

# JPE 2018 The Implementation Main Values of Character Education Reinforcement in Elementary School

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## The Implementation Main Values of Character Education Reinforcement in Elementary School

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### Abstract

<sup>1</sup>  
The study aimed to analyze the implementation main values of Character Education Reinforcement on the elementary schools located in Semarang. The study<sup>1</sup> was conducted by using qualitative approach-based descriptive method with case study design. The data gathering methods that had been implemented were observation, semi-structured interview, and documentation study. Then, the data analysis was performed by means of interactive analysis model. For ensuring the data validity, technique-based and resource-based triangulation were performed. The results of the study showed that the implementation main values of Character Education Reinforcement in elementary school on the values of religion and nationalism have been very good and had also become the elementary schools' culture. However, the independence, mutual cooperation, and integrity have been good but have not been maximally and routinely implemented by all of the elementary schools' community members. Despite the fact that these values have been integrated into the learning activities in the classroom, the school environment, and the role of surrounding community. The obstacles that have been found are the limited school facility, the violation toward the school's regulation, the parental abandonment, and the influence of surrounding community. The solutions for overcoming these obstacles might be that the schools should establish cooperation with the parents through the provision of additional prayer equipment in the classroom, the school should play the national anthems more often prior to the beginning of the teaching-learning process, the school should give penalty to the students who violate the school regulation, the school should give awards to the students for their role-modelling activities, the school should give direction to the students' parents, and the school should provide role model, habituation, and monitoring on the students' daily activities through their parents.

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## INTRODUCTION

The 2013 Curriculum is conducted through learning activities, implementation of active learning activities, and learning evaluation (Prihantoro, 2015; Gunawan, 2017). The process of 2013 Curriculum Implementation in the schools, especially in the elementary schools, is not always perfectly performed because there are still several obstacles namely: the teachers' lack of curriculum knowledge (Cheung & Wong, 2012); the incomplete learning tools (Ardianingsih et al., 2017); and the teachers' difficulties in finding the learning activities that are in accordance with the curriculum requirement (Eraslan, 2013). In addition, there are also several other obstacles as follows: the teachers have difficulties in developing the learning activities that are in accordance with the basic competence (Retnawati, 2016); the teachers have not been able to completely understand the 2013 Curriculum (Sari et al., 2014); the number of training programs that should be provided to the teachers with regards to the 2013 Curriculum has been minimum (Alawiyah, 2014); and the teachers have problems in the management of learning design and lesson plan (Katuuk, 2014). These obstacles that have been found among the teachers impact the implementation of character education in the school because the 2013 Curriculum is integrated to the implementation of character education within the school.

The implementation of character education through the intellectual education is always adjusted to the centring of the character education into the conduct of national education in Indonesia through the Character Education Reinforcement. The Character Education Reinforcement offers the character education as the core in the implementation of education within the elementary school. The position of the character values is to habituate and civilize the educational agent. The Character Education Reinforcement has five values of priority in the national character (Hendarman, 2017) namely: (1) Religious; (2) Nationalist; (3) Independent; (4) Mutual Cooperation; and (5) Integrity. These

five values of priority are connected from one to another.

The Presidential Regulation Article 18 No. 87 Year 2017 explains that the conduct of Character Education Reinforcement in the formal degree of educational unit should be performed under integrated manner through the intra-curricular, co-curricular, and extra-curricular activities both inside and outside the scope of the formal educational degree. The statement implies that each school should have a Character Education Reinforcement implementation plan. The plan should be performed by identifying needs, formulating vision, formulating mission, a defining programs (Hill et al., 2015); that are related to the character values (Nez, 2014). The implementation of Character Education Reinforcement is expected to develop the students' learning motivation and to optimize the students' potentials so that the students will become citizens with strong characters, high nationalism, good capability to face the global challenges.

Based on the explanation, a study that aims to reviewing specifically the implementation of Character Education Reinforcement main values in the elementary schools located in the City of Semarang is crucial. In addition, the Character Education Reinforcement is the latest government program that occupies the government's strategic and fundamental position in pioneering the revolution of national character as having been formulated in Nawacita 8 and that shapes the characters of 2045 Golden Generation (Manullang, 2013).

## METHODS

The study was conducted by using the qualitative approach-based descriptive method with case study design and aimed to reveal comprehensively the implementation of Character Education Reinforcement main values in the elementary school. The data source in the study was selected through purposive random sampling and the data source was the elementary schools that had become the pilot project of

Character Education Reinforcement in the district of Candisari from the overall elementary schools in the City of Semarang that had implemented the Character Education Reinforcement. These elementary schools were: SDN Candi 01, SDN Kaliwiru, SDN Karanganyar Gunung 01, and SDN Wonotingal. The instrument that had been implemented in the study included observation, semi-structured interview, and documentation. For the data validation, the technique triangulation and the source triangulation were performed. Then, for the data analysis the Miles and Huberman model of quality data analysis method was employed (Iskandar, 2013).

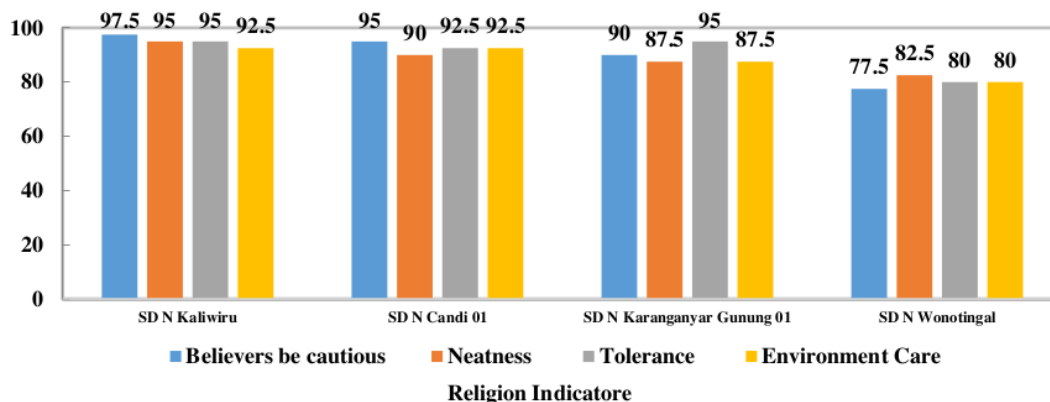
## RESULTS AND DISCUSSION

The program of Character Education Reinforcement for the elementary school includes the integration of characters into the curriculum (Alimi, 2013; Ghufron, 2010); the integration of existing subjects, the maintenance of intellectual priority (Bachr, 2017); the self-development, and the local content (Judiani, 2010). The integration main values of Character Education Reinforcement in the elementary school is pursued through the learning activities within the

classroom, the school environment, and the participation of surrounding community. These main values are namely the values of religion, the value of nationalism, the values of independence, the values of mutual cooperation, and the values of integrity (Hendarman, 2017).

### The Values of Religion

The implementation of the values of religion in the school has been conducted through the provision of opportunities for the students to perform their religious activities, to maintain cleanliness, love the environment, and to display mutual religious tolerance from one to another (Raharjo et al., 2015). Based on the results of observation on the level of success for the implementation of Character Education Reinforcement in the elementary school, the implementation of the values of religion from the Character Education Reinforcement has been good and the value religious has been the part of school culture with percentage 90% - 97%. However, there is an elementary school that has not attained maximum results in the implementation of the value of religion due to the limited school facility with the percentage of 77.5% - 87.5%. The complete results presented in Figure 1.



**Figure 1.** The Quality of Successful Implementation for the Values of Religion from the Character Education Reinforcement in the Elementary School

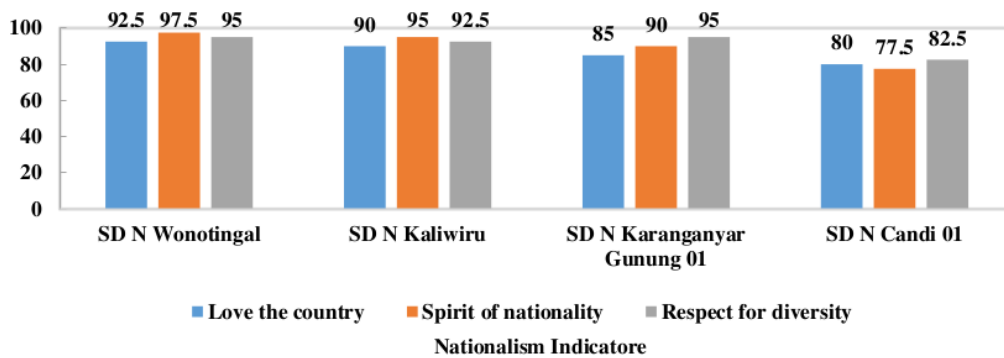
The level of implementation for most of the values of religion in the elementary school is in the “Very Good” category and has become the students’ habit (Jumarudin et al., 2014). The

results of the interview show that the elementary schools have designed multiple activity programs in order to improve the students' piety, tolerance, mutual respect toward the disciples of other religions; as a result, these aspects might be maximally implemented in order to be students' culture. The information from the documentation of Character Education Reinforcement on the matter of the values of religion is as follows: the introduction to the prayer reading to the parents by the teacher, the prayer of gratitude toward Allah SWT, the display of courtesy toward the elder people, the use of greetings when the students just arrived in the school, the establishment of friendship from one to another among the students, the performance of handshake with the teachers, the tidy clothes, the Dhuha prayer, the *Duhur Berjamaah* in one-day Islamic boarding school, and the *Idul Adha* prayer. The same thing that in the application of religious values through the habit of uniform with the teacher (Atika, 2014); well dressed and always positive (Francis et al, 2018) and habitually praying in congregation and celebration of Islamic day (Sari et al, 2015). The

implementation of the values of religion in the elementary school has been well-manifested so that the students might perform the mandate that other people have given (Hanafi, 2017) in their daily life.

**The Values of Nationalism**

The implementation of the values of nationalism has been pursued through the development of routine activities, habituation, and creative activities within the elementary school so that the love the homeland, the spirit of the nation, and appreciate diversity become the school culture. Based on the results of observation toward the level of successful implementation for the values of nationalism, the values of nationalism of the Character Education Reinforcement in the elementary school have been good and have become the school culture with the percentage 90% - 97.5%. However, there is a school that has not maximally implemented the values of nationalism with the percentage 77.5% - 85%. The complete results presented in Figure 2.



**Figure 2.** The Quality of the Successful Implementation for the Values of Nationalism from the Character Education Reinforcement in the Elementary School

The planning and implementation of the values of nationalism for the students have been conducted through the activities of habituation from the beginning until the end of the school day. The results of the interview show that the elementary school has internalized the values of nationalism to the students through the activities

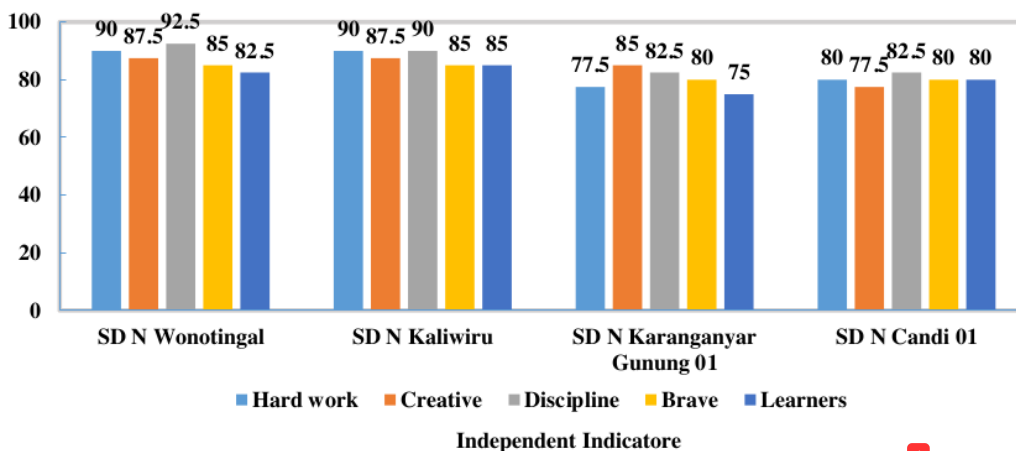
of behavioural habituation on the love toward the nation in the school environment, the family, and even the society.

The documentation on the program of the values of nationalism-based activities in the school includes: the activity of singing Indonesia Raya Anthem, the dance art, the boy scout, the

life in harmony with one another, the attendance in the flag ceremony, the habituation of wearing traditional costumes in certain days, and the habituation of performing handshake with teachers before entering the classroom. The same thing that in applying the value of nationalism through the performing ABITA greeting in the beginning of the learning activities (Kawentar, 2015); the attendance in the flag ceremony (Ridlo, 2015; Widiatmaka, 2016). The implementation of the values of nationalism has been considered successful and has become the students' habit although there is a school that has not been maximal in this regard. The values of nationalism are very important to be implemented in the present life as the foundation for establishing the national characters (Kulap & Joebagio, 2017).

### The Values of Independence

The implementation of the values of independence has been pursued through the development of habituation activities (Yatmiko et al., 2015), such as hard, creative, disciplined, courageous, and learning; that are performed routinely and the volunteer activities that the students perform inside the school. Based on the results of the observation toward the level of successful implementation for the values of independence, the values of independence from the Character Education Reinforcement in the elementary school have been good and have become the school culture with the percentage 90% - 92.5%. However, there is a school that has not maximally implemented the values of nationalism with the percentage 75% - 87.5%. As a result, the elementary schools have not maximally implemented the value. The complete results presented in Figure 3.



**Figure 3.** The Quality of Successful Implementation for the Values of Nationalism from the Character Education Reinforcement in the Elementary School

The values of independence that have been internalized to the students play a significant role in improving the students' learning achievement. The results of the interview show that the elementary schools have afforded and habituated the students to be independent through the school's intra-curricular and extra-curricular activities. The development of the values of independence through the innovative learning

process might improve the students' independence in working on the assignments from the teacher.

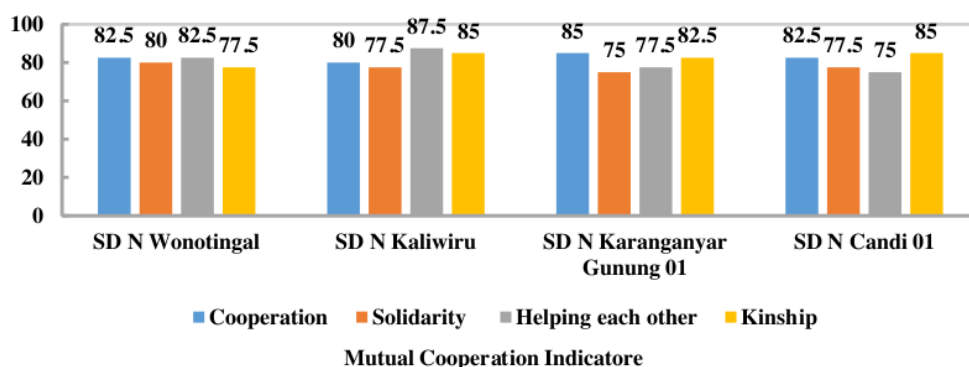
The documentation on the program of students' independent is performed routinely and the students' initiative inside and outside the learning process include: the on-time submission of assignment, the independent arrival and departure in the school, the performance of class

duty according to the schedule, the act of littering on the available dust bin, the act of being the best in performing the skills on every morning debrief, the act of training hard for every championship, and the consistency in attending extra-curricular activities. The manifestation of the character independent should be learning innovation (Waluya & Mariam, 2018); of performed through continuous educational process, complimentary activities between the interface session and the daily practice in the conducive environment, and applicative environment (Budiyanto & Machali, 2014); which affect student achievement (Najib & Achadiyah, 2012).

**The Values of Mutual Cooperation**

The values of mutual cooperation have been implemented such as cooperation,

solidarity, mutual help, and kinship in the elementary school through the programs and the activities within the classroom, the school environment, and the surrounding community; these programs and activities involve the active participation of all school members. Based on the results of observation on the level of successful implementation on the values of mutual cooperation, the values of mutual cooperation from the Character Education Reinforcement in the elementary school have been good but have not been fully implemented with the percentage of 75% - 87.50%; as a result, the elementary schools have not maximally implemented the value. The complete results of observation presented in Figure 4.



**Figure 4.** The Quality of Successful Implementation for the Values of Mutual Cooperation from Character Education Reinforcement in the School

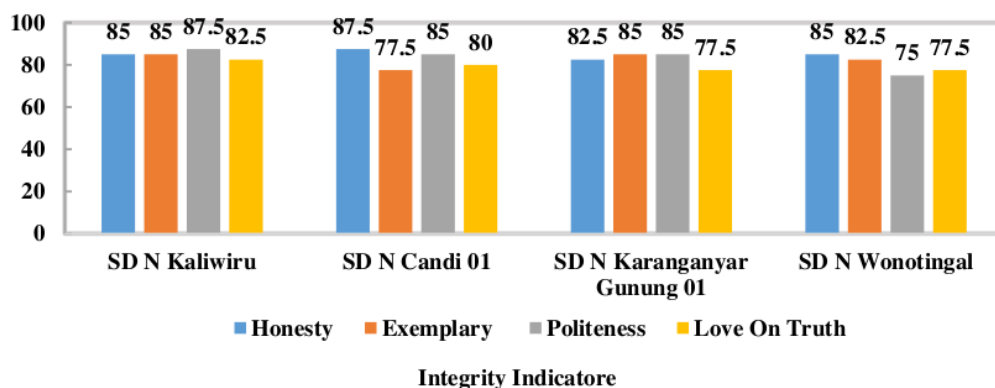
The teachers' efforts in developing the behaviours of performing mutual cooperation among the students rely on the direct approach. The results of interview show that the activities of mutual cooperation are performed in the learning process and the routine activities every Friday morning. The students also perform volunteer activities, such as cleaning the school environment, without viewing their social class, and they share their meal during the break regardless their gender, social status, religion, and age gap.

The documentation on the values of mutual cooperation-containing activities that have been implemented in the school includes: the performance of Friday Clean activities such as cleaning the plants and cutting off the grass, watering the plants in the school environment, sweeping the schoolyard, cleaning the school restroom, and decorating the school's wall magazine; the performance of classroom duty such as cleaning the classroom floor, cleaning the teacher's desk, cleaning the blackboard or the whiteboard; and the performance of incidental activities such as visiting the friends who are ill,

visiting the orphanage, and paying last respect to their friends' parents or the members of the surrounding community who passed away. These activities have been routinely performed and maintained in the school. The same thing in applying the value of mutual cooperation in elementary school with on the direct approach (Fahrani, 2018); such as cleaning the school environment (Sugiyono et al., 2017); regardless of religion, and age differences (Halim & Wardana, 2017); because they contain the noble values of Pancasila (Yunus, 2016). Mutual cooperation has been one of the civilization trails that Indonesian have and has become the foundation of state and nation life (Muryanti, 2016).

### The Values of Integrity

The values of integrity have been pursued through the form exemplary forms, modesty, love of truth to learn (Haqiqi et al., 2017), and honesty in implementing the regulation consistently; the pursuance is manifested through the system of penalty and reward provision. Based on the results of the observation on the level of successful implementation for the values of integrity, the values of integrity from the Character Education Reinforcement in the elementary school have been good but have not been part of school culture with the percentage 80.00% - 85.00%. As a result, the elementary schools have not maximally implemented the value. The complete results of the observation presented in Figure 5.



**Figure 5.** The Quality of Successful Implementation for the Values of Integrity from the Character Education Reinforcement in the Elementary School

The elementary schools implement the values of integrity through the intra-curricular and the extra-curricular activities. The results of the interview show that the implementation of the value having-integrity in the school has been pursued through the activities of providing reward and punishment with regards to the school regulation during the learning process inside and outside the classroom.

The activities that contain the values of honesty are the integral part within the education and becomes the key to building the students' character and integrity. The documentation on the activities of performing the values of integrity

that have been implemented and that have been the school culture includes: the act of greetings, the act of kissing the teachers' hand before entering the classroom, the act of showing courtesy to the elder people, the act of attending the flag ceremony in order, the act of obeying the school regulation, the act of admitting the mistakes of not completing the given assignments, the act of accepting penalties, the act of conducting the classroom duty according to the schedule, and the act of returning the books that have been borrowed from the library on time. In addition to these activities, Buchori et al (2016) in his research that outbound training activities



activities that have been effective in improving the honesty and the integrity, and also the character development program entitled the Indonesian Youth Leadership Homestay Program that might also improve the students' integrity (Tampubolon, 2016); in building the student's character and integrity (Yusuf, 2015).

Based on the results of the study and the data analysis, there are several obstacles that the elementary schools located in the Candisari District, the City of Semarang, encounter in implementing the main values of Character Education Reinforcement. These obstacles impact the quality of successful implementation for the main values of Character Education Reinforcement and the obstacles will be elaborated as follows: (1) for the values of religion, the obstacles are the prayer room that does not meet the number of the students, the influence of the students' family, and the influence of the students' surrounding community; (2) for the values of nationalism, the obstacles are the several students' inability to memorize the national anthems, the students' late attendance in the flag ceremony, the students' act of noise during the flag ceremony, and the morning briefing; (3) for the values of independence, the obstacles are the parents' unwillingness to let their children be independent in the school, the students' inability to complete the assignment given by the teachers, the students' careless littering act, and the lower grade students' parents abandonment; (4) for the values of mutual cooperation, the obstacles are the parents' abandonment and the influence from the students' surrounding community; and (5) for the values of integrity, the obstacles are the students' act of cheating, the students' act of saying bad words, and the parents' abandonment.

In relation to these obstacles, the efforts that the elementary should perform are as follows: (1) the school cooperate with the parents in providing the additional prayer equipment within the classroom; (2) the elementary school play the national anthem more often prior to the beginning of the teaching-learning process; (3) the school give penalty to the students who violate the school regulations; (4) the school provide

reward to the students who become the role model for their peers; (5) the school provide briefing to the students' parents and the school should provide role mode; (6) habituation and monitoring activities toward the students' daily activities through their parents.

## CONCLUSION

Values of religion and nationalism, in the elementary schools has been very good implemented and become school culture. The last three main values of Character Education Reinforcement, namely the values of independence, the values of mutual cooperation, and the values of integrity has been good implemented but not maximal. The school members do not seriously implement them through the learning activities, the school environment, and the role of the surrounding community. The obstacles that the elementary school encounter within the implementation are the limited school facility, the violation toward the school regulation, the parents' abandonment, and the influence from the students' surrounding community. Therefore solutions that might be proposed are as follows: the elementary school should cooperate with the parents in providing the additional prayer equipment within the classroom, to adjust the school regulation in fully the PPK rol.

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