



Character Education : Implementation and Issues at SDN Pandanwangi 02

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Abstract

This research explores the implementation of character education and its associated challenges among students at SDN Pandanwangi 02. The purpose of this research is to explore teachers' efforts in understanding the implementation of character education and addressing various issues in character education such as students' reading delays at the school. This study employs a qualitative research methodology, utilizing observation and interviews as data collection techniques. The results indicate that teachers address issues in character education by providing additional learning for students experiencing reading delays and integrating character education through routine activities such as group prayers and religious studies. However, the implementation of character education faces additional challenges, such as a lack of student discipline in some areas. These findings highlight the importance of character education in elementary schools as the foundation for shaping students' good character. Therefore, further efforts are needed to enhance the effectiveness of character education at SDN Pandanwangi 02 in molding students with desired character values.

1. Introduction

Primary school is the most basic level of formal education and of course it must be done to the maximum extent possible because it will later become the foundation for education at the next level. Education at this primary school level can equip students with basic skills and good behavior so that they can grow and develop into independent individuals. Early childhood who are currently in elementary school of course still really need the role of the teacher in the learning process.

Over time, of course, many things will happen in the learning process at this elementary school level. We can know that many bad behaviors have sprung up among elementary school students. This often happens and even becomes a habit of students when they are in the learning process, such as talking to friends during learning and some disturb their friends during the learning process. Therefore, the learning process is disrupted due to the influence of the character that exists in each student (Lestari & Mustika, 2021).

Cultivation and character building are important things to do in children since elementary school age. Because that phase is the beginning of self-formation. Then, this character cultivation and formation must be carried out optimally in elementary school students in order to form students with character in accordance with character values, because later the progress of the Indonesian nation will depend on the current generation (Kurniawan, 2015).

Therefore, efforts in planting and shaping this character need to be done optimally in elementary school students. Then these efforts must certainly be in line with the character values to be instilled, such as honesty, responsibility, cooperation and so on.

2. Method

This study uses qualitative methods with observation and interview techniques to examine "Implementation and Problems of Character Education at SDN Pandanwangi 02". The study was conducted through literature study, direct observation, and interviews with informants. Literature study includes data collection through reading, recording, and processing research materials.

Observation is done by observing and recording various processes related to character education at school. Interviews were conducted by extracting information from informants through oral questions and answers. The information obtained from the various methods was analyzed to produce research findings.

3. Results and Discussion

The research results and discussion will be presented in detail. The research results are presented in the form of a clear and easy-to-understand table. In the discussion, researchers will relate the results of the research to theory and previous research, as well as consider other factors that can influence the results of the research at SDN Pandanwangi 02.

Based on the results of observations and interviews with the following sources:

Name of Interviewee : Dhita Krida Kumala, S.si
 Age : 28 years old
 Occupation : Teacher at SDN Pandanwangi 02.

Table 1. Results from Researcher Interviews with Interviewees

No	Question	Answer
1.	How is character education implemented at SDN Pandanwangi 02?	The implementation of character education at SDN Pandanwangi 02 is carried out through the habituation of dhuha prayers in congregation in the morning and dhuhur prayers in congregation before leaving school every Monday to Wednesday. Then it is also applied through religious learning which certainly instills and shapes good characters in students.
2.	What problems are encountered in implementing character education at SDN Pandanwangi 02?	Problems encountered in the implementation of character education are the delay in reading for a minority of grade 1 students, which hampers their learning. There are also many students who have not been able to apply good character such as not being disciplined in doing various things.

The following is a presentation of the results of the observations that have been made by researchers,

After conducting observations at SDN Pandanwangi 02, researchers found that character education has been implemented through school regulations such as regulations on the use of school uniforms which can shape the character of discipline in students when complying with these regulations. Then the researchers also found an attitude of tolerance between students of different religions, they still respect and appreciate their friends who have different beliefs from them. Then researchers also encountered problems - problems in student character such as lack of discipline in using the bathroom and lack of discipline during learning in the classroom.

3.1. Results and Discussion 2

In the literature study conducted by researchers, researchers have found a total of five national journals that have been reviewed based on their titles, authors and research results.

Table 2. Literature Review

No	Code	Author	Findings
1.	K1	Mitha Amelia and Zaka Hadikusuma Ramadan	This research examines the implementation of character education at SD Negeri 67 Pekanbaru by conducting observations and interviews. It

			was found that the school implemented five character values (nationalism, integrity, independence, religion, and mutual cooperation) in improving the quality of school culture. Implementation is done before, during and after learning in the classroom and school environment. Obstacles that occur are overcome by teacher training, developing school quality and increasing student competence. Implementation is good, but requires continuous improvement to achieve the goals (Amelia & Ramadan, 2021).
2.	K2	Anung Siwi Prabandari	The findings in this study examine the efforts and challenges in implementing character education in primary schools. This is related to the development of technology and information that influences negative culture. Then, this article also examines various character implementation models, school culture, extracurricular activities, and steps to overcome problems that occur in implementing character education. (Prabandari, 2020).
3.	K3	Friska Fitriani Sholekah	Based on this research, it is known that the implementation of character education in Curriculum 2013 aims to develop various student character values through spiritual and social aspects. The philosophical foundation of Curriculum 2013 emphasizes that character education is important as a process of inheriting and developing culture, as well as preparing students to participate in the development of their lives. This article outlines that the integration of character values in various educational domains, such as learning activities, subjects, school culture, and extracurricular activities (Sholekah, 2020).
4.	K4	Nurratri Kurnia Sari and Linda Dian Puspita	This study identified three forms of character education implementation in elementary schools: 1) Routine Activities to instill character on a regular basis, 2) Integration in Learning Activities to instill character during the teaching and learning process, and 3) Selection of specific Character Values to focus on developing character. (Sari & Puspita, 2019).
5.	K5	Azka Salmaa Salsabilah, Dinie Anggraeni Dewi and Yayang Furi Furnamasari	This research emphasizes the important role of teachers in instilling noble character in students. Teachers are not only teachers, but role models and character mentors. Teachers play a role in fostering character according to the teachings of Islam and Pancasila, and helping students distinguish between what is beneficial and harmful. (Salsabilah et al., 2021).

3.1.1. Results and Discussion 3

Referring to the literature review that has been presented, the following discussion is obtained,

A. The Importance of Character Education in Primary Schools

Based on the findings of the literature study, it was found that character education is important for elementary school students. This is because children at primary school age have entered the right stage of development to instill character education which is expected to form a good personality and character in students. Because at that age, of course, children will be easier to manage in order to have a good personality, because the older the age the more difficult it is to form and instill good character. Therefore, character education is instilled from an early age so that later it has a good character and can be developed again (Kezia, 2021).

Then, because character education is very important, the government also includes character education in the curriculum currently used and the government also makes character education one of the indicators of the achievement of the learning process. This is of course also supported by the role of the teacher, because the teacher is the intermediary between the curriculum and learning that shapes student character and will later produce character in students. So the role of the teacher is what will determine the success or failure of character education which can be seen from how the character of these students. Then, because teachers have an important role in this character education, of course, teachers must also have good character and can be imitated by their students. Teachers must provide good examples for their students, because the meaning of the teacher itself is digugu and imitated (Faiz, 2022).

B. Implementation of Character Education in Elementary Schools

Based on the findings of the literature study, researchers found that the implementation of character education in this elementary school has several forms in implementing it at school, namely:

- Routine Activities

Routine activities are activities that are carried out regularly by schools to instill character in students. This is commonly referred to as habituation. This habit is widely implemented in various schools in instilling good character in students, one of which is SDN Pandanwangi 02 which also uses this habit as a method to instill good character in students. Like getting students used to praying dhuha and dhuhur in congregation at school. Then it can also familiarize students to greet and salim to parents and teachers and there are many other good things that can be familiarized (Shoimah et al., 2018).

- Integration in Learning Activities

In implementing character education in elementary schools, it can also be through integration in learning activities. This of course will also help students in forming good character. Integrating character education in learning activities can instill knowledge in students about personality and good character. Then after instilling this in students' minds, students can realize what they have learned into their daily lives and then reinforced by doing routine activities that have been provided by the school (Wiliandani et al., 2016).

- Character Values that are developed

In this case, of course, all characters can be developed. However, the school will only choose a few specific characters that will be developed in the school. Because it is not possible if every school has to develop 18 existing character values. Then in developing character values, it certainly does not just happen without obstacles. Of course, there will be many obstacles faced by teachers in developing this character, because each student must have differences and to overcome these differences also takes a lot of time and patience.

C. Implementation of Character at SDN Pandanwangi 02

- Character education is implemented through school regulations.

Based on the findings during the observation, this character education has been well implemented through school regulations at SDN Pandanwangi 02. Because indirectly, these school regulations can discipline students to a large extent or arguably can discipline all students in the school. Such as school regulations in the use of uniforms which are certainly obeyed by all students and this will certainly instill a disciplined attitude in students. Because by getting used to using uniforms in accordance with school regulations, it will raise self-awareness in students to

remember what uniforms must be used on a daily basis and prepare them the day before. Then surely students will feel embarrassed if they do not comply with school regulations because these students will feel different from other students. Whether it is because they do not use uniforms in accordance with school regulations or other things that are contrary to school regulations. So, because students do not want to feel different from others, they try to always obey the rules at school (Wuryandani et al., 2014).

- The existence of tolerance between students of different religions.

Referring to the findings during observation, it was also found that in implementing character education in these students, teachers have instilled good attitudes in students, one of which is tolerance. Of course, in implementing this character education, surely the most effective way used is to use habituation on students, so that when they have been taught to be tolerant and also accustomed to applying this attitude when socializing, students will become accustomed to doing this tolerance attitude. During observations, it has also been found that students have been able to apply this attitude of tolerance, because they can socialize well with friends of different religions and still appreciate and respect these differences. So that with the attitude of tolerance in students, it will foster harmony and prevent conflict between them (Tamaeka, V., 2022).

- Habituation of dhuha and dhuhur prayers in congregation.

Referring to the findings during the interview. It was found that SDN Pandanwangi 02 also implements character education through the habituation of dhuha and dhuhur prayers in congregation, although the dhuhur prayer which is held before leaving school can only be done on Monday to Wednesday. However, this will certainly instill good habits in students to pray in congregation wherever it is. Then if this good habit has been attached to students, they will have the awareness to do this habit when not at school. Because later there will be awareness in themselves, such as realizing what time they usually perform the dhuha and dhuhur prayers. Then in this congregational prayer habituation, of course, it is also accompanied by dhikr and prayer together which will instill good habits in students wherever they worship (Siswanto et al., 2021).

- The existence of religious lessons that instill and form good character in students.

According to the findings during the interview, not only do the habit of praying in congregation, but teachers also instill good character in students during the learning process, precisely during religious lessons. Of course, during religion lessons, students will be taught many things about good behavior and how to apply it in everyday life. Then from this religious learning, good character will also be formed in students because in learning it is not only taught, but also familiarized, such as congregational prayer which was discussed earlier, then other examples such as sharing, not choosing friends, helping each other and so on. That way, students will get used to behaving well with anyone, friends, teachers, parents and other people who are older. In the learning process, the teacher must be able to make the learning atmosphere as interesting as possible so that students are not bored, because if students are bored, it will affect the learning process and cause the learning process to not be carried out properly (Fahmi & Susanto, 2018).

D. Character Education Issues at SDN Pandanwangi 02

- The number of students who still cannot apply good character.

Based on the findings during the observation, there are several problems that arise related to character education in students at SDN Pandanwangi 02. It was found that there were some students who still could not get used to behaving well as they had

been taught. This problem occurs in the student bathroom environment which is very dirty due to students' indiscipline in using the bathroom. Of course, the teacher has taught how to use the bathroom properly. However, some of these students sometimes still cannot do it properly and even cannot use the bathroom alone because it is still difficult if not accompanied by parents or teachers. This can certainly be overcome by giving posters on how to keep the bathroom clean that are attached to the bathroom wall and also posters on how to use the bathroom properly and correctly will certainly also help to discipline students in using the bathroom. Then the teacher is also expected to assist students who are still unable to use the bathroom independently, and by accompanying these students, the teacher can also teach good and correct habits in using the bathroom. Not only the bathroom environment, but teaching the importance of cleanliness in the surrounding environment is also necessary, efforts that can be made are by sticking posters to always maintain cleanliness in the school environment. Because a dirty school environment will certainly affect the character and health of students at that school (Dole, 2021).

Then there are also problems with students during the learning process. What is meant here is student indiscipline during the learning process, such as chatting with their friends when the teacher explains, not paying attention to learning, not following teacher orders and leaving the class when the teacher is not in class. Therefore, teachers must be more patient in instilling good behavior in students, because shaping character at an early age is indeed the most appropriate time, however, in carrying it out this is what requires more patience because it is not easy to carry out (Purwanti et al., 2020).

Therefore, to overcome this, the teacher can remind students who are undisciplined so that they can take part in learning properly so that they do not disturb their other friends. If the student still behaves like that, the teacher can also reprimand him gently so that the student can understand that such an attitude is not good and does not think that the reprimand means that the teacher is scolding him. Therefore, teachers must also be careful when conditioning such students in the classroom so that there is no misunderstanding between teachers and students.

- Delays in reading experienced by minority grade 1 students

Based on the findings during the interview, the informant said that there were problems that occurred in the minority of grade 1 students. The obstacle experienced by the minority of grade 1 students is the delay in reading. This cannot be underestimated, because the delay in reading can hinder the student learning process. So the teacher must be responsive in overcoming this problem. As for some efforts that have been made by teachers at the school to overcome this problem, namely by holding additional learning after school for students who experience delays in reading. Of course, the teacher's decision to carry out this activity is the right decision, because it has given more attention to these students who must get more attention from the teacher so that they are not left behind by other students (Saugadi et al., 2021)

3.2. Conclusion

Character education in primary schools equips students with a foundation of basic skills and positive behaviors to support their development into independent individuals. Character education is essential for elementary school students, because at this age it is a golden period in the formation of students' personality and character. Character education is also included in the curriculum and is one of the indicators of the achievement of the learning process (Sp, 2016).

The ability of teachers to instill character values determines the future of students, so teachers must be able to build strong relationships with students and provide positive and constructive guidance and direction. The implementation of character education in elementary schools can be done through routine and habituation activities that instill positive behavior in students, thus forming noble character. By integrating it into learning activities or the learning

process, it can instill a good personality and this is also supported by habituation which will strengthen the learning that has been given and make it easier to form good character in students (Datunsolang et al., 2021).

The implementation of character education at SDN Pandanwangi 02 is good and appropriate. SDN Pandanwangi 02 has implemented character education for students through habituation and integrating it into the learning process. Such as implementing school regulations, teaching and getting used to being tolerant, getting used to praying dhuha and dhuhur in congregation and integrating this character education during religious learning. These efforts are made to instill and develop good character in students. However, the application will certainly also raise certain problems related to student character. This is a common thing in instilling this character education because of course in instilling and developing character in students it cannot just take place without obstacles, seeing of course that each student has a different character and it is impossible to be equated in developing it. Surely there are some students who still need more attention from the teacher in applying these good characters. Then in overcoming reading delays in the minority of grade 1 students has also been handled well by the school, by giving special attention to them and providing additional learning accompanied by the teacher, so that these students are not left behind with other students.

Therefore, it can be concluded that elementary school is the most appropriate period to instill and develop student character. Character education is also one of the indicators in the curriculum to achieve the learning process. The role of teachers in character education is also very important to produce students with good character. The implementation of character education at SDN Pandanwangi 02 is also good and appropriate, although in implementing it there will certainly be problems that teachers will face.

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