

The Implementation of Independent Character Education in SD N Terbandsari 1, Yogyakarta

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Abstract—This research aims to describe the implementation of independent character education at SD N Terbandsari 1 Yogyakarta. This research used qualitative approach with research subject eight teachers, fifteen students, and a headmaster. Data collection technique used observation, interview, and documentation. Data analysis used Miles and Huberman interactive model. The validity of data used source and technique triangulation. The results of the research succeeded in uncovering findings in the implementation of independent character education, namely the implementation of independent character education in SD N Terbandsari 1 Yogyakarta which was in accordance with the indicators of the Ministry of National Education viewed from aspects of self-development, integration in subjects, and school culture. Self-development aspect such as routine activities, spontaneous activities, exemplary, and conditioning. The aspects of integration in subjects were carried out as stated in learning activities and the use of varied learning strategies. School culture aspects are applied through curricular activities, extracurricular activities, and the creation of school environment and policies. However, there are still programs in SD N Terbandsari 1 Yogyakarta that have not been found in other primary schools in the implementation of independent character education.

Keywords: *character education, implementation, independent*

I. INTRODUCTION

Education is one sector of change and paradigm shift in order to create a generation of gold in 2045. Education must be able to educate and honor the nation and state. Good education can create a generation that has strong character and able to face all challenges of life in the future [2]. Later, this will also create a global generation that is ready to face all phenomena, especially in the era of disruption.

The disruption era is the rapid change in life patterns so that people must be able to adapt to the changes that occur. In the world of education, the era of disruption 4.0 can create a fun learning process, stimulate creativity, and a democratic environment. Therefore, students are expected to be able to think critically, creatively, and innovatively in all changes that will occur. This is what makes the importance of the education process to face the era of disruption. The educational process is a planned process with the aim of educating the nation. This is confirmed by concerning the National Education System which states that education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential [8]. Later, students will have religious spiritual strength, self-control, personality, intelligence, morals, and skills needed by themselves, society and the nation.

The efforts made to build a whole human being are by improving the quality of human resources. Educational goals should be achieved through comprehensive educational efforts. Therefore, students have the right to actualize themselves optimally in the aspects of intellectual, spiritual, social, and kinetic intelligence [3]. If self-actualization is carried out optimally, then the education of a society can progress and develop according to their culture and potential. To realize self-actualization optimally, character education is needed for students. The implantation of character education that supports students to be ready to adapt and deal with changes that occur so quickly.

In fact, the implementation of education has been degraded where character values have become a matter of less concern because of the strong flow of increasingly developing global education. Science is always used as a benchmark for determining one's success so that people's attitudes and morals are usually ignored. This is the reason why character education is very important because it is a solution to create a generation of superior personality, morality, and high character values as a whole [12].

Characters that need to be developed include religion, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national passion, love for the country, respect for achievement, friendship, peace of mind, love to read, caring for the environment, caring for the sociality, and responsibility [3]. Based on these 18-character values, independent character becomes one of the characters that needs to be implanted in students because many parents and teachers complain that their children or students are less independent in carrying out tasks. This is in line with the opinion of the society of the present era is much more reliant on cognitive, compared to attitudes and moral life, one of which often depends on other people or commonly referred to as not independent [10].

Independent attitudes are very necessary for the daily lives of students because whatever they are facing must be able to complete their own way. This is confirmed by Knowles explaining that students who study independently should not depend on assistance, supervision, and direction of other people including teachers continuously [4]. Therefore, an independent character must be taught to students to be able to adapt to overcome any changes in the phenomena that occur in the future.

One way to improve one's independence is through the learning process. The achievement of one's learning process has three domains, namely cognitive, affective, and psychomotor. Therefore, the teacher has an important role in realizing the success of these three domains. In fact, the

teacher only focuses on the cognitive domain so that the student's affective and psychomotor is not conveyed. Therefore, this is what makes the reason that teachers have an important role in realizing the success of the educational process not only as educators who only focus on cognitive, but also focus on psychomotor and as character educators [5].

Based on the results of observations that have been implemented at SD N Terbansari 1 Yogyakarta, information was obtained that character implantation became the main program for the school. The most stand out and well-executed character is independent character. On April 8, 2019, every 06.45-06.55, students jointly conduct "semutlis" activities. This activity is a cleaning activity of the school environment from trash. Besides that, SD N Terbansari 1 Yogyakarta also always encourages students to perform Dhuha prayer and Dzuhur prayer in congregation.

The results of interviews from the principal were informed that SD N Terbansari 1 Yogyakarta always implemented all the rules that had been designed. In addition, it always strives to create a variety of school programs that can support the successful implantation of independent character in students, such as Scout activities, extracurricular activities, and educational entrepreneurship. This is in line with the opinions of class II and III teachers, where there have been many activities that have been implemented in schools both from intra-curriculum activities, extracurricular, and other supporting activities. Based on the results of pre-survey observations and interviews, several school indicators and class indicators determined by the Ministry of National Education have been fulfilled in the school. The school also has many interesting programs in the implementation of many independent character education at SD N Terbansari 1 Yogyakarta.

II. METHODS

This research uses a qualitative approach and the research method used is qualitative descriptive. The procedure of this research begins with developing research instruments, including interview instruments and in-depth observation. When the research was conducted on April 20, 2019 as a survey and research continued until June 20, 2019 at SD N Terbansari 1 Yogyakarta. The research subjects were 3 teachers and 15 students. The object of research, namely the implementation of character education at SD N Terbansari 1 Yogyakarta.

The focus of this research is to find out the implementation of character education in the development of learning models both in the classroom and outside the classroom, both formally and informally as well as adapted to the indicators of the Ministry of National Education in 2010. The researcher used a snowball sampling technique in which the sample was initially small, then it turns bigger. Data collection techniques in this research, namely observation, interviews, and documentation. Observations used, namely non-participatory observations, types of interviews used, namely semi-structured interviews, and documentation in the form of photos of activities.

The data analysis technique uses the Miles and Huberman models, which include the data reduction stage, data presentation, as well as conclusions and verification.

1. Data Reduction

The researcher grouped the data that were considered important and in accordance with the theme so that they remained focused in the analysis of the research. In this research, data reduction activities can be carried out obtained from the results of interviews, observations, and documentation regarding the implementation of character education at SD N Terbansari 1 Yogyakarta.

2. Data Presentation

The data in this research are presented in the form of narrative texts and tables.

3. Conclusion and Verification

The researcher can draw conclusions after making data reduction and presentation. This research is expected to produce a clear conclusion, can be in the form of interactive relationships, hypotheses and new theories that have not existed before.

The next stage, namely testing the validity of the data in which the researcher used triangulation techniques, namely source triangulation and method triangulation. Source triangulation is done by analyzing the results of student and teacher interviews. Triangulation method is done by analyzing the results of observations, interviews, and documentation.

III. RESULTS AND DISCUSSION

The implementation of independent character education at SD N Terbansari 1 Yogyakarta is elaborated through self-development, self-integration, integration in subjects, and school culture. The description of the implementation of independent character education is obtained from the results of interview, observation, and documentation analysis. The implementation of independent character education will be explained as follows.

A. Self-development

Based on the results of observations, interviews, and documentation that has been done, data has been obtained that the teacher has tried to develop themselves, through routine activities, spontaneous activities, exemplary, and conditioning. This is in accordance with the self-development program in the implementation of character education by integrating daily activities in schools [3]. In this study, indicators of aspects of routine activities will be described as follows.

1) Routine Activities

The teacher's efforts so that students can do individual tasks independently are carried out in the presence of an agreement at the beginning. That is, students together make an agreement if there are students who cannot work on individual tasks on time, then there will be punishment given from their peers. In addition, the teacher gives advice and reprimand so that students can do individual tasks and replicate independently. If there are students who violate, they will be punished according to the previous agreement. The school has also familiarized itself with 6S (*Senyum, Salam, Sapa, Sopan, Santun, Sodaqoh*) when meeting with teachers, friends, and other education staff.

The teacher appoints one student to lead a prayer before starting the lesson. In addition, the teacher familiarizes students to pray so that the next day students independently

without the direction from the teacher before and after learning will pray first. All teachers always require students to bring food supplies every time there are sports lessons so students can do lunch independently. The school both the teacher and the principal always remind students to prepare all school equipment and schedule lessons independently.

The teacher gives an example to carry out picket assignments and prayer in congregation regularly so that students will be motivated to do it independently. Therefore, the various types of activities above are in accordance with the self-development program planning and implementing character education through routine school activities. Routine activities are always activities carried out by students continuously and consistently [3]. This is confirmed by [6], characters will be formed if activities are carried out repeatedly on a regular basis to become a habit, which will eventually become a character.

2) *Spontaneous Activities*

The teacher has tried to create conducive learning through the application of class rules made with students. Through this order, students will automatically get used to not breaking the rules, so they don't get sanctions. This can help improve students' independent attitudes in controlling all emotions, behaviors, and speeches that can violate order. The existence of class rules turned out to be used also for students who cheated during tests. So, through the habit of carrying out the rules, in SD N Terbansari 1 Yogyakarta no student cheated on the test. In addition, discipline can also be useful for students to correct their behavior that improperly. Students will advise their friends directly.

The teacher also gives appreciation to students if they get good grades, both in terms of knowledge, attitudes, and skills. This can improve students' independence to increase their enthusiasm in learning both in class and at home. The teacher teaches students to do each activity in learning independently. The methods used by the teacher, such as problem-based learning, inquiry, and project-based learning. This will help students to be more independent in completing all tasks and problems properly.

3) *Exemplary*

The implementation of independent character education in schools requires figures that indeed reflect the independent character of daily life, namely the teacher. This is supported by the opinion [3], exemplary is the behavior and attitudes of teachers in giving examples of good actions so that they are expected to be role models for students. The teacher has tried to form students who are clean, neat, and independent with various habits. Examples of habituation are done, such as always encouraging students to wash their hands before eating, after eating, or after from the bathroom. In addition, the teacher always familiarizes pickets for students and community service activities. After completing learning, the teacher always familiarizes students to clean their own study table so that later they become personal who likes cleanliness and neatness.

Other activities are carried out every day, such as *semutlis* (*sepuluh menit untuk lingkungan sehat*). *Semutlis* is an activity that is followed by all students and teachers every 10 minutes before entering the school to clean up the school environment. Students and teachers pick up the trash around

it, then throw it into the trash according to the type of trash obtained. This *semutlis* activity aims to familiarize students to always be aware of their environment. Teachers at SD N Terbansari 1 Yogyakarta also hold plastic waste processing activities, in which students are asked to independently create creations from waste plastic to make a work so that it has a sale value. Not only that, students were also asked to collect leaf waste and put it in the composter. This activity aims to enable students to be able to make natural compost independently. *Semutlis* activities and processing of plastic waste are examples of habituation shown by the teacher in order to become role models and be followed by students [9].

Class III-VI teachers also provide activities for students, namely planting vegetables, where students during sports lessons plant all kinds of vegetables whose seeds have been brought before from home. Arriving at school, students will be guided by the teacher to learn to grow vegetables in the hope that through this activity students can independently grow vegetables both at school, at home, and in the community. Another habit that is done by the school is by always teaching and giving examples to children directly to always be polite in speaking. In addition, the teacher always reprimands students if there are those who are not polite in speaking.

4) *Conditioning*

The implementation of independent character education in schools is inseparable from creating an environment that supports the implementation of character education. This is in accordance with the opinion of [7], conditioning is the creation of conditions that support the implementation of character education. Conditioning in SD N Terbansari 1 Yogyakarta is done by attaching posters in all corners where students often go. Posters that are attached such as the words 6S (*Senyum, Salam, Sapa, Sopan, Santun, Sodaqoh*) in the hope that students will perform independently in accordance with the poster they see. In addition, there is a poster about the environment that reads "*Gerakan Hidup Bersih dan Sehat Bebas Sampah*". It is intended that students independently clean the surrounding environment so that they are free from rubbish without having to wait for others to clean it. The school also attached the rules to both school discipline and order in the classroom which aims to increase students' independence in carrying out all school activities. One example of school discipline, for example, is always maintaining the cleanliness of toilets. That is, after students use the toilet it is expected to always maintain the cleanliness of the toilet, especially not to let the toilet in a bad condition.

The existence of rules turns out to make the school environment neat because every day students are always accustomed to maintaining cleanliness. For example, when there is trash, students immediately throw it into the trash bins and clean the fallen leaves. Trash bins are in various places where students can still reach. The type of trash bins provided is adjusted to the types of waste, for example paper, plastic and organic waste. It is intended that students can group trash according to its type and facilitate processing of trash.

Various types of activities carried out at SD N Terbansari 1 Yogyakarta based on routine activities, exemplary activities, spontaneous activities, and conditioning are among the principles of self-development programs that are in

accordance with [1] opinion. Therefore, it is expected that through these activities, educators can produce independent students, which able to choose and implement actions that are considered good.

B. Integration in Subject

The results of the study indicate that the implementation of independent character education has been integrated into the subject matter. The teacher designs learning activities with various learning methods in which students must carry out their tasks independently. However, actual planting of independent characters is not seen in the lesson plan and is more visible in learning activities. Therefore, teachers also strive to always instill character values, especially independently through variations in learning methods, class rules, and spontaneously during learning. Therefore, with the integration of character values in each subject, students are expected to be able to internalize those values into daily behavior consistently and continuously [4].

The development of the learning process that has been carried out by the teacher, in the form of applying various learning methods in which students are required to be more active. In addition, efforts were made not only during the class, but also outside the classroom where students were asked to carry out the school programs that had been made, such as in routine activities, spontaneous activities, and exemplary. Through habituation to the active learning process, it is expected that students will be far more independent in giving opinions, solving problems, or daring to make decisions.

During learning activities if there are students who experience difficulties, they will try to solve the problem independently. For example, when students are confused about answering questions, students will try to find answers in the book first. Then, when they do not bring a notebook, they will use another book or paper to work on. In addition, if there are students who lose a book, they will try to find it first and if it is still not found, then they will look for other ways by using other books that are still available. The above can happen because the teacher always aids students by giving direction, advice, reprimand, affirmation, and calling personally.

The teacher has also tried to implement learning strategies that are very supportive to improve the independent character of students. The strategy applied, for example, is a contextual learning strategy where the teacher invites students to experience learning activities directly with the surrounding environment in groups. In addition, students of class IV-VI are asked to form groups independently and complete the tasks given by the teacher. The teacher also gives assignments to students to solve several problems independently that are contextual so that the content of the questions is still within the scope of student experience.

C. School Culture

The results showed that the school program in integrating the value of independent character in curricular activities, such as making batik *jumputan* activities, *ecoprint*, making salted eggs, ironing clothes, educational entrepreneurship, cooking lunches, making cassava tape, making wicker. The activity of making batik *jumputan*, is one of the techniques used to make batik motifs by tying tightly several parts of

cloth which are then dipped in clothing dye. Making *ecoprint* is an activity of making designs or motifs of clothing by using natural materials, such as leaves and flowers. The activity of making salted eggs, cooking lunches and making tape have been carried out with the aim of training students' independence in creating food. Training on ironing clothes is done so that students can iron their clothes independently.

Educational entrepreneurship activities are carried out by students starting from the process of production, distribution and consumption. In addition, entrepreneurship education is carried out with the aim of training students to take the initiative to create a product or service that has selling value independently or in groups. Other curricular activities, including the existence of school literacy movements carried out before and after learning, information, praying together, and saving. Other habituations, such as ceremonies, recitation, and midday prayer in congregation, *dhuha* prayer, picket and BTAQ. This is in accordance with the results of research from [11], the implementation of the *Dhuha* prayer and the midday prayer in congregation are also a form of the implementation of disciplinary character learning.

The school also strives to create an environment that can make students interact well with school principals, teachers, friends, and other education staff. Efforts have been made, such as habituating 6S (*Senyum, Salam, Sapa, Sopan, Santun, Sodaqoh*) in interacting. The rules that apply are not only limited to displays but are implemented if there are students who violate the rules. This is one form of interaction between teachers and students so that later students will be politeness in their attitude.

The teacher integrates the values of independent characters in extracurricular activities so they can explore their interests and talents. Extra activities in the school include scouts, dance, karate, pianika and BTAQ. Each extra activity trains students' independent attitudes where everything they do must be on their own. Scouts emphasize on the training of student independence because each series of activities always requires students to independently complete all what is requested from the coach. Dance, karate, pianika, and BTAQ also teach independent attitudes and can be seen when tutors teach students, then students must practice independently what has been taught.

Another form of school culture that is applied to students, such as always involving students in making decisions. That is, students are asked to actively participate in the forming of picket schedules, class rules, class administrators, and choose one of the extracurricular activities that are in accordance with the interests and talents of students.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the results of the research and discussion, the researcher can conclude that the implementation of independent character education in SD N Terbansari 1 Yogyakarta is conducted through self-development, integration in subjects, and school culture. Self-development programs, including routine activities, spontaneous activities, exemplary, and conditioning. Routine activities, including working on individual tasks and replicating independently, applying 6S (*Senyum, Salam, Sapa, Sopan, Santun, Sodaqoh*), starting and ending learning activities by praying,

preparing for learning needs independently, conducting class pickets, and praying in congregation. Spontaneous activities, such as always encouraging students to carry out school rules and give praise when students get high grades. Exemplary, including teachers being role models who are clean, neat, friendly, independent. In addition, it always familiarizes students to clean their study table after learning activities. Other activities are carried out every day, such as *semutlis (sepuluh menit untuk lingkungan sehat)*, recycling plastic waste activities, and vegetable planting activities. Conditioning, including attaching posters and rules both in school rules and in the classroom.

The aspects of integration in subjects are shown by the way the teacher designs learning activities with varied learning methods. In addition, the teacher guides students when they need help and applies learning strategies that can support the increase of independent character.

Cultural aspects of the school at SD N Terbansari 1 Yogyakarta were shown from curricular activities, such as making batik *jumputan*, making salted eggs, ironing clothes, educational entrepreneurship, cooking lunches, making cassava tape, making wicker, educational entrepreneurship, and school literacy movements. In addition, there is *infaq*, activities to pray together, saving. ceremonies, recitations, and *dzuhur* prayers in congregation, *dhuha* prayer, picket and *BTAQ*. The school also strives to create an environment that can make students interact well with school principals, teachers, friends, and other education staff. The teacher also integrates the values of independent characters in extracurricular activities so they can explore their interests and talents. Another form of school culture that is applied to students, such as always involving students in making decisions.

B. Recommendations

Based on the findings and conclusions of the research, there are some suggestions as follows.

- 1) *For schools*; coordination needs to be improved when implementing school programs so that they are more organized, and evaluations are always held after completing the program.

- 2) *For teachers*, the value of independent character should be written in the lesson plan and the innovation of the teacher both in the media and learning methods.
- 3) *For students*, carry out all the rules that are made in an orderly manner and always apply independent character in the family and community environment.

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