polite to anyone. Pray every time you carry out activities / learning with the aim that students always get closer to God. Get used to saying thanksgiving sentences such as thank you, praise God, and so on with the aim that students have a grateful personality. Carry out tadarus al-Qur'an, which is carried out every Thursday with the aim that students are fond of reading the Qur'an. Infaq every Friday so that students learn to carry out infaq and alms sincerely. Second, the value of integrity is to dress modestly according to school rules to ensure students have neat and disciplined personalities. Say hello every time you enter class with the aim that students have a polite personality. Study groups do not look at religion which aims to make students have a tolerant spirit towards different beliefs. Morning exercise is done every Saturday. It is intended that students do healthy activities. The culture of queuing uses school facilities to ensure students have a patient spirit and respect the rights of others. They are visiting a sick friend who aims to foster a spirit of caring for others. Third, the value of nationalism by carrying out flag ceremonies every Monday and commemorating holidays on certain days aimed at fostering and fostering the spirit of nationalism. Singing the national anthem of Indonesia Raya and the national anthem to fosters the spirit of nationalism. Fourth, self-assessment with literacy activities are held every Monday and Tuesday to ensure students like to read and think critically. Fifth, the value of cooperation by conducting clean Fridays, carried out every third Friday of every month, aims to make students love cleanliness for themselves and the environment.

The teacher's role in the program is to strengthen the character education of fifth-grade students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency, as field implementers in dealing with students. There are several roles of teachers in the Program for Strengthening Character Education for Fifth Grade Students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. Provide an example to the entire school community as an embodiment of implementing character education strengthening programs. Develop learning implementation plans, and carry out learning and assessments that integrate the main values of strengthening character education. Learning methods develop critical, creative, communicative, and collaborative thinking skills. Provide an example to the entire school community as a manifestation of implementing the character education strengthening program. Support the formation of good relations between educators, students, and the entire school community inside and outside the classroom. Build a learning environment that appreciates and values individual uniqueness—optimizing the function of KKG and MGMP for the development of learning based on strengthening character education. Develop co-curricular based on a character-strengthening program. Carry out extracurricular based on strengthening character education. It optimizes the role and function of counseling guidance in

implementing character education strengthening programs. Carry out monitoring and evaluation of the implementation of character education strengthening programs.

The second finding is the obstacles faced by teachers and efforts in strengthening the character education program for fifth graders at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. The obstacle in the program for strengthening the character education of fifth-grade students at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency, is that there are differences of opinion, and there are still some students who violate the agreement program. All teachers do not experience this problem. This is due to the different class situations. Another obstacle is class limitations. Small classrooms cause teachers to minimize the equipment and supplies placed in the classroom. Especially the equipment for strengthening character education, namely character trees, slogans, and making reading corners. This limitation causes a reduction in the function of character education, strengthening equipment made to shape students' character. The teacher's solution in dealing with obstacles is always to remind that violations do not recur. Another solution is to hold a meeting with the student's guardian or deliberation with students if there is a difference of opinion so that it becomes a consensus. It can foster a sense of responsibility and family. The observations also show that the solution for small classrooms is to reduce the shape of the equipment and equipment used to strengthen character education. For example, the reading corner can only be used to put books. As for literacy activities, students sit in their respective chairs. Then the character tree should be made like the original tree and turned into a character tree banner. So the equipment and supplies for the character enhancement strengthening program remained but were made in a different form.

Discussion

SDN 004 Logas Hilir is a favorite school in Logas Hilir Village. This school has implemented PPK since 2018. The character values that strengthen character education have five main characteristics: "Religious, Integrity, Mutual Cooperation, Nationalist, and Independent." The main character is applied in all student activities and activities. Religious values at this school are implemented through imtaq, tahfiz activities, reading the Qur'an before class hours, and commemorating Islamic holidays. Religious character values include tolerance, love of peace, firm stance, self-confidence, friendship, and love for the environment (Elisa et al., 2019; Putry, 2019). Religious character values reflect faith in God Almighty, which is reflected in the application and belief of religion, and tolerance for religious differences (Laela & Arimbi, 2021; Lesmana, 2018). Religious attitudes are seen in students' daily activities and activities that are instilled while in school. Several indicators of a religious character include respect for differences, orderly, firm stance, friendship, and love for the surrounding environment (Narimo & Sanusi, 2020; Putry, 2019).

Second, the school's nationalist values are implemented through routine Monday morning ceremonies, heroes' day commemorations, and youth oaths. Nationalist character values are ways of thinking, behaving, and acting, showing high loyalty, concern, and respect for language, environment, materials, society, culture, economy, and politics, and making the state's interests higher than himself the interests of his group. Nationalist attitude is seen in the daily activities and activities of students who are instilled in school. And can put the national interest above other interests. National values include being willing to sacrifice, excel and excel, love the homeland, obey the law, discipline, and respect ethnic, cultural, and religious diversity (Aisyah, 2018; Ramdani, 2018). There are several indicators of a nationalist character, namely being proud of an Indonesian nation, loving the homeland and nation, being willing to sacrifice for the nation, accepting pluralism, being proud of diverse cultures, appreciating the services of heroes, and prioritizing the public interest (A. Lestari & Mustika, 2021; N. F. Lestari & Harjono, 2021).

Third, the teacher applies integrity by educating and guiding students in developing themselves during the learning process. The value of integrity is the basic value of behavior. The foundation strives to be a person who can always be trusted in words, behavior, and work and has commitment and loyalty to human and moral values in terms of behavior and words (Mantaka et al., 2017; Manurung, 2012; Yukselturk & Bulut, 2007). The attitude of integrity is seen in the students' daily activities and activities instilled in school. Integrity values include honesty, exemplary, responsibility, self-confidence, friendship, and love for the environment (Felver et al., 2016; Nugrahani, 2017). There are several indicators of an attitude of integrity, namely being trustworthy, exemplary, fulfilling duties, and fair (Dwijayani, 2019; Kar, 2020; Sufanti et al., 2021). Fourth, cooperation is implemented through routine class picket activities, cooperation every Saturday, extracurricular activities, and helping natural disasters by giving charity in the form of money or goods. The value of gotong royong reflects the appreciation of the spirit of gotong royong in solving common problems, establishing communication and friendship, providing assistance to those in need, taking steps to persist in cooperation, and asking for help to solve group problems (Rahmayani, 2019; Sharma et al., 2012; Siddiq et al., 2016). The attitude of cooperation can be seen in the daily activities and activities of students who are instilled while in school. The values of gotong royong include cooperation, help, volunteerism, anti-discrimination, and solidarity (Grummich et al., 2017; Nguyen et al., 2019). There

are several indicators of the attitude of gotong royong, namely cooperation, helping, solidarity, volunteering, and anti-discrimination (A. Lestari & Mustika, 2021; Santoso, 2018; Solehat & Ramadan, 2021).

Fifth, self-reliance is applied by cultivating values in students, such as the initiative of students reprimanding their friends who litter and students' honesty in finding their friends' money in the school environment. Through implementing the PPK program, students are getting used to having character traits (A. Lestari & Mustika, 2021; Priyanasari & Susanti, 2021). Independent values do not depend on the attitudes and behavior of others. They will spend all their energy, thought, and time realizing their hopes, dreams, and dreams (Hendayani, 2019; Khant et al., 2013; Moslehpour et al., 2018). Always believe in one's abilities, starting from strength, thought, and behavior, to realize desires without depending on others (Felver et al., 2016; Fitriani, 2019). An independent attitude can be seen in students' daily activities and activities that are instilled while in school (Felver et al., 2016; Ridlo & Irsadi, 2012). The value of independent character includes hard work, creativity, and courage (Khant et al., 2013; Nguyen et al., 2019). Based on the discussion on the role of the teacher, the character education strengthening program is implemented in the learning process. Teachers in designing learning integrate character values. This finding is reinforced by previous findings stating that teachers include many expected character values in the lesson plan (Solehat & Ramadan, 2021). The implementation of strengthening character education (PPK) in elementary schools has been achieved by what was expected through teacher assistance in designing learning (A. Lestari & Mustika, 2021). This research implies that teachers are expected to be able to implement character education strengthening programs to the fullest. The obstacles faced by every teacher in the character education strengthening program include the limitations of facilities and infrastructure with solutions to minimize and utilize what already exists and serve as a supporting tool for implementing the character education strengthening program.

4. CONCLUSION

It strengthens the character education program at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency. Many character education strengthening programs have been implemented at SDN 004 Logas Hilir, Singingi District, Kuantan Singingi Regency and are following the five character values of students, one of which is religious values by getting used to praying before the start of learning. One of the teacher's roles in strengthening character education programs is to develop learning implementation plans and carry out learning and assessments that integrate the main values of strengthening character education

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