

Teacher's Roles on the Implementation of Character Education in Elementary Schools

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Abstract—This study aims to describe the role of teachers in the implementation of character education in elementary schools based on two learning variables: (1) learning conditions variables and (2) learning method variables. This study used a qualitative approach with a qualitative descriptive research method and was carried out in SDN 105 Kendari with research subjects namely teachers and students. For data collection, the three techniques were used, that is interview, observation and documentation technique. While for data analysis, an interactive model from Miles & Huberman is used, this model contains steps: data reduction, data presentation, and conclusion. The credibility testing of the data in this study used triangulation technique. The results of the study show that the fact of learning in SDN 105 Kendari has carried out character education, as seen from the objectives and Characteristics of the Subjects which contained the character values. Moreover, the learning methods used by the teacher, both in the organization strategy and in the delivery and management strategies, have strongly supported the implementation of character education in SDN 105 Kendari.

Keywords: teacher roles, character education, elementary school, learning variables

I. INTRODUCTION

Education is an effort made to prepare students to face challenges and problems in the future and be ready to accept a transformation and respect a difference. As according to Undang-undang No. 20 of 2003, Article 3 concerning the National Education System that the goal of national education is "to develop capabilities and shape the nation's character and civilization with dignity in the context of educating the life of the nation, aiming at developing the potential of students to become people of faith and devotion to God, to have noble, healthy, knowledgeable, capable, independent, and become democratic and responsible citizens" [1].

Education that only teaches intellectual intelligence causes many students who have high intellectual intelligence but are unable to solve problems faced in their social environment, even behave that are not in accordance with cultural and religious norms [2]. Schools in Indonesia, even though already awareness of the importance of character education but have not done much the real things to develop the positive character of students. This has resulted in the unpreparedness of students to be personally educated and characterized [3]. So that education like this is considered lacking and is not suitable as the only provision for students to plunge into the current global era. For those reasons, character education appears as a solution.

Character education for students is not a new thing, but in recent years, character education has given more attention in education along with the growth and progress of science and technology that is increasingly rapid. Character education is considered good when students have the awareness to develop themselves into human beings with character and noble character which are characterized by discipline, responsibility, work ethic, caring, and the ability to cooperate [4]. Character values are necessary to realize in education because it will be the output of all the implementation of learning and school culture. These values include the components of knowledge, awareness or willingness, actions to implement these values, both for God Almighty, oneself, others, environment, and nationality so that student would become useful human beings [5].

Character education that being carried out during the learning process is considered very necessary and can be a solid foundation when students become social communities. The cultivation of character education in the current generation can overcome the many problems and irregularities concerning moral, ethical, cultural and religious values [6]. Schools play an important role because they have long been regarded as a formal educational institution that is the most strategic and conducive for learning by the Indonesian society.

Elementary school education is a forum for students to form the foundation of their education before heading to a higher level. Success in basic level education will greatly determine the process of further education [7]. Therefore, character education in elementary schools needs more attention because the character and personality of students will be more easily formed if implemented from an early age [8].

Mardikarini and Suwarjo revealed that character education in schools can be carried out through activities inside and outside learning [9]. The implementation of character education in formal school learning in Indonesia is realized in the implementation of the 2013 curriculum that integrates character values in the structure of the subjects in the school.

Unlike the previous curricula which highlighted the cognitive aspects in the learning process, the 2013 curriculum seeks to balance the three aspects (cognitive, affective and psychomotor) into each lesson that being learned in school. This character education will not be carried out separately but will be carried away in learning activities, regardless of the type of subject matter. So, students are not only competent in academics, but also emotionally intelligent and personable. The implementation

of character education is also not limited to learning activities but can also be carried out in the form of extra activities such as the development of daily life and the exemplary of educators in schools [5].

The teacher is one of the most important factors in this matter. As stated in Undang-undang No. 14 of 2015 Article 1, concerning Teachers and Lecturers "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in formal education, basic, and secondary education" [10]. More than already mentioned, professional teachers do not only act as educators, but also as facilitators, motivators, and inspirators. During the learning process at school, the teacher will be responsible for the success of learning in the classroom, the longest interact directly with the students, and will act as friends and parents of students in the school environment [11].

Hermino revealed that teachers have a very strategic role in forming and developing the character and potential of students [12]. The existence of a competent teacher in both behavior and academics can position the teacher as someone who is worthy of being imitated by students, because the teacher is one source of knowledge in school. In carrying out this character education, the teacher must start from himself in order to have a good influence on his students. Therefore, the teacher must have competence in educating as well as being a good role model for the students.

II. METHOD

This study uses a qualitative approach with a qualitative descriptive research method, which aims to describe narratively based on the data obtained regarding the real conditions about the role of teachers in the implementation of character education at SDN 105 Kendari. The analysis in this study will focus on two learning variables in educational technology according to Degeng, namely the condition and the learning method variable [13].

The study was conducted at SDN 105 Kendari, Southeast Sulawesi in January to February 2019. The research subjects were selected by purposive technique with considerations and criteria determined by researchers according to the purpose of this study [14]. The subjects in this study and also acted as informants consisted by teachers and students of SDN 105 Kendari.

The type of data collected will be primary and secondary data. Primary data in this case is the data that the researcher gets directly through the interview and observation method from the research subject. While secondary data is data retrieval by researchers indirectly with the of documentation method from books, archives or other documents that support the purpose of this study [14].

The obtained data will be analyzed using steps in the Miles and Huberman models, namely reducing data according to study purpose, presenting data and drawing conclusions that can illustrate the results of this study [14]. Data that obtained during research activities will be reduced according to the needs of this study. Not all data obtained will be used, but only data relating to the research will be processed further. After reducing the data, the data will be presented in a descriptive narrative to reveal the role of

teachers in the implementation of character education at SDN 105 Kendari in terms of condition variables and learning methods. The data during the study need to be re-examined so that they can be trusted and avoid errors that might occur with a credibility test, which in this study uses triangulation techniques. After an in-depth study, conclusions will be drawn from the results that have been obtained to illustrate how the teacher's role in implementing character education at SDN 105 Kendari.

III. RESULTS AND DISCUSSION

The following are the results of study about the teacher roles in the implementation of character education in SDN 105 Kendari based on condition and learning methods variables.

A. Learning Conditions

The condition of learning is the first variable in the learning variable according to educational technology. Degeng defines learning conditions as factors that influence learning methods in improving learning outcomes. Learning conditions are things that cannot be manipulated [13]. Knowing the conditions of learning before starting a learning activity is something that must be known by a teacher as an effort to improve the quality of learning. By knowing the conditions of learning, the teacher can plan to determine what steps to take next. The classification of learning conditions variables is divided into objectives, Characteristics of the Subjects, constraints, and characteristics of students.

1. Learning Objectives

Learning objectives can be interpreted as learning outcomes that are expected to be achieved. So, goals must be set in advance so that all learning can lead to achieving those goals. As a public education institution, SDN 105 Kendari uses the national curriculum reference that is being implemented, as well as the learning objectives contained therein. The 2013 Curriculum Learning Objectives contained in Government Regulation number 67 of 2013 concerning the Basic Framework and Structure of the Elementary School/Madrasah Ibtidaiyah Curriculum are to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative and effective and able to contribute to life in the community, nation, state and world view [15]. Each learning will have a specific purpose, but it will not be separated from the achievement of a balance between cognitive, affective and psychomotor aspects. Based on this, SDN 105 Kendari formulates the vision, mission and objectives of the school as a reference to achieve the desired ideals.

The vision of SDN 105 Kendari is "The realization of superior school members in science and technology-based achievements, based on IMTAQ, noble character, and care for the environment". To realize this vision, the strategic steps taken are stated in the following mission:

- a. Ensure the planting of student character based on religious norms, culture and character
- b. Carry out thematic learning on PAKEM as an effort to build a fun learning place
- c. Carry out academic and non-academic learning based on science and technology
- d. Facilitating students in developing their talents and creativity

- e. Creating a family and cooperation atmosphere in the school environment
- f. Growing love for the homeland and the environment

According to the Objectives of Basic Education in Government Regulation No. 32 of 2013 [15], the objectives to be achieved by SDN 105 Kendari are as follows:

- a. Mastering the basics of religious education and practicing it in everyday life
- b. Implementation of Integrated Thematic Learning, Scientific Approach and Physical Assessment
- c. Produce active, creative, intelligent, innovative, high-achieving students in the academic and non-academic fields based on science and technology
- d. Prepare skilled students, able to develop interest and talent and be able to actualize their potential
- e. Cultivate the slogan "7S" (Smile, Greetings, Salutations, Polite, Courteous, Patient, Gratitude)
- f. Preserving local culture as a source of national culture.
- g. Prepare skilled and environmentally friendly students.

Based on the explanation of the vision, mission and objectives of the school above, the school strongly supports the implementation of character education for students. These efforts can be seen from the formulation of school goals that are oriented towards planting character values in addition to the academic achievement of students.

2. Characteristics of the Subjects

The curriculum structure in SDN 105 Kendari according to the 2013 curriculum applies a thematic learning approach where various competencies from various subjects will be integrated into various universal themes. Subjects charged are Religious Education and Character Building, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Natural Sciences, Social Sciences, Cultural Arts and Crafts, and PJOK. Each subject will have Core competencies, each of which is developed on aspects of spiritual attitudes, social attitudes, knowledge and skills. The teacher plays a role in presenting each of these aspects in each subject. Character values must be instilled in line with the learning process, regardless of the type of subject matter.

3. Obstacles

The next aspect included in the learning condition variable is the obstacles. Obstacles can be defined as limitations on learning resources, time, media, personnel, funds and facilities [13]. The results of interviews and observations indicate the obstacles faced in the learning process at SDN 105 Kendari, namely:

- The teacher has not yet innovated in teaching. The method of delivering learning is still limited to lectures.
- The location of the school in the middle of the settlement makes the learning environment less conducive. Often there is noise when learning takes place.
- The teacher complains because it is difficult to operate the learning media, especially when the time spent preparing is long enough. So that teachers rarely use the media because it is feared that they will spend a relatively short amount of lessons.
- Lack of positive attitudes from parents in supporting educational attainment in schools, this can be seen from the attitude of parents who contribute less in giving feedback on each consultation activity to school. Parents

only give their children to school to be educated until school hours are finished.

The teacher must identify the obstacles that will be faced in implementing this character education in order to be able to plan strategies in carrying out learning activities. Constraints that have been known as much as possible to find a solution, so that learning objectives are expected to be achieved.

4. Learners Characteristics

The characteristics of the students referred to in this study are the individual aspects or qualities of these students, which can be talents, learning motivation, or the initial abilities that students have [13]. By analyzing the characteristics of students, it will be easier to determine and organize the strategies and components needed in learning activities and in accordance with the characteristics of these students.

From the results of interviews and observations on principals, teachers and students of SDN 105 Kendari, we obtained data that.

- Overall, the students have been able to read and write well.
- Students have a high learning spirit.
- Most students come from families with both working parents. So that time to gather with family can be short.
- There are only a few students who receive intensive religious guidance from their homes, so skills such as daily prayer memorization, Qur'an and prayer reading can be said to be low.
- Lack of attention from parents on student learning conditions, it is seen from the many students who arrive late or forget to bring stationery and books to school.

Students who already can read and write well enable teachers to carry out character education through cognitive learning well. Teachers can also act as parents in schools as well as role models for students. This is closely related to the fact that students spend a lot of time on face-to-face activities in learning at school. So that the teacher can have a large impact on the development of student character [12].

B. Learning Methods

The learning method in this study is interpreted as ways taken to achieve the expected learning outcomes in certain conditions [13]. After knowing the conditions of learning, the teacher can determine the most suitable learning method by considering the conditions and constraints to achieve the expected goals. The classification of learning method variables is divided into organizational strategies, delivery strategies, and learning management strategies [13].

1. Organizing Strategy

Organizing strategies refer to ways to make a sequence of presentation of the contents of the field of study. The role of the teacher in this case is how character values can be contained in learning activities both inside and outside the classroom. Curriculum documents, syllabus and lesson plans for teachers at SDN 105 Kendari became a source of data to see how teachers develop character education learning strategies. The results of observations indicate that the teacher has developed a syllabus and plan for implementing learning by incorporating aspects of character education in it. It can be seen that in each planned learning step, the teacher

not only considers aspects of cognitive and psychomotor knowledge, but also aspects of spiritual and social attitudes.

Not only that, there are several outside-class activities which concrete actions of the implementation of character education in schools such as cleaning up the school environment which is carried out as a cooperation of all school residents, farming activities, commemoration of religious holidays and other religious activities, and many again. The teacher also takes part in these activities, so that students not only listen to the teacher providing an understanding of character values, but students can see and emulate the behavior and personality of the teacher.

2. Delivery Strategy

The delivery strategy is the methods used in carrying out the learning process including to convey learning to students, accept and respond to input from students. In the learning delivery strategy, there are three things that need to be considered by the teacher, namely learning resources/media, media interaction with students, and learning structures [13]. Teachers can choose a pleasant way of delivery so that it is more easily accepted by students by paying attention to these three things, given the age of students who are still early so that serious delivery methods should be avoided.

The results of observations and interviews with teachers and students of SDN 105 Kendari show that in the implementation of character education, the teacher applies two methods, namely through classroom learning and giving real examples. For learning in the classroom, the teacher incorporates character values in the delivery of subjects during the learning process. Teachers often use textbook or picture book as media in instilling character values in students. In the textbook there are pictures, stories and activities that students can listen to as examples of behavioral characteristics. This is where the role of the teacher can provide further explanation to students because the nature of the book is less interactive so that it can bring up various questions and misunderstandings in students. For example, in the subject of Pancasila and Citizenship Education, the teacher explained the importance of the character of love for the homeland in the life of the nation and state.

Various kinds of problems that currently occur frequently such as intolerance, lack of mutual respect and conflict between ethnic groups can be prevented by character values in religious subjects and Civics. By incorporating character values in subject, it is expected to develop positive character of students. In addition, the teacher can also be a moral model that can be followed by students. For example, the teacher gives freedom to students to express their opinions politely and responsibly [16]. In this way, the teacher has given an example to students about the value of the character of mutual respect and confidence.

3. Learning Management Strategies

Learning management strategies are related to determining when a strategy or component can be used in certain learning situations. After the teacher prepares the order in which the learning material is presented and plans how to deliver it, the teacher must be able to determine whether the strategy is suitable for use in the existing learning conditions. Well-prepared delivery strategies may only be suitable for certain conditions. So, the need to pay

attention to the conditions of learning in choosing the appropriate learning strategy.

Observations made on the teacher in carrying out character education in classroom learning showed that during the opening of the learning activity, the teacher began by greeting and appointing a student to lead a learning prayer. After that, the teacher will check the cleanliness and class conditions. Before starting the lesson, the teacher will ask what conditions the students did on the previous day and then motivate students to be interested in learning. At the core learning activities, the teacher will provide exemplary messages related to learning activities. Teachers also often give students the opportunity to ask questions then invite other students to give opinions before the teacher gives the answer. Whereas at the end of the learning activity, the teacher rewards students who are active during learning so that it becomes a motivation for other students. Before closing the lesson, the teacher directs students to sing national and regional songs. The teacher closes the lesson with a message to be careful when returning home then appoints a student to lead a prayer and farewell prayer.

From the results of the observations obtained the fact that, only a small part of the arrangement of learning activities that have been planned can run as expected. Character education that is integrated into learning cannot be implemented. Therefore, teachers at SDN 105 Kendari also carry out character education outside the learning process. Like other school activities and daily habits that can instill character values in students.

IV. DISCUSSIONS

Based on the elaboration of the results of the above research, it can be analyzed how the role of teachers in the implementation of character education in SDN 105 Kendari is based on two learning variables, namely the condition variable and the learning method. The results of the study on the learning condition variables show how the objectives, Characteristics of the Subjects, constraints and characteristics of SDN 105 Kendari.

In the objective section, the school formulates objectives based on government policies in which there have been efforts to carry out character education both inside and outside of classroom learning. This shows that the school plays an active role in the implementation of character education [16]. This is inseparable from the role of the principal as a leader in making policies and the school community, in this case teachers and other educators who contribute to running learning activities [5].

Learning activities at SDN 105 Kendari was carried out with thematic learning, where each competency in subjects was contained in several universal themes. So that in one theme the lesson will contain various kinds of competencies from different subjects. The three aspects of cognitive, affective and psychomotor indirectly also enter the themes of learning. The constraints experienced by teachers in the implementation of character education are based on the results of interviews and observations, among them teachers find it difficult to divide the time to teach cognitive knowledge as well as work skills while instilling character values in students. Teachers also rarely use learning media in the classroom because of the difficulty of operating it so

the teacher feels the lecture method is a better choice. The use of media does not need to be used in every learning session, it is enough to use it as needed. Boring lecture methods can also be combined with several other learning methods so that students do not feel bored and pleasant learning conditions can be created. The school environment in the middle of community settlements makes the learning environment less conducive. The number of riders passing by and the sound of the traders makes a lot of noise, this is several obstacles that are felt by the teacher in the learning process. Regarding this matter, the school community is expecting policy from the local government to be followed up.

Characteristics of students need to be considered to find out the appropriate steps so that character education can be easily accepted by students. Based on the results of interviews with principals and teachers of SDN 105 Kendari, it is known that most parents of the students have jobs outside home. This resulted in shorter family gathering time for students. As we know at an early age, children tend to see examples and follow the behavior of adults around him. Parents are the main figure that is an example of behavior for children [12]. The role of the teacher as an adult who interacts the longest with students in school if they can provide an example of a positive personality. The support and attention of parents at home also greatly influences the success of character education. So that the teacher must also be able to provide explanations to parents to be more proactive in their children's character education [12].

Ministry of National Education in Cahyo stated that, in implementing character education in schools there are four models of application offered, namely the autonomy model by placing character education as a separate subject, integration model by uniting character values to be formed in each subject, extracurricular models through an additional activity oriented to character building students, and collaboration models by combining the three models in all school activities [17].

The results of observations on the implementation of character education by looking at learning activities and syllabus documents as well as learning implementation plans belonging to the teachers of SDN 105 Kendari indicate that the teacher has included character values in classroom learning activities as described earlier. Besides that, the teacher also carries out character education by becoming an example of good behavior and personality [18].

There are many character values that can be imitated by students from the teacher, both when in the classroom and outside the classroom [19]. The habit of entering classes according to a predetermined schedule gives an example of the character of discipline. Then give greetings when opening, closing the lesson and when greeting each other and saying polite words can be a good example for students in saying good words.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusion

SDN 105 Kendari has implemented character education seen from various policies, school objectives and learning

activities carried out at the school. The learning methods that teachers have been using to carry out character education at SDN 105 Kendari are: (1) by integrating character education values into each learning process, (2) through additional activities outside of lesson hours, and (3) teachers giving examples so that they can become examples that can be seen directly and imitated by students both while in class and outside the classroom. The biggest obstacle felt by teachers in carrying out character education at SDN 105 Kendari is the lack of support from parents of students, so teachers will continue to take a persuasive approach to parents of students. In addition, teachers must also be more innovative in using learning methods and media so that students will be more motivated in this character education.

B. Recommendations

The author's recommendations regarding the research of the teacher's role in the implementation of character education at SDN 105 Kendari are for School Parties, communication between the school parties and parents of students needs to be well established, so that they can support each other for the success of character education at SDN 105 Kendari and teachers should be more innovative and creative in managing learning so that character education can be carried out well. Then, for Researchers is the need for further research for the last variable in the learning variable according to educational technology, namely the outcome variable so that it can be seen the effectiveness of the implementation of character education.

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