



Analysis of Independent Character Building in Elementary School Tana Toraja Regency

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Abstract. The purpose of this study was to describe the formation of independent character at SDN 239 Inpres Rembon. The formulation of the problem contained in this study is how to build independent character in accordance with the vision and mission and independent character education in schools. The research approach used in this study is qualitative and descriptive type of research. The subjects of the study were principals, teachers and students. Meanwhile, the object of this study is independent character education. In this study, data collection techniques were used, namely observation, interviews and documentation. The results in this study show that the formation of independent character at SDN 239 Inpres Rembon can be seen from the aspects of self-development, integration in learning eyes, and school culture. From the aspect of self-development, it can be seen from routine activities, spontaneous activities, exemplary and conditioning. From the aspect of integrating in subjects can be seen from integrating independent character into rpp, developing an active learning process, providing assistance to learners who have difficulty in integrating independent character, and cooperative, contextual and problem-based learning strategies. Aspects of school culture through the creation of a school atmosphere, school extracurricular activities, and involving students in decision making.

Keywords: Character Building · Elementary School · Independent Character

1 Introduction

Character building is one of the goals of national education Article I of the National Education Law of 2003 which states that the purpose of national education is to develop the potential of students to have intelligence, personality and noble character. The purpose of the 2003 National Education Law intends that education will not only form smart Indonesians, but also have a personality or character, so that later a generation of the nation will be born who grow up with the character and noble values of the nation and religion. Character building through character education basically departs from various kinds of problems that concern the younger generation in the current era of globalization. The condition of the nation's children is increasingly alarming judging from the way they are socialized, lifestyle, decreased enthusiasm for learning, drug problems, and even criminality that ensnares minors seems to have become commonplace lately.

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Character refers to a series of attitudes, behaviors, motivations, and skills [1]. Character is a person's disposition, character, *ahklak*, or personality that is formed from the internalization of various virtues that are believed and underlie a person's perspective, thinking, attitude, and way of acting [2, 3] which is classified into 18 characters. The characters consist of: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Appreciating Achievements, "Friendly/Communicative, Peace-Loving, Fond of Reading, Caring for the Environment, Social Care, Responsibility.

Looking at the 18 characters described above, independent character is one of the characters that is quite important and needs to be instilled in students. Considering that we have now entered the 21st century where the education of the Indonesian nation is faced with various challenges of the times, which of course will be different from previous times. Therefore, to anticipate and be able to adjust to various demands and various changes in the dynamics of life that are and will continue to take place, we must also prepare ourselves to face any changes in the world of education, especially in the independent character education of students.

Independence is an attitude, deed and behavior that will bring confidence in its ability to face a problem and not have dependence on other parties. Self-reliance is a personality that allows a person to act or do something according to his own will or impulse to be able to solve his own problems responsibly without having to ask for help or rely on the help of others.

The Ministry of National Education in 2010 on character education that the development of national culture and character is not included as a subject matter but integrated into subjects, self-development, and school culture [3]. These three processes are intended to develop the ability of students to carry out social activities and encourage students to see themselves as social beings. The three processes above can be detailed as follows:

a. Self-Development Program

In the self-development program, the planning and implementation of character education is carried out through integration into the daily activities of the school, namely through the following:

1) Routine Activities

Routine activities are activities that students carry out continuously and consistently at all times, for example: doing individual assignments by themselves and repeats independently, saying greetings when meeting with teachers, friends, and other education staff, praying before or after activities, preparing learning equipment independently, and conducting class pickets [3].

2) Spontaneous Activities

Spontaneous activities are activities that are carried out spontaneously at a moment's notice. Activities that can be done anytime, anywhere, without being limited by time and space [4]. Spontaneous activities can also be done by collecting donations when there are friends affected by disasters or donations to the community when a disaster occurs [3].

3) Exemplary

Exemplary is the behavior and attitude of teachers and other education personnel in setting an example of good actions so that they are expected to be role models for students to follow their example [3]. Examples of this activity are for example teachers being personal examples that are clean, tidy, friendly, independent, clean their own desks, be polite in speaking, pick up garbage in the school environment and then throw it in the trash.

4) Conditioning

Conditioning is related to the school's efforts to organize the physical and nonphysical environment in order to create an atmosphere to support the implementation of character education. In the implementation of independent character, schools must be conditioned as supporters of these activities [3]. Creation of conditions that support the implementation of independent character education, for example, toilets that are always clean, schools look neat, and trash cans are in various places and are always cleaned.

b. Integration in subjects

The development of cultural education values and national character is integrated into every subject of each subject where these values are listed on the syllabus and lesson plan [3].

Development of values in the syllabus through the following means:

- 1) Listing the cultural values and character of the nation in those character values into the syllabus.
- 2) Listing the values that have been listed in the syllabus into the RPP;
- 3) Develop an active learner learning process that allows learners to have the opportunity to internalize values and demonstrate them in appropriate behaviors;
- 4) Provide assistance to learners, both those who have difficulty internalizing values and to demonstrate them in behavior.

c. School culture

School culture is the atmosphere of school life where learners interact with their peers. Character development in school culture needs to pay attention to three things, namely teaching and learning activities in the classroom, school activities, and extracurricular activities [5].

Based on the description above, a study was conducted on: "Analysis of character building in grade IV students at SDN 239 Inpres Rembon, Tana Toraja Regency". The formulation of the problem in this study is how to build independent character in grade IV students at SDN 239 Inpres Rembon, Tana Toraja Regency. The purpose of this study was to describe the formation of independent character in grade IV students at SDN 239 Inpres Rembon, Tana Toraja Regency.

2 Methods

The research approach used is a qualitative approach with a descriptive type of research, because this research is used to describe the formation of independent character in grade IV students at SDN 239 Inpres Rembon, Tana Toraja Regency. The study was conducted in June. The data collection techniques used are observation, interviews and documentation. The observation was carried out by directly observing the formation

of independent character in IN class students at SDN 239 Inpres Rembon, Tana Toraja Regency.

In-depth interviews were conducted with several teachers and students. While data collection through documentation in the form of written notes, files related to research can be in the form of images and writings.

The data analysis process is carried out through the following stages:

- 1) Data reduction is the process of selecting and grouping data by research topic. In data reduction activities, data selection is carried out, focusing data on the problems studied, making simplification efforts.
- 2) Data Presentation, after the data is reduced, then the data presentation or data display is carried out. Through the presentation of data, the data obtained will be arranged so that it is easier to understand. Display data can be created in the form of stories or text, tables, graphs, and the like.
- 3) Drawing Conclusions/Verification, that is, the process of interpreting data through the analysis of correlation, comparison, and contextual relevance to theories and concepts, and the formation of new theoretical structures.

The data that has been obtained is checked for wetness using triangulation techniques and using reference materials. Triangulation, this study uses triangulation to test credibility (trust), this is interpreted as a data collection technique that combines various data collection techniques and existing data sources with triangulation techniques and source triangulation [6].

3 Results and Discussion

The result of the discussion and discussion of this interview, namely the formation of independent character at SDN 239 Inpres Regbon, was elaborated into aspects of self-development, integration in subjects and school culture.

a. Self-development

Teachers develop themselves through self-development in routine activities, spontaneous activities, exemplary and conditioning. The self-development that teachers provide to students is variegated. Principals and teachers provide self-development including self-development in routine activities, spontaneous activities, exemplary and conditioning. This is in accordance with the self-development program of planning and implementing character education carried out through integration into daily activities in schools in exemplary published by [3] where self-development is carried out including routine activities, spontaneous activities, exemplary and conditioning. Such activities can be described as follows:

In routine activities, teachers provide self-development for students such as classroom hygiene, arriving on time, greeting teachers, friends and other education staff, reading literacy, praying before and after learning, doing assignments independently, marching before entering the classroom, washing hands, and flag ceremonies every Monday. This is in accordance with the self-development program of planning and implementing character education carried out through integration into routine activities published by [3].

Self-development given by teachers in spontaneous activities at SDN 239 Inpres Rembon to form an independent character for students through spontaneous activities consists of two, namely negative and positive, for positive activities teachers give gifts or rewards to students who do something that their friends can imitate by giving praise, thumbs up and applause then giving voluntary expressions of condolences to grieving friends. For negative activities such as when students are caught littering or caught cheating, the teacher will give reprimands and guidance to students. This is in accordance with the self-development program of planning and implementing character education carried out through integration into spontaneous activities published by [3].

The form of independent example carried out by teachers that can be used as an example for students is to speak politely, be honest, live clean, dress neatly according to schedule, be confident in delivering learning, take a ready attitude during ceremonies, and be a role model for others. This is in accordance with the self-development program of planning and implementing character education carried out through integration into daily activities in schools in exemplary [3].

Conditioning is done with what the teacher does in an effort to build student independence. Teachers at SDN 239 Inpres Rembon in forming an independent character for students are carried out by setting a good example for students such as dressing neatly and cleanly, tidying up and cleaning the classroom before learning activities begin, taking turns during flag ceremonies, praying. Fostering a sense of learning ability in students by providing motivation, giving students the opportunity to express their opinions, giving students the opportunity to answer in the learning process. In addition, the school's efforts in forming an independent character for students are also carried out through school programs. One of the school programs that supports independent character is community service work every Friday. This is in accordance with the self-development program and the implementation of character education carried out through integration into the daily activities of schools in conditioning published by [3] to support the implementation of cultural education and national character, schools must be conditioned as supporters of these activities.

b. Integrating in Subjects

Integrating independent character in subjects, namely schools listing independent characters in the curriculum then teachers list independent character values in making rpp and adjusted to the material. But not always through steps mostly melted into the activities or daily lives of students in school. This is in accordance with the opinion of Daryanto and Darmiyati (2013: 88) that integrating character in each subject with the aim of instilling values in students on the importance of character education. Then the Ministry of Education and Culture, (2016: 13) which said that the development of cultural education values and national character is integrated into every subject of each subject where these values are listed on the syllabus and lesson plan.

Making students active in the learning process, teachers need to develop interesting learning for students so that students want to be actively involved during the learning process. The way that teachers do at SDN 239 Inpres Rembon is like feedback to students by giving students the opportunity to express their opinions, making learning aids

or media that can attract students' attention and using appropriate and interesting learning methods. This is in accordance with the way of integrating independent character into learning published by (Kemendiknas, 2010: 18) to develop the learning process of students actively that allows students to have the opportunity to integrate character and show it in behavior.

In addition to developing the learning process, teachers also familiarize students with being able to solve their own problems by providing understanding to students to solve problems by discussing. The teacher also guides and directs the students.

Teachers always provide assistance to students who find it difficult to internalize independent character by providing reprimands, advice, appeals and guidance. For example, when a student does something bad, the teacher will reprimand and advise the student or when the student cannot choose the leader in the group, the teacher will accompany and direct the student. This is in accordance with the way of internalizing character values into the inner subject matter [7] providing assistance to learners who have difficulty internalizing values as well as to show them in behavior.

The school provides a strategy of self-reliance according to the abilities of the students carried out by the teacher by using contextual, cooperative, and problem-based learning strategies. This is in accordance with the opinion of the [2] that learning activities within the framework of developing the character of students can use contextual learning approaches, cooperative learning, problem-based learning, project-based learning, and work-based learning. So that students can try and solve the problems faced according to real circumstances in everyday life [8]. Contextual learning invites students to connect the material studied with real circumstances, so that the expectation that students can seek and find connections between the knowledge they have and real circumstances in everyday life. In addition to contextual learning, the right learning strategies for character education are cooperative learning and problem-based learning.

c. School Culture

In school culture, researchers use indicators of school and class success in independent character education contained in the guidelines for the application of national character education published by the [7], namely creating a school atmosphere that builds student independence and creates a classroom atmosphere that provides opportunities for students to learn independently. From the two indicators above, the results showed that all indicators were running well. The two indicators work well, namely creating a school atmosphere that builds student independence and creating a classroom atmosphere that provides opportunities for students to learn independently.

From the discussion above, SDN 239 Inpres Rembon has carried out school and class indicators in independent character education well. So, it can be said that the school culture has been successfully implemented well. A good school culture will create the atmosphere and situation of the school so that educators can interact well in internalizing the independent character of students. This is in accordance with what has been mentioned in [6]. The form of habituation carried out by teachers in building independent character for students at SDN 239 Inpres Rembon is to give greetings by applying 5S, praying, throwing garbage in its place, doing assignments individually.

The integration of independent character in school culture is also integrated in extracurricular activities, namely scouting and choir. Schools and teachers integrate independent character in school extracurricular activities where students have independently selected the extracurricular activities to be participated in. Schools and teachers involve students in decision-making where teachers give students the opportunity to involve students in the formation of class administrators, picket schedules, group formation and selecting electrified activities so that students can be involved in decision making.

In school culture teachers always involve students in decision-making, such as the selection of class administrators, class pickets, assignments, and group work. The purpose of involving students in decision-making is so that students with independence can be confident in expressing their ideas or opinions.

From the description of the description of the results of the study above, it shows that there are efforts by teachers in developing students in independent character education in accordance with independent character indicators from the Ministry of National Education. [7] the development of national culture and character is not included as a subject matter but integrated into subjects, self-development, and school culture.

In the formation of independent character for students is inseparable from the inhibiting factors. The factors inhibiting the formation of independent character at SDN 239 Ipnres Rembon are:

The cultivation of independent character values in students in elementary school is the ability to learn by themselves with the potential that each student has, as well as the ability to learn and solve problems [9]. Therefore, an activity is definitely inseparable from the obstacles in the formation of independent character in students. The inhibiting factors that affect independent character in students are:

- 1) Lack of communication between fellow teachers. Especially now that due to COVID-19, independent character education is not optimally implemented. a) Different character of children; b) Hand Phone Abuse; c) Lack of cooperation between the school and parents
- 2) Ways to overcome obstacles in independent character building in students at SDN 239 Ipnres Rembon are as follows:
- 3) Teachers and the school must continuously communicate with students' parents, the goal is that the school and parents can work together in forming an independent character for students.
- 4) Approaching students continuously so that independent character education can be applied. Done repeatedly because something that is done repeatedly will become a habit
- 5) Looking for other alternatives to using cellphones so that children can use their cellphones properly.
- 6) Looking for the root cause and then being given further action
- 7) Teachers and schools set a good example; an example given to students certainly that can form an independent character. Like dressing neatly, being polite in talking and throwing garbage in its place.

4 Conclusion

Based on the presentation and discussion of research data that has been carried out by researchers, it can be concluded that based on the results of research and discussion, it can be concluded that the formation of independent character at SDN 239 Ipnres Rembon can be seen from the aspects of self-development, integration in subjects, and school culture. Self-development which includes routine activities, spontaneous activities, exemplary and conditioning. In the formation of independent character at SDN 239 Ipnres Rembon, it cannot be separated from the inhibiting factors in its implementation such as lack of communication between fellow teachers, especially now that due to Covid-19 so that independent character education is not optimally implemented, different children's characters, misuse of mobile phones, lack of cooperation between the school and parents.

From the conclusion I suggest 1) teachers to improve in internalizing independent character in students by using learning strategies that can make it easier for students to internalize independent character. In addition, so that teachers are more active in involving or giving opportunities to students in making decisions or solving a problem; 2) For schools, to improve students in creating a beautiful and comfortable school atmosphere to build student independence in doing things both in the classroom, outside the classroom and in extracurricular activities; and 3) For students, to improve independent character by paying attention to reprimands, appeals and guidance from teachers. Develop student independence by habituating independence in school.

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