

# An Analysis of the Implementation of Character Education for Student in Grade IV on Integer and Fraction Topics at UPT SPF SDN Mangkura III Makassar

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## ABSTRACT

Character is human behavior values related to God Almighty, oneself, fellow human, environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs. A person's character is formed because of the habits, the attitude taken in response to the situation, and the words spoken to others. The character eventually becomes attached to a person, and often, the person concerned is not aware of his character. Other people find are usually easier to judge a person's character. Furthermore, character education in schools is expected to brush up the quality of the learning process, which can positively affect learning outcomes, so eventually, this character education can make students' personalities who excel and have good character. The purpose of this research is to provide an overview of the process and results of character education at UPT SPF SDN Mangkura III, class IV. The research technique uses qualitative methods based on case studies with research instruments in observation documents, interviews, and questionnaires. This research indicates that the process of character development that occurs in the school environment with integer material is by giving examples, reprimands, and advice. The biggest problem for teachers in developing students' character in schools is the different backgrounds of students. Therefore, the teacher's solution to overcoming these problems is to establish active communication with parents and take individual approaches to understand students and their problems to find appropriate solutions.

**Keywords:** *Integers, fractions, Learning mathematics, Character education.*

## 1. INTRODUCTION

Character is the value of human behavior related to God Almighty, self, fellow human beings, environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, karma culture, and traditional customs. A person's character is formed because of the habits one does, the attitude taken in response to the situation, and the words spoken to others. This character eventually becomes attached to a person, and often the person concerned is not aware of his character. Furthermore, character education in schools is expected to improve the quality of the learning process, which can positively affect learning outcomes. In the end, this character education can

make students' personalities who excel and have good character, [1]. Therefore, education is one of the main and most important means to face this era. This is stated in Law No. 30 of 2003 article on the National Education System namely, " National of a dignified nation in the context of educating the nation's life which aims to develop the potential of students to become human beings who believe and fear to God Almighty, have noble, character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

The contest of the Constitution means that the purpose of national education, in general, is to have a religious character, have good morals, have an independent mentality, and have a democratic spirit.

The purpose of education is to be implemented in all education providers to develop students' character, not only focusing on the scientific side. As a result, the government and educational institutions designed various programs so that character education could be appropriately implemented at each level of the education unit.

In this connection, character education needs to be integrated, deepened, expanded, and in line with programs that have been well planned and implemented in the classroom. The integration of character education in schools can be combined with extracurricular, co-curricular, and intra-curricular activities.

In 2010, the Ministry of Education and Culture (Kemendikbud) issued a policy related to the National Action Plan (RAN) for character education to develop pilot schools that instill 18 character values throughout Indonesia. The regional government (Pemda), non-governmental organizations, and the community fully support this policy to be adequately implemented and realize character education in all schools in Indonesia.

With the many phenomena related to the deterioration of character among teenagers in Indonesia, many parties have demanded that character education be immediately applied to formal education providers. Therefore, educational institutions are expected to implement character education properly and seriously and carried out sustainably. In practice, there are many obstacles faced in the implementation of this character education. One of them is the teacher's lack of understanding of the meaning of character education, resulting in problems with its application in the classroom. In addition, there are still many schools that only prioritize cognitive, affective, and psychomotor aspects in implementing the learning process [2].

The solution is to integrate education into mathematics learning because, essentially, character education can be integrated into every subject. Mathematics learning is general learning and has become the basis of modern thinking. It is a science that studies the ideas of human thought. It is interesting if mathematics learning is combined with character education. Furthermore, so that someone who has technological expertise can practice his knowledge well, of course, it is not enough to only be able to master the science of technology (cognitive). Still, it must also have a good character so that his knowledge is not misused in things that are not good.

Mathematics is a science about how to think logically, analytically, systematically, creatively, and

critically. In addition to problem-solving, mathematics also requires students to master the concept and methods of problem-solving (algorithms). Based on Soedjadi in [3], the values contained in mathematics include; agreement, freedom, consistency, and universality.

Based on this explanation, the formulation of the problem in this research is to determine the process of implementing character education on round and fractional month material at UPT SPF SDN MANGKURA III Makassar class IV.

## **2. RESEARCH METHODS**

This type of research is qualitative research with case studies. The process of learning mathematics is carried out as it is (natural setting) in accordance with existing conditions. The result of this research is descriptive of the process of implementing character education in the school environment.

The implementation of this research was carried out at UPT SPF SDN MANGKURA III Makassar for the following reasons:

- a. The fourth-grade teacher and students have prior knowledge about strengthening character education
- b. Students and the grade IV have psychologically adapted to the school environment
- c. Teachers can easily use student-centered learning models such as cooperative learning in designing learning to stimulate the emergence of character values in the learning process.

This research uses the subject of class teachers when teaching mathematics at UPT SPF SDN MANGKURA III Makassar class IV because there will be a lot of data and information obtained regarding the application of character education in mathematics subjects. The information consists of planning, implementing, and evaluating the teaching process of the intended implementation of character education.

### **2.1. Observation Method**

The observation technique in this research is in the form of passive participation by observing students' behavior during the learning process using a character education approach. The researcher here acts only as an observer and does not take part in the learning process, so that the task of the researcher is only to observe the learning process taking place.

The observation process was conducted 2 times using an observation sheet containing the teacher's activities in implementing character education in mathematics subjects.

## **2.2. Interview Method**

The interview method was carried out to obtain direct and in-depth information related to the application of character education which included processes, challenges, and obstacles faced by mathematics teachers.

## **2.3. Documentation Method**

This method is carried out to obtain information about the tendency of a problem. In practice, the researcher will practice, the researcher will observe and record all events considered important in learning mathematics with a character education approach. The observations s' stored in the form of video and sound recording.

Data processing and analysis in this study were carried out, that is starting at planning, at the time of observation, and after completion of observation. The focus of the analysis is carried out during the observation process using Miles & Huberman qualitative data analysis techniques. The data analysis process was carried out using the data triangulation method (Reduction, assessment, and conclusion drawing) [4].

### **2.3.1. Data reduction**

Data reduction was carried out based on the answer to research questions that had been prepared. This is intended so that researchers can find patterns to understand the meaning of the data that has been obtained. The reduced data was obtained from the results of the interview and observations.

### **2.3.2. Data presentation**

The data presented is the result of data reduction that has been done previously so that it is possible to draw conclusions and decisions for taking action. The researcher, at this stage, displays all data and looks for relationships from these data so that they can be interpreted and evaluated. The presentation of the data is intended to make it easier for researchers to interpret phenomena based on the data that has been obtained.

### **2.3.3. Conclusion drawing**

The process of concluding this study consisted of searching for meaning and providing explanations for the data obtained. Furthermore, temporary conclusions are drawn up and may change depending on the results of further data analysis. This process is known as data verification. However, if the first conclusion can be proven with valid and reliable (consistent) evidence at the conclusion can be said to be credible.

### **2.3.4. Data triangulation**

Triangulation is a technique for checking data validation by linking it with external data or literature to compare the data. The triangulation technique is used by checking with different techniques on the same source [5].

## **3. RESULT AND DISCUSSION**

Implementation of character education in schools can be carried out with various special strategies. Shape the character of students in addition to cognitive, affective, and psychomotor abilities. Character education learning strategies in schools are prepared to refer to learning strategies that have been implemented in schools, cultural development in schools, extracurricular and co-curricular activities, and students' daily activities both at home and in the community.

The objectives of implementing character education at UPT SPF SDN MANGKURA III Makassar based on information from classroom teachers who teach mathematics are as follows:

P: "According to your mother, what are the general objectives of implementing education?:"

G: "To shape the character of students who are intelligent, disciplined and have superior character."

The implementation of character education at UPT SPF SDN Mangkura III Makassar is carried out thoroughly in the learning process in the classroom and outside the school and in extracurricular activities and the implementation of the flag ceremony. Implementing character education learning at UPT SPF SDN MANGKURA III Makassar is carried out using the cooperative method.

The result of the interview is following:

Q: "What did you do to instill character values in the learning process".

G: "By giving examples or role models to students because character education will be better to be an example".

Q: "What character values do you often exemplify?"

G: "By getting to know the student more closely, giving the student fair treatment and non-discriminatory, and can make the student friends so that students do not feel embarrassed.

Based on the result of interviews with classroom teachers who teach mathematics in class IV, the researcher can conclude that character education at UPT SPF SDN MANGKURA III Makassar is carried out in the form of:

- a. The learning process means that character education is integrated into classroom learning.
- b. Integrated, namely the management of character education in an integrated manner, is planned, implemented, and controlled in educational activities in schools.

The teacher implements character education in the mathematics learning process using discussion methods and discovery learning models during the learning process. The student observes the teacher in explaining the material, and students record what the teacher says. The teacher asks questions about what material has not been understood; then, the student collects information that has been learned and connects the material that has been learned.

Efforts made by teachers in developing character values in the mathematics learning process are by giving examples and spontaneous activities. The following will discuss how to develop these character values in the learning process:

### **3.1. Democratic Character**

From two meetings in class, the teacher develops democratic character in various ways. The following are some of the efforts made by teachers in developing democratic characters in the material of integers and fractions.

#### **3.1.1. Invite all students to work together in groups**

The efforts made by the teacher are realized by distributing the tasks of each student in doing the exercise so that no student does not do their work. This shows that the teacher is trying to invite students to work together.

#### **3.1.2. Give equal attention to all students**

The efforts made by teachers are realized by approaching the students' desks to monitor students doing the exercise. This shows that the teacher tries to give equal attention to all students.

#### **3.1.3. Provide opportunities for other students who have different opinions**

The efforts made by the teacher are realized by providing opportunities for students who want to present their work in front of the class. In addition to freeing students to submit themselves to answer questions, the teacher also selects students to answer their questions and then gives opportunities for students to have different opinions. This shows that our teacher tries to provide opportunities for students who have different opinions.

#### **3.1.4. Motivate so that students respect the opinions of friends**

The efforts made by the teacher are realized by conducting an assessment of the result of student assignments, where students themselves will evaluate the result of assignments from other friends, such as advising their friends. This shows that the teacher tries to motivate students to respect the opinions of friends.

#### **3.1.5. Respect student opinion**

The efforts made by the teacher are realized by not blaming the student for their opinions; when students volunteer to present the results of their assignments in front, the teacher invites students who want to appear in front of them. This shows that the teacher respects the opinion of his students.

### **3.2. Curiosity Character**

From two meetings in class, the teacher develops curiosity in various ways. The following are some of the efforts made by the teacher in developing interest in the matter of integers and fractions.

#### **3.2.1. Provide opportunities for all students to ask questions**

The efforts made by the teacher are realized by always asking students to give a question when the teacher finishes explaining the materials; the opportunity presented is not only at the end of the teacher demonstrating the material but also when students have difficulty.

### 3.2.2. *Asking questions related to the material*

The efforts made by the teacher are realized by asking questions to students on the sidelines of the learning process. The goal is that students understand better. The teacher can determine the level of students' understanding; besides, it will encourage students to study harder because sometimes those who answer questions from the teacher are randomly selected by the teacher. This shows that the teacher motivated students to study harder by asking questions.

### 3.2.3. *Guiding students to be able to exchange ideas actively*

The efforts made by the teacher are realized by asking students to ask friends and give opinions to each other with their friends. This shows that the teacher guides students so they can exchange ideas actively.

### 3.2.4. *Encourage students to express their ideas.*

The effort made by the teacher is realized by guiding students so they different issues, opinions, and ways to solve a problem while studying. This shows that the teacher encourages students to express their ideas.

## 3.3. *Responsibility Character*

From two meetings in class, the teacher develops the character of responsibility in various ways. The following are some of the efforts made by the teacher in developing responsibility for the whole number and fraction material.

### 3.3.1. *Familiarize students with the given exercise*

The efforts made by the teacher are realized by asking students to do all the exercises that are provided and must be submitted to the teacher. If there are students who do not work, the teacher will reprimand and give sanctions. This shows the teacher accustoms students to do all the exercises was given.

### 3.3.2. *Familiarize students to dare to take responsibility for their opinions*

The efforts made by the teacher are realized by asking students to be brave to present the result of their assignments and front and answer questions posed by other friends. This shows that the teacher accustoms

students to dare to take responsibility for their opinions.

### 3.3.3. *Familiarize students to keep the classroom clean*

The efforts made by the teacher are realized by admonishing all students to pick up all the dirt that is under their respective desks and then throw the trash before the lesson starts and after learning, then advising students always to keep the class clean. This shows that the teacher familiarizes students with maintaining cleanliness and disposing of garbage in the place.

In practice, teachers face several obstacles to implementing education character in schools. Based on observations and interviews, one of the most prominent obstacles is that students have different backgrounds. Each student is unique; they have different characteristics, dispositions, levels of intelligence, and other factors. That is found in the results of interviews with teachers as follows:

Q: "What are the obstacles that arise when implementing education character in math lessons?"

Gk: "Teachers find it difficult to deal with various characters of students with various backgrounds."

The background of students and the busyness of people also affect the students' character, and of course, it is not easy to shape it."

The interview results show that the teacher's main obstacle when implementing education is because each student has a different background. Based on this problem, in the process, the teacher carried out several strategies as a solution, one of which was by taking a personal approach to each student. In this way, teachers can implement education character more optimally [6].

## 4. CONCLUSION

The conclusions from the results of the research that have been carried out are as follows:

1. The teacher develops three character values in the circle material, including:
  - a. Democratic values. The value is done by doing the group learning method to interact with other students in their group or other groups. Provide equal opportunity and attention to each student to express his opinion and provide feedback and or direction on student performance.

- b. Curiosity value. This value relates to the opportunity given by the teacher to students to discuss in a class by providing opportunities for students to ask questions that can build and develop the learning process in the classroom so that an active and collaborative learning process occurs.
  - c. Value of responsibility. The implementation of this value is by giving responsibility to students such as doing exercise, providing feedback related to students' opinions so that students can be responsible for their opinions, and students' responsibility in maintaining the cleanliness of the classroom.
2. The obstacle faced by the teacher when implementing education character in the learning process is that each student has a different background and personality.
  3. The solution taken by the teacher to overcome the obstacles of differences in background and character is to take a personal approach to each student.

Memahami Penelitian Kualitatif. Bandung: Alfabeta

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