

Integration Strategy of Character Education in Teaching and Learning at Elementary Schools

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Abstract— education is the earlier part of efforts to establish human identity and makes him better, honest, and dignified, in fact only be at the level of concepts and ideals. The outcomes of education cannot provide educational impact much better, either personally or collectively, particularly related to attitude and mentality of this nation which are still terms with corruption, dishonesty, fight, and other social vices. The method used in this study was interviews conducted with students and teachers, observations made during the learning process, and documentation in the form of archives or documents that support the research conducted. Based on the International transparency data in 2009, Indonesia was in the first position of the most corrupt countries in Southeast Asia, while the result of the survey that also reported by International Transparency 2011 to 2013, Indonesia has included the top ten most corrupt countries in the world, whereas the data in 2009, Indonesia still ranks 111 out of 180 countries. This indicates that our country is still a very fragile country of aspect of integrity education, lack of honesty and responsibility. Purpose of education both philosophically and according to Law No. 20 of 2003 on National Education System, which is the outline of the nation wants to generate the nation generations who are good character, honest, smart, independent, creative, responsible, and democratic. The act of corruption, including fraud is contrary to human values because it has widely impact to society and nation.

Keywords— Education, Character, Elementary School

1 Introduction

The purpose of the nation is to educate the nation as stated in the Preamble to the 1945 Constitution. The state instrument is an effort to educate the nation in a total and comprehensive manner. Therefore, the goals, processes and results of education must be oriented to the intellectual life of the nation; this case has a deep fundamental meaning. the purpose of education is the whole process of human formation to restore human nature and nature. According to Freire, education is a process of humanization, not a process of dehumanization, so that all elements and processes of education try to develop human potential and critical strength [1]. In this sense, education is an effort to build critical awareness, free, creative, and have an understanding of human integrity as a responsible social creature. the

benefits of education in shaping self-character are considered, Plato states that "if you ask what the benefits of education are, then the answer is simple: education makes good people and good people behave nobles" [2]. Based on this view, education must include the formation of 1) attitudes and character through strengthening the affective and creativity domains, 2) professionals through strengthening the psychomotor domain, and 3) understanding and critical thinking through cognitive reinforcement. Research that is relevant to this research is, research conducted by Dalimunthe [3] the conclusion of his research is that character education can be implemented through several strategies and approaches that include: (1) integrating values and ethics in subjects; (2) internalization of positive values that are instilled by all school members (school principals, teachers, and parents); (3) habituation and practice; (4) example and example; (5) creating a character atmosphere in schools; and (6) acculturation. Other research that is relevant to this research is the research conducted by Dianti [4], the results of the research are based on the 2010 grand design of character education, it is explained that in the school environment there are four pillars that can be used as a place for planting character values. Other relevant research is Afandi [5] the results of his research are Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and country. Other relevant research is, research conducted by Azwir [6], the results of his research are the principal, school supervisors, counselors, teachers and education personnel are agents of change, while the objects of change are, institutions, curriculum, and learning. The school management model using SBM offers the availability of better and more adequate education for students in North Aceh district high schools.

Formally, the three three domains actually has been formulated comprehensively in the Law No. 2 of 1989, then it is reformulated in the Law of National Educational System (UU SPN) No. 20 of 2003, they are: to believe and to be pious to the Almighty God, to have good character, to be healthy of physical and spiritual, to have knowledge and skill, to have good and independent personality, democracy, and responsible to the society and nation [7]. In particular context, there are three principles of education development, *firstly*, to establish spiritual quotient (SQ); *secondly*, to establish intellectual quotient (IQ), and *thirdly*, to establish emotional quotient (EQ). These three aspects are an integral part of that will eventually form the perfect human being as the ideals of the state.

2 Metode

Data dalam penelitian ini dikumpulkan melalui metode wawancara yang dilakukan dengan siswa dan guru, observasi dilakukan pada saat pembelajaran, dan dokumentasi yang berisi arsip atau dokumen yang mendukung penelitian yang dilakukan. Teknik analisis data dilakukan dengan mengumpulkan pengumpulan data, reduksi data, penyajian data, dan pengumpulan kesimpulan/verifikasi. Keabsahan data menggunakan teknik triangulasi sumber data dan triangulasi teknik.

3 Result and Discussion

The commitment of education stakeholders is still very limited, especially in the schools in this study. Of the four elementary schools in the Poasia District of Kendari, character education is only considered a trend, laden with religious education and moral education (PPKn). In addition, there is no grand design strategy, and most importantly think that teachers are still confused in innovating to develop models as part of the integration of character education in the classroom. Another problem is the imbalance ratio between the number of students and the number of teachers.

First, the implementation of character education does not begin with a clear formulation of the core characters that will be built or requested by schools. The character education discourse is called core values. Second, character education does not begin with the promotion of programs to users and stakeholders of education services including parents, the community, companies / institutions, and the government. Third, schools and teachers do not have a comprehensive understanding of character education. Many assumptions arise that each character problem must be made a single subject, e.g. environmental issues must be applied to the environmental subject, the problem of corruption requires the subject of anti-corruption, Fourth, character education is just a textual formality. Fifth, it is not fully understood about the difference between character and habits, skills and competencies.

In the city of Kendari, such contexts and facts are still prevalent, especially in primary education. One example, SDN 3 Poasia requires all teachers to design learning processes by including character elements, but there are no clear references or instruments on how to measure characters. There is no instrument because there is no clear understanding of how to make the instrument and its follow-up. Another fact is that some teachers at SDN 01 Poasia have created rubrics to measure the level of student character but have not been an input for the formulation of classical values, other things are also not part of efforts to plan follow-up activities, especially for students who have not shown good behavior. The formulation of the problem of character pattern and education in these schools, can be drawn a general understanding that the character education process is actually still a formality as detailed in the lesson plans, but the implementation is not clear. One example of character is "students have an honest attitude and good cooperation" but in its implementation, teachers do not develop approaches that can develop character or build sincerity. According to Tilaar [8], the education process must be able to answer students' problems comprehensively and clearly in their lives. Strategic Formulation Integrating Character Education in Teaching and Learning in Elementary Schools in Kendari City.

This strategic step in design refers to the problem and SWOT analysis. This formulation involved relevant stakeholders who were expert teachers and principals as well as experts from Halu Oleo University who were involved in this research team. The context of the problems that emerged from 4 elementary schools became the sample of this study, SD 01 Poasia, SD 08 Poasia, SD 03 Poasia, and SD 10 Poasia. The formulation of the details of the commitments set out in the following vision statement and mission. Because every elementary school experiences the same problem, the design of mission strategies also shows uniformity.

First, Commitment to Integrate values/characters in each subject and topic discussion. Developing characters and values in learning can be integrated in every subject and topic of discussion. These values are clearly stated in the syllabus and lesson plan (RPP). The development of characters or values in the syllabus can be done through several strategies, as follows: (a) Assessing Competency Standards (CS) and Basic Competencies (BC) to determine what are the values and characters implied or explicit in CS and BC ; (B) use a table to show

the relationship between CS / BC and indicators and values to determine what values need to be developed; (c) mention the character and values of the nation in the syllabus; (d) mention the values that have been formulated in the syllabus to RPP; (e) developing the active learning process of students, innovative, creative, effective and fun that allows students to have the opportunity to internalize values and show appropriate behavior; (f) provide assistance to students who have difficulty in internalizing values and behavior.

The Indonesian Ministry of National Education (Indonesian Ministry of National Education) has developed core values extracted from the Grain Competency Standards [9] and core values developed by the Indonesian Ministry of National Curriculum Center (Ministry of National Curriculum Center), 2009). From two main sources of values that must be achieved in teaching and learning in schools (educational institutions), among others: religion, honesty, intelligence, toughness, democratic, caring, independence, logical thinking, critical, creative, and innovative, courage in taking risks, leadership orientation, working hard, responsibility, healthy lifestyle, discipline, self-confidence, investigation, love of knowledge, awareness of one's own rights and obligations, etc., adherence to social order, respecting the achievements and work of people others, politeness, nationalism, esteeming variety, namely the attitude of respecting various things both in the form of physical, natural, traditional, cultural, ethnic, and religious.

Character values can be incorporated into teaching and learning, ranging from exploration activities, collaboration to confirmation. At the exploration stage, values are focused on self-help, thinking logically, creatively, working hard, respecting each other, caring, and confident. At the collaboration stage, values are integrated science, logical creative, creative, confident, critical, respectful of one another, worthy, responsible, honest, and disciplined. At the confirmation stage, values are developed in terms of respect for one another, self-confidence, polite, critical, logical, aware of weaknesses and strengths, caring, and the science of love.

Second, Integrating Character Values in Co-Curricular and Extra-Curricular Activities. Co-curricular and extra-curricular activities will be more meaningful if they are filled with various value-laden activities that meet the students' character and interests. The current trend is that students are reluctant to get involved in student activities. In contrast to some institutions that have prominent student programs for several years.

Third, the teacher facilitates the habituation of student behavior. The totality of education must be applied in daily life at school through good modeling, creating a conducive environment, and habituation through various tasks and activities, so that all what students see, hear, feel and do is on the nuances of education. A conducive environment in schools can be done through: (1) assignments, (2) training, (3) training, (4) teaching, (5) guidance, and also (6) modeling. All of these have a great influence in shaping the character of students. Giving assignments together with understanding philosophical concepts to students will enable students to realize their assignments. Each activity must be associated with elements of education, for example scouting, simplicity, independence, solidarity, togetherness, and leadership. Character education must also be applied in everyday life at home and society. There are many benefits that can be drawn from interactions between communities and schools. Parents and the community must be involved in the teaching and learning process. Parents must have a commitment to help their children in the learning process and become partnerships in developing character values.

Fourth, Strengthening and internalizing transformative learning models in various learning activities. Characters in the teaching and learning process can be carried out in three phases, namely: First, the planning stage, which basically analyzes CS / BC, develops syllabus with characters, preparation of lesson plans with characters, and preparation of materials with

characters. ES and BC analysis is carried out to identify substantive character values and can be integrated in CS or BC. Second, is the phase of learning activities. Learning activities of each stage, opening, core and closing are carried out in accordance with the targeted character values. As mentioned earlier that the principles of Contextual Teaching and Learning are suggested in all steps of learning because this approach can facilitate and internalize character values to students. Fourth, Implementation of Multicultural Based Learning. Diversity is not only in terms of religion, but also different ethnicities. Almost all major ethnicities are available in every school. Muna and Bugis are the dominant ethnic group in ES) 3 Poasia. So that all teachers in this school agreed to develop multicultural education-based learning activities. Several agreements have been made to encourage multicultural learning activities. First, every child is special. This view emphasizes that teachers must realize that each child is unique, special, and born with different talents from each other. Children must be understood, accepted, loved, and given facilities so that they will grow optimally according to their talents and enthusiasm. Finally, through this simple formula, the grand strategic design becomes a reference and recommendation for character education in the revitalization of learning activities. Not only is it expected to be a document, but this strategy can be used and implemented for all teachers in the city of Kendari, especially at ES in this study; so that his vision: "ES Graduates in Poasia District in 2018 who have strong character, high moral standards, harmonious social relations, and religious" can be achieved. This idea is completely in line with the goals and direction of the National Education which is oriented towards moral aspects, intellectual aspects (knowledge), and aspects of skills (psychomotor).

4 Conclusion

First, character education seems to be popular because it trends and existence of pressure from government, but it has not yet become as critical awareness and commitment to educator in the effort to try as strong as possible making a deep change of character to students. Other condition faced is weakening of teacher capacities either through paradigm or methodology in integrating character values of practical learning activity in class. *Second*, learning strategy developed by teachers of ES in Kendari city should always be related to reinforcement of character education integration in school with vision that "graduates of ES At Poasia Sub-district in the year of 2018 have strong character, high moral, harmonious social relationship, and religious".

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