

Implementation of Character Education at Junior High School

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Abstract–The aim of this papaer is to know the implementation of character education.through learning activities, school cultures and Extracurricular activities. The study was conducted in junior high school with informants Several principals, vice-principals, teachers, school administration staff and some students. The results Showed that the implementation of character education has been performing well, with results as follows (1) The implementation of character education through learning activities is not optimum, teachers need to develop teaching materials integrated character, teachers need to Increase the curiosity and mutual respect of students in learning, and teachers need to Evaluate learning and remedial integrated teaching character (2) The implementation of character education through culture is not maximized, especially in the habituation character discipline and caring environment in routines activities, spontaneous activities, and conditioning. (3). Implementatio of character education through Extracurricular activities implemented a habituation is not maximized mainly in student discipline.

Keywords :Implementation, Character Education

I. INTRODUCTION

Character education is important in the cultivation of character values to the students in the school. According to [1] The goals of character education are essentially the goals of raising good children: youth who understand, care about, and act upon the core ethical values (such as diligence, compassion, integrity, and fairness) that the make for a productive, just, and democratic society. That according with [2] good character is mental revolution of students. And the value of the mental revolution are integrity, mutual cooperation, work ethic, self-reliance and religious.

The phenomena related to the implementation of character education in schools as follows: 1) There is still a lack of preparation in which teachers plan learning integrated with the character, as there are teachers who teach in the classroom without a learning device integrated character. 2) When the teacher on the implementation of learning materials, there are

students who are teasing and bickering but the teacher let such behavior and not a concern of teachers. 3) Still a little encountered implementation of character education support facilities, such as the lack of symbols or writings that contain character messages at school. 4) There are at least met the implementation of character education support facilities, such as the lack of symbols or writings that contain character messages at school.

II. RESEARCH METHODS

This type of research is descriptive qualitative in order to determine the implementation of character education in Junior High School DR. H. Abdullah Ahmad PGAI Padang. Sources of data in this study were principals, vice-principals, teachers, school administration and students directly involved in the implementation of character education activities. Determination of data sources using snowball sampling technique and purposive sampling. Collecting data in the study through interviews, observation and observation. Data analysis techniques used in this study is the interactive model of Miles and Hubermen the stage of data collection, grouping data, present data and conclusions. To obtain the validity of data used triangulation and triangulation techniques.

III. RESULTS AND DISCUSSION

In this section presented the results of research and discussion of research results that include:

A. Implementation of Character Education Through Learning Activity

Overall, the integrated character education in the learning has been well implemented in junior DR. H Abdullah Ahmad PGAI but still need improvement in the following aspects:

a. learning plan

Based on the findings at Junior High School In DR. H. Abdullah Ahmad PGAI Padang, learning planning has been

integrated with character because the teacher has made and used syllabus and lesson plans with characters. Factors supporting teachers have been able to develop syllabus and integrated lesson plans are teacher awareness of the importance of changes and progress in the character of students after getting an education. Then, the strong desire of the teacher to carry out the best education in harmonizing the vision and mission of the DR. H. Abdullah Ahmad PGAI Padang. So that the syllabus and lesson study are integrated into the character.

In the use of teaching materials teachers have not fully implemented the guidelines for developing character-filled teaching materials written in the Ministry of National Education. This is caused by the teaching materials used by the teacher as a national teaching material in the form of textbooks that have not been charged with character but which emphasize on cognitive development of students. Although the national teaching materials used by teachers are appropriate in terms of content, presentation, and language in developing students' cognitive and skills, the teacher needs to add character values to the development of attitudes. Based on this, the effort that needs to be done by the teacher is to develop and use teaching materials with character in the form of subjects by adding or adjusting learning activities in the textbook used. stating teacher skills are very important in the success of character education. In this case the teacher needs to improve skills in carrying out character education through learning activities.

b. Implementation of learning

Based on the findings, the researcher analyzed and concluded from 18 planting character values in schools, junior high school in DR. H. Abdullah Ahmad PGAI has accustomed these characters to preliminary activities, core activities and closing activities. Habit of character values can be seen in table 1 as follows:

TABLE 1. INTERNALIZATION OF CHARACTER VALUES IN THE PRELIMINARY ACTIVITIES

Character Value Behavior	Character Value Behavior
Teachers and students come and start learning on time.	Discipline
The teacher gives greetings and students answer the teacher's greetings	Communicative
Teachers and students pray before starting learning.	Religious
Teachers and students sing the song Indonesia Raya	The spirit of nationality and love for the country
The teacher asks students to tidy up their seats and throw garbage in its place	Environmental care

Habituation of character values in core activities can be seen in table 2 as follows

TABLE 2. INTERNALIZATION OF CHARACTER VALUES IN CORE ACTIVITIES

Behavior	Character value
The teacher involves students to think about the topic to be studied.	Curiosity, mutual respect
Students do the assignments given by the teacher	Hard work and responsibility
The teacher familiarizes students with broadening their horizons through reading.	Like to read.

Habituation of character values in closing activities can be seen in table 3. As follows

TABLE 3. INTERNALIZATION OF CHARACTER VALUES IN CLOSING ACTIVITIES

Behavior	Character value
The teacher involves students to think about the topic to be studied.	Curiosity, mutual respect
Students do the assignments given by the teacher.	Hard work and responsibility
The teacher familiarizes students with broadening their horizons through reading	Like to read
The teacher and students conclude the teacher's material giving an opportunity for students to ask questions.	Tolerance
The teacher gives the opportunity for students to ask questions	Curiosity
The teacher and students read the prayer	religious
Teachers and students complete learning on time	Discipline

The implementation of learning is the process of ongoing teaching and learning processes in the class consisting of preliminary, core and closing activities. Based on the findings, character education through the implementation of learning is good in the preliminary and closing activities is good because the teacher has made and uses syllabus and lesson plans integrated with character so that the teacher is able to train character values such as religious, disciplined, communicative, national spirit and love for the country , care for the environment, hard work and responsibility, love to read, tolerance, curiosity and mutual respect.

But at the core activities, character education needs to be improved. As explained by (Kementerian Pendidikan Nasional 2010:58) each teacher can give feedback to students starting from positive aspects of the opinions, works, and / or attitudes of students then by giving awards both through verbal and non-verbal expressions. But based on the findings, it was found that there was still a lack of curiosity and mutual

respect for fellow students. When the teacher engages students to think about the topic to be studied, it is seen that students are silent and no one dares to express opinions, as well as when the teacher gives a question that students do not dare to express opinions because students are afraid and embarrassed by their friends when delivering opinion.

This is due to the lack of appreciation given by the teacher to students who are active in the class, as well as the efforts of the teacher in giving reprimands to students who like to make fun of still lacking. The effort that can be made by teachers to improve the quality of this learning is by giving awards to students who are active in the class and motivating less active students, then the teacher needs to give a warning to students who like to ridicule their classmates.

c. Learning Evaluation

Learning evaluation is one of the important parts of the learning process, in the success of character education success the teacher must know the changes and character development of students. According to [4] the teacher not only required to know the character and competence of students, but must know the changes and progress of student behavior.

In evaluating learning, teachers have not fully implemented integrated learning evaluations with characters. Because the teacher has not used the attitude assessment sheet to students. Teachers only conduct character assessments by looking at the behavior displayed by students when students are given assignments or during group discussions such as honesty, independence and cooperation.

This is due to the teacher's lack of understanding of the importance of integrated learning evaluation with character and insufficient time to conduct attitude assessments. So that the teacher feels enough to recognize students, the teacher can assess the attitude and character development of students. The effort that can be done by the teacher so that the evaluation of integrated learning with character is, the teacher must develop an attitude assessment instrument and use it to students. So that with this instrument, the teacher will avoid the subjective assessment and can improve the honesty of the teacher in conducting learning evaluation.

d. Follow-up Learning

Follow-up learning is the final activity of the learning process. Based on the findings, overall the follow-up of character integrated learning is quite good but needs to be improved in remedial activities. Remedial activities carried out by giving back daily test questions that have not been completed and students work individually. Remedial is carried out aiming to make students better in order to achieve better teaching goals.

According to one remedial goal, students can develop habits and attitudes that can encourage good habits in students. However, in remedial activities there are still bad behaviors found in students, such as there are still students who ask friends for help and cheat. This is caused by a lack of motivation given by the teacher to students. Efforts that can be done by the teacher are actively involving students in learning

then the teacher needs to analyze individually the development of student learning.

1. Implementation of character education through school culture

In the context of the success of character education through school culture, collaboration between all school members is needed, both educators, education staff and students. So that the school culture can support students to instill character values.

The implementation of integrated character education through school culture has been well implemented through example. Exemplary is one of the most influential conditions in producing students with character. The factor that encourages educators and education personnel to be able to provide a good example for students is the condition of a supportive school environment such as the school's vision and mission and school rules and regulations so as to raise awareness for educators and education staff to have a good influence on students. But in carrying out routine activities, spontaneous activities and conditioning need to be improved.

a. Routine Activities

The implementation of character education through routine activities is an effort carried out by educators, education staff, students in integrating character values in sustainable activities. The character values can be summarized briefly in table 4 below.

TABLE 4. INTERNALIZATION OF CHARACTER VALUES IN ROUTINE ACTIVITIES

Activities	Behavior	Character value
Ceremony Flag	Teachers and students arrive on time Students attend the ceremony solemnly	Discipline
	Teachers and students arrive on time Students attend the ceremony solemnly	Love the country and the spirit of nationalism
Salat Dhuha congregates	Students and teachers carry out God's commands and religious teaching	Religious
	Students carry out Dhuha prayer on time	Discipline

CONT. TABLE 4.

Zuhur prayer in congregation	Students and teachers carry out God's commands and religious teachings	Religious
	Students are accustomed to being on time and obeying the rules	Discipline
Muhadharah	Students arrive on time	Discipline
	Students practice religious teachings	Religious
	Students as cultural practitioners	Responsible

Character education through routine activities has been carried out well but needs to improve the character of student discipline, especially in carrying out flag ceremonies and religion speech activities. The flag ceremony and religion speech activities were held at 7:00 a.m., the researchers saw that there were still a number of students who arrived late even some were roaming around the school environment. Students who are too late to be sanctioned are picking up rubbish cleaning the school environment, students are allowed to enter classes and attend learning after reporting to picket teachers but the teacher has not provided direction so that it has an impact on awareness of the importance of discipline. Efforts can be made by the teacher in addition to providing educational sanctions as an embodiment of the implementation of school rules, the teacher must also provide motivation and direction to students. As explained by the teacher is responsible for directing students to the good, must be an example, patient and understanding.

b. Spontaneous activity

Integrating character education through spontaneous activities at DR. H. Abdullah Ahmad PGAI Padang is an effort of educators and educators in training the value of attitudes to students in direct action. Based on the findings, the values of characters trained through spontaneous activities can be seen in table 5 below.

TABLE 5. INTERNALIZATION OF CHARACTER VALUES IN SPONTANEOUS ACTIVITIES AT DR. H. ABDULLAH AHMAD PGAI PADANG

Behavior	Character value
Teachers and students provide assistance and donations when a school citizen is struck by a disaster.	Social care
he teacher gives praise to neat and polite students in dress	Discipline
The teacher reminds and invites students to pray	Religious
The teacher reminds students to always keep the environment clean	Environmental care

Based on the findings, it has been implemented well but needs to be improved in habituating to caring for the environment. This can be seen from the fact that there are still students who don't care about the cleanliness of the school environment as there are still students who find rubbish but don't pick up and dispose of the place until it is arrived. This is due to the lack of awareness of the importance of healthy living making students not care about the environment. The effort that can be done by the first teacher is always to show exemplary to students and then the second gives awards such as by giving praise to students who already care about the school environment.

c. Conditioning

Conditioning that was created in order to support the implementation of character education was realized with the presence of symbols, writings, then supporting facilities such as trash bins, worship rooms, and clean school environments. Based on the findings in the field, the following links between supporting facilities and character education can be seen briefly in the following table 6.

TABLE 6. CONDITIONING AT DR. H. ABDULLAH AHMAD PGAI PADANG

facilities	Character value
The article "Keep clean" painted on stone	Environmental care
Provision of sufficient trash bins	Environmental care
Digital printing	Care for the environment, discipline, tolerance
Allah and Muhammad writings.	Religious
There is a worship room	Religious
Clean class and class environment	Environmental care

Conditioning created in Junior High School In DR. H. Abdullah Ahmad PGAI Padang is already available as bins are sufficient, providing worship space, school and classroom environment that is clean but still incomplete in support of character education. because the symbols and writings that

contain the character values already ugly so unpinned because it would detract from the beauty school. This should be a concern to the school, to immediately hold and replace the symbols and writings that contain characters. Cause not yet entered school symbols and writings are charged character of the financial factor. As revealed by (Hidayati 2016: 143) in creating a learning environment in the classroom teachers can nuanced characters featuring works by students in the classroom. Efforts to do is teacher is assigning students to do work on character values and then display these works in their respective classes.

2. Implementation of character education through extracurricular activities

Extracurricular activity is an activity undertaken by learners, in different hours of learning activities that the aimed is develop intra potential, interests and talents of students. To can implementatin this program, we need participation of all stakeholder (headmaster, teachers, students and parents of the students). Because according with [6] all the stakeholder have role to implementation extracurricular effective. Junior High School in DR. H. Abdullah Ahmad PGAI Padang organized extracurricular activities that scouts, paskibra, silat, futsal, art, and Tahfiz Al-Quran. Character values that are trained through extracurricular activities can be seen in Table 7 below.

TABLE 7. THE VALUES OF CHARACTERS IN EXTRACURRICULAR ACTIVITIES IN JUNIOR DR. H. ABDULLAH AHMAD PGAI PADANG

type extracurricular	value of character
Scout	Religious, discipline, care for the environment, a sense of nationhood, of tolerance, of peace and cooperation
Paskibra	Discipline, religious, national spirit, love of the homeland, the responsibility
Silat	Discipline, hard crimes, recognize excellence, religious,
futsal	Religious, discipline, responsibility, hard work, teamwork, sportsmanship, fair
Art	Discipline, love of the homeland, cooperation, creative, religious,
Tahfiz Al-Quran	Religious, discipline, curiosity

Integration of character values in extracurricular activities at DR.H. Middle School. Abdullah Ahmad PGAI has done well but needs to increase student discipline during training, such as there are still students who have not been disciplined at

time such as arriving late so the exercise is not going well. This is due to the lack of assertiveness of the coach of extracurricular activities. The effort that can be done to improve student discipline is that the trainer should be more assertive in carrying out the rules that have been made then the paskibra assistant teacher should always accompany when students carry out extracurricular activities.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion that have been put forward, it can be concluded that the implementation of character education has not been fully optimal in the DR. H. Abdullah Ahmad PGAI Padang so that students, teachers, and principals and all school staff should increase involvement and awareness in the implementation of character education.

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