

CHARACTER EDUCATION IN IMPROVING QUALITY OF NOBLE PRINCIPLES OF STUDENTS

¹Eva Riyanti, ²Achmad Sanusi, ³Adjat Sudrajat, ⁴Daeng Arifin

Nusantara Islamic University

Email: evaryanti180492@gmail.com

ABSTRACT

Character education in improving noble character. The research objective is to improve noble character which includes planning, implementation, evaluation and inhibiting factors. Method with a qualitative approach. Data collection techniques are: (1). Observation, (2). Interview, (3). Documentation studies related to research. The research location is at SDN 137 Cijerokaso and SDN Harapan Bandung City. The results have not been maximized in implementing character education, because there is still a lack of understanding from school principals and teachers in the preparation of the Character Education Learning Implementation Plan, weak in preparing educational assessment instruments, lack of cooperation between schools, committees and stakeholders. Overcoming obstacles in implementation and overcoming obstacles, the principal takes steps, namely: (a). Implementing character education management (b). Increase development activities (3). teacher competence (c). Conducting curriculum training (d). Collaborate with all parties. Conclusions in understanding, implementing, determining, habituation activities, with careful planning, implementing noble character education activities. Evaluation in success, as well as overcoming obstacles in implementing noble character education for students.

Keyword: Character Education, Improving Quality, Noble Principle, Student

A. INTRODUCTION

Character education is one of the tools to guide someone to be a good person, so that they are able to filter out bad influences. Government policies through the Ministry of Education and Culture regarding character education in the 2013 Curriculum need to be welcomed and supported by all parties. Character education is not only important, but absolutely must be done by every nation if it wants to become a civilized nation. Many facts prove that advanced nations are not caused by the nation having abundant natural resources, but a nation that has superior characters such as honesty, hard work, responsibility and others. The development of science, technology, communication and the flow of globalization has brought about changes in various aspects of life, including in the field of education.

1. Educational Problems

The family environment, which should be an educational institution, does not play a role in building children's character. Parents are more busy with their own business, so there is no time to interact and educate their children. As a result, children are educated more by TV shows and the internet that are not in accordance with the nation's cultural values. Example: the case of an elementary school student who did something indecent with his friend is an example of behavior that is imitated from impressions on the internet. More ironically, parents are more proud of their children getting high grades in class than having commendable behavior. School institutions tend to be shackles. In the learning process, the teacher only accumulates knowledge, without giving students the opportunity to think critically. Children become less intelligent. Teachers are also not a good role model for their students. Many teachers unwittingly display bad behavior in front of their students, for example throwing garbage in any place, saying dirty words, smoking, and others.

2. Moral decadence

Various phenomena that show problems of moral, moral and ethical decadence, nowadays often stick out in the mass media. The rise of news with negative connotations and contrary to ethics is increasing day by day and is difficult to contain, such as notifications about student fights with students, students with teachers, children with parents, students with school principals, promiscuity, students and students involved in drug cases, teenagers schools commit immoral acts, speeding on the streets by school-age teenagers, students playing in shopping centers during class hours, until elementary school students celebrate graduation with a drinking party (Sauri, 2009: 2). Several years ago it was reported that there were children who died because they jumped from high-rise buildings imitating Superman on the small screen, there were also children who had broken bones because they were slammed by their friends while playing (imitating Smack Down on the screen).

3. The decline of character values

Practices in the field related to the decline in character values in students who have begun to fade. There are etiquette to parents or to people who are older than us who have started to decline, the habits of anjang sono have started to fade, Kacai has become salewi Kadarat becomes salebak, Breathes harmoniously sauyunan, someah kasemah etc. One of the determinants of the success of education is the implementation of the curriculum in the field which must be reviewed because of the lack of integration between character development into the content of lessons in schools, the lack of careful planning from policy makers regarding the curriculum, which is in the field, the lack of training for teachers and students. education personnel, lack of figures as role models for students as well as lack of socialization of the curriculum in the field to teachers, school leaders, school committees and other stakeholders

B. RESEARCH METHOD

Method with a qualitative approach, to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, by describing in the form of words, naturally by utilizing the scientific method.

1. Data Collection Techniques

- a. Literature study in the form of books, journals, book chapters
- b. Documentation Study, in the form of letters, trophies and photos of activities
- c. Field studies, researchers go directly to the field
- d. The researcher's observation goes directly to the object and participates in research activities
- e. Interviews with several primary and secondary informants

C. RESULTS AND DISCUSSION

1. Planning

On Character Education in Improving the Noble Morals of Students at both SDN 137 Cijerokaso Schools and SDN Harapan Bandung City. Planning well and carefully and formulating activities to achieve the desired results (Terry: 140). Planning has 3 characteristics, namely (a). Covers the future (b). There is an element and identification of the organization (c). Action according to important elements.

- a. Develop and Develop Character Education Curriculum. Preparation of curriculum syllabus and lesson plans, compiled and developed. In its preparation it must involve all components, both teachers, parents, committees and stakeholders. With good planning, it is expected to produce professional teachers who are able to develop Learning Implementation Plans logically and systematically. Learning Implementation Plans can be developed to have a deep meaning Learning Implementation Plans. Therefore, every teacher must have a Learning Implementation Plan that has character in the implementation of quaternary education. (Cynthia: 1993). A planned Learning Implementation Plan can organize all learning competencies.

- b. Making plans in the implementation of character education, according to accountability in accordance with the School Development Plan and its achievements. Short, medium and long term planning. Implementation with internal and external supervision as an evaluation in a planned, scheduled, in school progress.
- c. Evaluating character education programs, evaluating the implementation of good internal character education called self-evaluation conducted by school residents to monitor the implementation of character education that is carried out honestly in order to reveal true information.
- d. Managing learning facilities and infrastructure, managing learning facilities and facilities carried out by schools from procurement, maintenance and repair to development. This is based on the fact that schools are the most aware of the need for learning facilities and resources, whether they are adequate, appropriate or up-to-date, especially learning resources designed specifically for learning purposes. Adequate learning facilities and resources will greatly help accelerate the socialization of character education to all school members and the surrounding community.

2. Implementation

On Character Education in Improving the Noble Morals of Students at both SDN 137 Cijerokaso Schools and SDN Harapan Bandung City. In an effort to improve the character education of noble character for students, the teacher is a curriculum developer for the class that will describe and transform the values contained in the characters conveyed to students. In order for the purpose of character education to run efficiently and effectively, the teacher must take careful teaching preparation steps that must be developed by the teacher. (Ornstein: 1990). Making decisions can be influenced by two things, namely (a). The teacher's knowledge of the field of study that is emphasized by the school, in presenting the material, knowledge in understanding students' teaching material. (b). The teacher's understanding of the actions to be taken which emphasizes the activities of the teacher in diagnosing, grouping, organizing and evaluating students as well as implementing learning activities and learning experiences. These two competencies are needed by teachers in developing learning implementation plans in improving noble character.

Teachers who have competence in improving the quality of noble character of students. (Mulyasa: 2014). In improving teacher competence, both internal and external factors, namely. Drive for responsibility towards tasks, interests, rewards, opportunities for growth..

Implementation of character education in improving the quality of noble character at both SDN 137 Cijerokaso and SDN Harapan Bandung. It can run well in accordance with expectations because it is in accordance with the plans that have been prepared by the teacher in teaching and learning activities, the preparation of a plan for implementing the learning of noble character that has been socialized by the principal at the meeting at the beginning of the new school year in the preparation of the curriculum at the school education unit level with the school committee. What has been planned in the activity plan is carried out by the teacher according to the desired expectations, and in accordance with the learning objectives in the learning implementation plan. It has met the standards that are tailored to the needs of students and their abilities, so that they can form the noble character of their students.

In the implementation of the noble character education activities of students, teachers should pay attention to the individual differences of students, namely by doing the following:

- a. The use of various students' noble character education methods
- b. Give different assignments for each student
- c. Grouping students according to their abilities
- d. Modify study materials
- e. Bringing in experts to provide material to students who have disabilities
- f. Using a variety of assessment procedures

- g. Understanding the noble character of students, students can develop in their achievements
- h. Develop learning situations that allow students to work according to their abilities
- i. Encouraging students to be involved in various character activities

3. Evaluation

On Character Education in Improving the Noble Morals of Students at both SDN 137 Cijerokaso Schools and SDN Harapan Bandung City. In character education evaluation activities. Teachers must understand how to evaluate in character education. Assessment is the entire activity of measuring, processing, interpreting and considering to make decisions about the level of learning outcomes that will be achieved by students after carrying out learning activities in an effort to Improve the Noble Morals of Students.

a. Predefined learning.

The results of the assessment or evaluation of character education are the achievements of students as a whole which is an indicator of the character's personality and the degree of change in the behavior in question. The form of test evaluation given to students must be in accordance with standard requirements such as: having validity (measures what you want to measure, especially the characters that have been studied), reliability, namely the determination or consistency of the results obtained and objectivity, namely measuring what should be measured and implementation. assessment must be efficient and practical.

The evaluation of character education conducted at SDN 137 Cijerokaso was in accordance with the instruments prepared by the teacher. What characters are expected in the process of teaching and learning activities are attached in the RPP with characters so that it makes it easier for teachers to evaluate students, while at SDN Harapan teachers are still having difficulty compiling this character education assessment instrument, because they think that children's characters can be read directly even though the number of students which will greatly affect the implementation of this assessment. If it is well documented, the evaluation of character education will be much better. For the implementation of a good evaluation, the teacher should also pay attention to the individual differences of students.

D. CONCLUSIONS AND IMPLICATIONS

1. Conclusion

Based on the results of the discussion on character education in improving the quality of the noble character of students, the following conclusions can be drawn:

- a. Planning in character education in improving the noble character of students at both SDN 137 Cijerokaso schools and SDN Harapan Bandung. It has been going well, the principal provides direction in the preparation of a learning implementation plan in accordance with the schedule for the meeting at the beginning of the new school year with teachers and school committees. As well as the preparation of the education unit level curriculum. In planning activities, all teachers prepare learning implementation plans by taking into account the needs of students.
- b. The implementation of character education in improving the quality of noble character of students in both schools at SDN 137 Cijerokaso and SDN Harapan Bandung City. It has been going according to the plan that has been prepared by the teacher in teaching and learning activities. The preparation of the learning implementation plan has been carried out in accordance with the guidelines for noble character traits that have been socialized by the principal at the meeting at the beginning of the new school year. While in the preparation of the education unit level curriculum. Implementation is carried out by the teacher according to the desired expectations, and in accordance with the learning objectives in the plan. It has met

- the standards that are tailored to the needs of students and their abilities, so that they can improve the quality of the noble character of students.
- c. Evaluation of character education in improving the quality of noble character of students in both schools at SDN 137 Cijerokaso and SDN Harapan Bandung. are in accordance with the instruments prepared by the teacher. What characters are expected in the process of teaching and learning activities have been attached to the learning implementation plan so that it makes it easier for teachers to evaluate students. For the implementation of a good evaluation, the teacher should also pay attention to the individual differences of students
 - d. Barrier factors in character education of noble character of students, namely the lack of socialization of the principal as a leader, to provide enlightenment regarding the preparation of learning implementation plans and the preparation of assessment instruments for character education learning, lack of cooperation with school committees and the lack of infrastructure that supports the implementation of character education in improve noble character for students.
 - e. Efforts made by schools in overcoming obstacles in increasing the intensity of activities involving school principals, teachers and school committees in the preparation of learning implementation plans, assessment instruments increasing workshop activities, in-house training and other activities, improving infrastructure, collaboration with all related parties, in improve the character education of students.

2. Implications

Based on the results of the conclusion that character education in improving the quality of the noble character of students, the implications are as follows:

- a. Good character education planning has an impact on increasing the noble character of students in both schools. It can run well, because the principal provides direction in the preparation of learning implementation plans in accordance with the meeting at the beginning of the new school year with teachers and school committees.
- b. The implementation of good character education has an impact on improving the quality of noble character of students in both schools. Because it goes according to the plan that has been prepared by the teacher in teaching and learning activities. The implementation of learning has been carried out in accordance with the guidelines that have been socialized by the principal at the meeting at the beginning of the new school year. The preparation of the education unit level curriculum, the implementation is carried out by the teacher in accordance with the learning objectives. Meet the standards tailored to the needs of students in improving the quality of the noble character of students.
- c. A good educational evaluation has an impact on improving the quality of the noble character of students in both schools. Because it is in accordance with the instrument prepared by the teacher. The process of teaching and learning activities is attached to the lesson plan, making it easier for teachers to evaluate students.
- d. The obstacle factor has an impact on the education of the noble character of students, because the socialization of the principal as a leader, does not provide enlightenment regarding the preparation of learning implementation plans and the preparation of assessment instruments for learning and the lack of cooperation with school committees and the lack of infrastructure that supports the implementation of character education in improving morals. noble students.

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