



Implementation of Character and Multicultural Education in Elementary Schools through Extracurricular Activities in SD Kartika XII-1

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Abstract. Character and multicultural education are important thing for education in elementary school that character and multicultural education is an important learning component in the learning process. Aims this research is to find out the application of character and multicultural education in elementary schools through extracurricular activities in SD Kartika XII-1: 1) Describe extracurricular activities at SD Kartika XII-1 that teach character and multicultural education, 2) Describe the implementation of characters and multicultural education in elementary schools through extracurricular activities at SD Kartika XII-1. The research method used in this study is a qualitative approach with descriptive methods. The research was conducted at SD Kartika XII-1 Akmil Panca Arga, Mertoyudan District, Magelang Regency. Sources of research data or informants in this study were the principal and teachers of SD Kartika XII-1 totaling 8 people. The research instruments used in this study included interview guidelines, observation sheets, and documentation. Qualitative data analysis using the Milles & Huberman model includes 1) Data reduction, 2) Data presentation, and 3) Inference or verification. Then to check the validity of the data used triangulation of data sources and techniques. The main finding of the research is the application of character and multicultural education in elementary schools through extracurricular activities in SD Kartika XII-1. Then the implication for students have positive character values above the multicultural differences that exist in daily activities. Students were trained with good character values and multicultural education which is instilled in every extracurricular activity at school

Keywords: Implementation, Character and Multicultural Education, Elementary School, Extracurricular

1 Introduction

Problems related to the low character values of the younger generation, so that the morals and character of the nation's children become urgent and need to be addressing as much as possible. The fading of the nation's culture due to globalization and the rapid development of technology. SD Kartika XII-1 is a school that apply learning by respecting cultural differences and diversity. It was suited with character and multicultural education which are a priority at SD Kartika XII-1. SD Kartika XII-1 implements

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full-day school learning, so students are in school long enough from morning until afternoon. In morning until noon, students get lessons in class, but in the noon until the afternoon, student activities is extracurricular. There are many extracurriculars that students take part in which at the same time develop character in students, including scout extracurriculars, drum bands, little doctors, Kartika English Club, anti-drug task force, and etc.

Education is a pillar in building the nation's civilization. Through a quality education process, it will produce human resources that will develop and be able to build the nation's civilization. One of the goals of education is to form human beings who have superior character. Education was basically aimed to prohibiting character values in students. Important of instilling character values in students as a form of caring for the future students.

Problems related with the low character values in younger generation, so that morals and character of the nation's children become urgent that need to be addressed as much as possible. Another unbeatable problem is the fading of the nation's culture. Therefore, the motto of Unity in Diversity must be realized as fully as possible, bearing in mind the fact that Indonesian is a multicultural country with the variety of cultures embedded in it.

Character education is closely related to multicultural education. It is due to the decline values of national character which has an impact on eroding the spirit of togetherness above existing diversity, including reducing the quality of Human Resources in the future. The role of the world of education as the vanguard in forming good character and awareness of diversity in students is getting stronger, especially at the basic education level.

Elementary school-age children are the right time to instill good character and moral values, especially with Indonesian's multicultural condition. There are needs to be synergy between various parties in the process of hiding these character and multicultural values. Collaboration between schools, families, and communities is important. Schools as formal educational institutions where children learn and process play an important role in providing various kinds of stimulation, guidance, and proper habituation for students regarding moral and character learning over existing multiculturalism.

The formation of national character is a problem that needs attention in world education. National character needs to form in the diversity of the Indonesian nation. Differences in ethnicity, religion, race, and customs that exist in Indonesia are not a reason to break the unity and integrity of the nationality but they need to be respected and upheld to strengthen unity and oneness. To form a national character that can appreciate different, but remains committed to its own culture, it can be done through multicultural-based learning [1].

Embedding character and multicultural education in elementary schools can be done in various ways. One of them is through school extracurricular activities. Various school extracurriculars help students choose which talent development activities choosing according to their interests. Procurement of extracurricular activities in schools is not just to facilitate student activities outside the academic field in extracurricular activities but also seeks to instill character values in students.

Research related to the implementation of multicultural educational values in elementary schools has been conducted by Hermanto et al [2]. The results of the studies show that the implementation of multicultural education in schools is through intracurricular activities in the form of strengthening material on the diversity of ethnicities, cultures, religions, and customs. Whereas extracurricular activity implementation of multicultural education can be carried out with cultural camp activities, carnivals of customs for each region in Indonesia, and deepening material on Unity in Diversity and Pancasila.

Planting character and multicultural education can be done by integrating it into learning. Apart from that, it can also be done by applying simple habits to students, such as washing hands, applying 5S (Greetings, Greetings, Smiles, Politeness, Politeness), respecting all existing differences (differences in ethnicity, nation, race, religion, and other diversity). So far, the planting and application of these habits have been implemented by SD Kartika XII-1. SD Kartika XII-1 is one of the schools that apply to learning by respecting cultural differences and diversity. This is in line with the character and multicultural education which is prioritized at SD Kartika XII-1. In its application, SD Kartika XII-1 seeks to implement character and multicultural education as well as possible. The existence of planned programs related to character and multicultural education at SD Kartika XII-1, both through intracurricular and extracurricular activities makes it easy to implement.

In extracurricular activities, SD Kartika XII-1 seeks to provide extracurriculars that can facilitate students' interests and talents as well as a means of cultivating good character values. There are many extracurriculars that students can take part in as well as develop character in students including 1) Scouts, 2) Drumband, 3) Little doctor, 4) Anti-drug Task Force, 5) Football, 6) Tahfidz, 7) Kartika English Club, 8) Dance, and 9) Science Club. Each of Sudha's extracurricular activities is scheduled for the day and the supervisor.

Much research related to the implementation of character education has been carried out, including research conducted by Wahyudi & Elhefni [3] which suggests that the development of character education in Indonesia can be integrated into learning in each subject. Cultivating character education can also be done through scout extracurricular activities, such as research conducted by Maulana [4] which shows that caring for the environment dominates half the number of students who take part in scout extracurricular activities, so scout extracurricular needs to be implemented in schools.

Based on previous relevant research, it is known that there has been a lot of research related to the application of character education and multicultural education separately with mixed results in it. Then, based on the background at SD Kartika-XII, the purpose of this research is to describe the implementation of Character and Multicultural Education at SD Kartika XII-1 through existing extracurricular activities which are detailed in two study themes, namely: 1) Describe extracurricular activities that teach Education multicultural and character, 2) describes the implementation of character and multicultural education in extracurricular activities at SD Kartika XII-1.

2 Method

The research method used in this study is a qualitative approach with descriptive methods. This study explains or describes facts, data, or research objects systematic according to the scientific situation. The research results emphasize meaning rather than results, where the research results obtained are not binding and can change according to the situation and conditions in the field. Therefore, the results of the research are interpreted and written down in the form of descriptive sentences based on the facts in the field [5].

The research was conducted at SD Kartika XII-1 Akmil Panca Arga, Mertoyudan District, Magelang Regency. Sources of research data or informants in this study were the principal and teachers of SD Kartika XII-1 totaling 8 people. The research instruments used in this study included interview guidelines, observation sheets, and documentation. The research procedure was carried out by interviewing the principal and teachers first and then observing extracurricular activities carried out at SD Kartika XII-1 for a week. Qualitative data analysis using the Milles & Huberman model [6] includes 1) Data reduction, 2) Data presentation, and 3) Inference or verification. Then to check the validity of the data used triangulation of data sources and techniques.

3 Result and Discussion

3.1 Results

There are various extracurricular activities at Kartika XII-1 Elementary School with the aim of providing many extracurricular choices that students can choose to fill in self-development activities at school according to their individual interests and talents. The research results from interviews and observations can be described in Table 1 below.

Table 1. Observation Results of Extracurricular Activities SD Kartika XII-1

No	Names	Days	Tutor
1.	Scout	Friday	Mr. Rozak & Ms. Nurul
2.	Drumband	Thursday	Ms. Lilis and Mr. Agus
3.	Little doctor	Monday	Ms. Zaidah
4.	Anti-drug task force	Monday	Ms. Zaidah
5.	Football	Monday	Mr. Alam
6.	Tahfidz	Monday-Wednesday	Ms. Zulfa & Ms. Layyin
7.	Kartika English Club (KEC)	Wednesday	Ms. Isti & Ms. Zaky
8.	Dance Art	Friday	Ms. Sari
9.	Science Club	Thursday	Ms. Tunjung

Then the results of interviews with SD Kartika XII-1 teachers who also support student extracurriculars obtain data on several descriptions of each extracurricular along with the values of character and multicultural education implemented therein. Table 2 below

presents an explanation of each extracurricular along with the character and multicultural education that is summarized therein.

Table 2. Observation Results of Extracurricular Activities SD Kartika XII-1

No	Extracurricular	Character Education	Multicultural Education
1.	Scout Scouting is a mandatory extracurricular activity in schools. In scouting education there is a process of forming personality and life skills through appreciation and practice of scouting values	religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love for the motherland, appreciating achievement, friendly/communicative, loving peace, love to read, environmental care, social care, and responsibility.	Multicultural education instill awareness in students of equality, justice, plurality, nationality, race, ethnicity, language, tradition, respect for religion, require the establishment of order a balanced life, harmony, functional, systematic, does not want the process of discrimination, humanity, and democratic values needed in various social activities.
2.	Drumband Drumband is the extracurricular of choice as a place for students who have the ability to play musical instruments so that students can develop and express themselves through the art of music	Disciplined, hard-working, creative, independent, communicative	Trying to help unite the nation democratically, by emphasizing the perspective of respecting existing gender differences.
3.	Little doctor The little doctor is one of the extracurricular activities so the implementation is carried out outside of class hours. This little doctor has duties and obligations to implement clean and healthy living behaviors and observe clean	Independent, honesty, social care, friendly/communicative	Awareness of healthy living in the midst of cultural diversity of living habits that differ between regions.
4.	Anti-drug task force Anti-Drug Task Force aims to be a driving force in carrying out preventive efforts in preventing and eradicating the abuse and distribution of narcotics as well as being the Precursor of narcotics in the school environment. The	Honest, national spirit, love for the motherland, responsibility, communicative	Forming students' moral knowing about drugs starts with healthy living behaviors and discipline

No	Extracurricular	Character Education	Multicultural Education
	work program of the anti-drug task force team starts with simple actions, for example simple efforts to maintain personal hygiene and the school environment, remind each other to practice healthy, clean, disciplined living behaviors at school).		
5.	Football Football extracurricular are extracurricular activities that aim to deep and broad knowledge, improve achievement, channel students' interests and talents	Hard working, honesty, responsibility, fairness, cooperation. Fair play	Mutual respect between humans to work together to achieve goals
6.	Tahfidz Tahfidz are extracurricular activities in a structured manner carried out outside class and focused on achieving the ability to memorize letters found in Juz 30 (Juz 'Amma) for low-grade students	Religious, social care, discipline, responsibility, exemplary	Tolerance among religions and between religions
7.	Kartika English Club (KEC) KEC is place for students to learn and improve English language skills that can help students in supporting learning english in the classroom or in the environment or outside the school)	friendly/communicative, love to read	Mutual respect for the existing regional language background
8.	Dance Art (Dance extracurriculars as a place for students who can dance. So that they can develop and express themselves through regional and modern dance)	National spirit, love for motherland, social care, religious, tolerance, discipline, hard work, curiosity, love of the motherland, (respect for achievement, friendly or communicative, responsibility, and care	Recognize cultural diversity in Indonesia, especially traditional dance art from

No	Extracurricular	Character Education for the environment	Multicultural Education
9.	Science Club Extracurricular programs that are structured to explore the potential of students in the field of science, students who have talents and interests in science are gathered into a club or group)	Creative, Responsibility, environmental care,	Raise students' awareness of environmentally caring behavior and protecting the diverse natural resources in Indonesia

3.2 Discussion

The main finding of the research is the application of character and multicultural education in elementary schools through extracurricular activities in SD Kartika XII-1. Then the implication for students has positive character values above the multicultural differences that exist in daily activities. Students were trained with good character values and multicultural education which is instilled in every extracurricular activity at school. In addition, the teacher feels helped by instilling character and multicultural education values that are instilling in each extracurricular, where the teacher simply continues to strengthen these character and multicultural education values in classroom learning [7].

Extracurriculars at SD Kartika Diverse are intended to strengthen character and multicultural education for students while at school. The application of character and multicultural education in elementary schools through extracurricular activities in SD Kartika XII-1 has a real impact for the student. Students have positive character values above the multicultural differences that exist in daily activities. Beside trained students with good character values instilled by each extracurricular activity at school. In addition, the teacher feels helped by inculcating the character values that are instilled in each extracurricular so that all that remains is to strengthen other character values that have not been taught in these extracurriculars [8].

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4 Conclusion

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