



Implementation Of Character Education For Kadiresa Primary School Students In Lower Economic Families

Character formation starts from the family environment

Rena Dewi Sulistiawati^{1,*} Muhardila Fauziah¹

¹ Universitas PGRI Yogyakarta, Indonesia

*Corresponding author. Email: renadewi222@gmail.com

ABSTRACT

This article is to describe the implementation of character education in elementary schools and parents' concern for the character education of elementary school students in lower-income families. This study uses a qualitative descriptive method that aims to describe the implementation of character education in elementary schools. The research instrument used observation, interviews with 26 informants who were determined purposively. The results showed that the implementation of character education at SDN Kadiresa, from 6 families with the implementation of 5 values of character education, had not been implemented properly. This is due to barriers to busy parents, economic factors. Even so, parents are still trying to improve the condition. Teachers participate in trying to instill character by integrating character values into learning tools such as learning outcomes, teaching modules, and during learning activities, besides that the implementation of character education is not only carried out in the classroom but also outside the classroom, such as ceremonial activities. flags which are held every Monday, Scouting extracurricular activities, as well as morning cultural habituation and community service. However, from the several efforts that have been made, not all of them have run optimally. It can be concluded that the implementation of character education for elementary school students tends to get character education through parental example rather than parental advice or attention. This is due to the lack of parental knowledge of character education.

Keywords: *Implementation, character education, lower economic families*

1. INTRODUCTION

Education is carried out not only to pursue values but also to provide direction to everyone so that they can act and behave correctly in accordance with applicable rules and regulations [1]. Being virtuous is the same as having good morals or good character, where character can be interpreted as a way of thinking and behaving for humans to live and cooperate within the family, community, nation and state [2]. A person with good character is a person who is able to make decisions and be responsible for the consequences of his decisions [3]. So that it is necessary to hold character education at every level of education starting from early childhood to tertiary institutions [4].

To shape the nation's character to be much better than what is expected by all parties which states that character education is a system of instilling character values to school members which includes components of

knowledge[5], awareness or will [6], and actions to carry out these values [7], both towards God Almighty (YME) [8], oneself, others, the environment, and nationality so that we become human beings. This means that the implementation of character education is something that must be done at any level of education, especially at the basic education level. This is very reasonable because basic education is the main foundation for the growth and development of Indonesia's young generation [9].

The family is the first social environment that has a huge influence on the growth and development of adolescents. In other words, ideally the development of adolescents will be optimal if they are with their families [10]. Character education is a shared responsibility for all educators, both at home and at school [11]. Character education is character education [12], which in essence is a teaching program that aims to develop the character and character of students by living up to the values and beliefs

of society as a moral force in their lives through honesty [13], trustworthiness, discipline, and cooperation emphasizing the affective domain (feelings/attitudes) without leaving the cognitive domain (rational thinking) and the realm of skills (skills, skilled at processing data, expressing opinions, and cooperation [9]. Character education must start from educators themselves, the phenomenon of the negative character of adolescents which often becomes a source of news in the mass media includes acts of violence, brawls, delinquency, cheating during exams etc. [11]. Problems that often occur in adolescents include juvenile delinquency, emotional disturbances, abuse of drugs (drugs) and alcohol, pregnancies outside of marriage [14]. Various kinds of events in education that create good quality human beings in science, technology and religion but are often misused such as the destruction of moral values. Even worse, most of the perpetrators of the destruction of character values are educated people. This can be seen from the many injustices, lack of solidarity, the habit of cheating, the amount of trash that is still scattered in the environment, there are still students who do not participate in the flag ceremony, there are still students who make fun of each other. Even at a higher level, namely the government which no longer recognizes its own character as a divine and social creature.

Character education has several values, namely First, Character Education with religious values. Religious is an attitude and behavior that obeys in carrying out the teachings of the religion they adhere to, such as being obedient to worship, tolerant of other religious practices, and living in harmony with adherents of other religions. Specifically, character education based on religious values refers to the basic values found in religion and real life. The way to do this is to do something seriously and not give up easily. Third, character education with independent values. education that shapes human morals, character, manners, and mental so that his life does not depend or rely on other parties, does not depend on the help of others [15].

Fourth, character education with the value of honesty. Honesty is a commendable trait that every person should have. The nature of honesty needs to be instilled in a person as early as possible, because honesty is a person's moral responsibility towards the values and norms of religion and society [16]. Honesty is the foundation of effective communication and healthy relationships. Honesty, if interpreted in a standard way, means admitting, saying or providing information that is in accordance with reality and truth. Fifth, character education with the value of responsibility. Responsibility is a person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the State and God Almighty [17]. In addition to individual responsibility, it must have the character of social responsibility, meaning that all actions taken by a person

must have thought about the consequences or the pros and cons for other people, the community and the environment. cooperative and expresses appreciation and gratitude for the efforts of others.

Character development in children is an effort that needs to involve all parties, including the nuclear family, family (grandparents), schools, the community, and the government. Therefore, these four corridors (family, school, community, and government) must work in an integrated manner. The family is the main part of character education, so it's not wrong if the character crisis that is happening in Indonesia today can be seen as a reflection of the failure of education in the family. As educators in the family, parents play a very important role in providing the basics of behavior for their children.

Behavioral attitudes and habits that are always seen, assessed, and imitated by their children, all of which are seen consciously or unconsciously by their children and over time become a habit. In the nuclear family, the main role of education lies with the father and mother [18].

Which is full of true love and compassion as an indicator of parents who care about developing children's character. First, it is obligated to create a warm and serene atmosphere. Without peace, it will be difficult for children to learn anything and children will experience obstacles in the growth of their souls. Second, be a positive role model for children, because children learn a lot from what they see, not from what they hear. Third, educating children means teaching good character and disciplining children so that they behave according to what they have been taught.

The family is the most important institution that influences the process of human socialization, in the family values and norms are instilled to behave in the family and society. This is possible due to various conditions owned by the family [19].

Based on initial observations carried out by researchers at SDN Kadiresa, researchers found several interesting problems regarding student character. Then the researcher conducted an interview with the school principal regarding the implementation of character values in this school. And according to the results of interviews conducted, the character values at SDN Kadiresa have been integrated into learning tools, such as learning outcomes, teaching modules and the learning implementation process. Apart from that, character education is not only carried out through learning in the classroom but is also carried out outside the classroom, such as the flag raising ceremony which is held every Monday, extracurricular activities in scouting, PMR, and also in community service activities, etc. Even so, there is still student behavior that lacks character, as the researchers encountered in the form of irresponsible student behavior

In carrying out individual assignments given by the teacher, students who like to disturb their friends, students who carelessly throw rubbish only when the teacher sees the student will throw the rubbish in its place, but when there is no teacher the student throws rubbish out of place, students who like to play when the flag ceremony is held, and others. With the problems revealed by the researcher, the researcher raised the title "Implementation of Character Education in Elementary Schools". Researchers hope that all problems can be resolved well with cooperation between the school, parents, community and government. Apart from that, the role of parents is also very important in shaping children's character, because most children spend their time at home. In accordance with the background of the problem described above, the problem formulation in this research is: how to describe the importance of implementation character education at SDN Kadiresa? What character values are developed in students? How to implement character education in elementary schools, especially the values of independence, caring for the environment, love of the land water and friendship

2. RESEARCH METHODS

Type of descriptive qualitative research examines ongoing problems in society in this regard, namely about character education for elementary school students at SD N Kadiresa from lower-income families. The subjects chosen were based on their occupation, namely farmers, education level, economic conditions and families This with teenage children. The data sources used in conducting this research are primary data and secondary data. The data collection methods used in this research were interviews, observation and documentation. The validity of the data used is the triangulation technique as a data checking technique.

Ki Hadjar Dewantara as quoted by Abu Ahmadi and Nur Ukhbiyati defines education as a demand for all the natural forces that exist in children so that they will become human beings and members of society who can achieve the highest safety and happiness [20]. H. Mangun Budiyo who argues that education is preparing and growing students or human individuals whose process takes place continuously from the time he is born until he dies [21]. The aspects that are prepared and grown include aspects of the body, mind, spirit as a whole without neglecting one aspect and exaggerating other aspects.

Character education at the institutional level leads to the formation of school character, namely the values that underlie behavior, traditions, daily habits and symbols that are practiced by all school residents and the community around the school [17]. School character is the characteristic, character or disposition, and the image of the school in the eyes of the wider community. Character education in the school environment aims to

improve the quality of implementation and educational outcomes in schools which leads to achieving the formation of students' character and noble morals in a complete, integrated and balanced manner, according to graduate competency standards [15]. The development of character education in schools is basically trying to ensure that students recognize and accept character values as their own and are responsible for the decisions they make.

Character is a person's special character or habit of being polite and respecting other parties which is reflected in his behavior and life. Meanwhile, character is a person's overall impulses, attitudes, decisions, habits and good moral values. This definition is in line with the definition formulated by Suyanto, who formulated character education as character education plus, namely involving aspects of knowledge (cognitive), feelings (feeling) and action (action). From the opinion expressed above, according to researchers, character education is a process to educate students to become better people who are realized from the character values at school and can be applied in their daily lives at home, school and in the environment. Public.

3. RESULTS AND DISCUSSION

Character education is very important to instill, especially in the family environment, because the family is the first place where children receive education. In providing character education for each

Parents have their own ways. So the parental concern referred to in this research is limited to five values to be instilled, especially within the family environment, because the family is the first place where children receive education. In providing character education, each parent has their own way. So the parental concern referred to in this research is limited to five character values, namely: religious values, hard work values, independent values, honesty values and responsibility values. Character education: Adolescents tend to get character

Parents' concern in instilling character education in children can be seen from their parenting style. Parenting patterns in instilling religious character in their children are based on the results of research by researchers, namely that the family educates their children from an early age by sending the children to the surau/musholla to recite the Koran, one of which is that the AK family educates not only verbally but also provides an example of a good attitude towards his son from an early age. However, parental concern in educating teenagers about religious attitudes is still minimal, there are no sanctions or strict warnings from parents in educating them, they tend to just let it happen. Furthermore, the parenting style of parents in instilling the value of hard work, namely, parental concern in providing character education in the

field of hard work to teenagers, researchers can conclude that among the 5 families, 1 family, namely MA, teaches children to have the character of working in this family, 1 family, namely MA has not taught children to have the character of hard work, but from children's own self-awareness, namely by learning from the external environment, namely from school and the company of their friends.

Then, parenting styles in instilling independent values in children, based on the five families above regarding parental concern in providing character education with independence values for adolescents, the researchers can conclude that among the six families five families have taught the children independent character. The way to teach this is through parental attitudes/examples and family economic factors so that children have the awareness to live independently. The next parenting pattern is honesty, concern for parents in providing character education with the value of honesty. The researcher can conclude that among the six families above,

there is one family that shows their ignorance in educating their children, especially in terms of honesty. not just giving advice, but also providing strict supervision and sanctions for their children. An attitude of honesty really needs to be instilled from childhood, this means providing education or advice, not only when children are caught lying or making mistakes, small things in everyday life must have taught the meaning of honesty to children. Then, parenting styles in instilling the value of responsibility in children, parental concern in providing character education with responsibility towards children. The researcher can conclude that among the five families above, four families educate their children to behave responsibly by warning, advising and having their own principles, while one family, namely HB, does not care or there is no responsible character education given to children.

To clarify how these five families provide 5 values of character education, it can be seen in the table below:

Table 1. Five values of character education in the informant's family

	<i>Religious</i>	<i>Hard Work</i>	<i>Independent</i>	<i>Honesty</i>	<i>Responsible</i>
MA	√	√	√	√	√
AF	√	√	-	√	√
NG	√	√	√	√	√
NN	√	√	√	-	-
IS	√	-	√	√	√
HS	√	√	√	√	√

The role of parents through good parenting behavior will determine the quality of a child's character, especially in children childhood period

However, if you look at it in general, parents at SDN Kadiresa still have low knowledge in educating the character of teenagers and apply the wrong parenting style towards teenagers. Apart from that, the obstacles for parents in implementing character education for teenagers are: First, the activities of parents who are busy working. Basically, busy parents will have a negative impact on a child [11]. Without supervision from those closest to them, it will result in a child behaving freely without restrictions and doing whatever they want. A child will behave in accordance with the surrounding environment, namely the family environment, the family environment will provide a pattern of behavior for the child, but if the family environment being too busy working without paying attention will cause them to violate and ignore the norms that have been established in a family, they will even dare to lie, and even have promiscuity.

Second, the economy is still minimal.

The economic condition of the family is a situation where the family can work and produce something (earn income) so that it can meet their needs. The family is the first social institution that has a very big influence on the growth and development of children. Ideally. In general, children's development will grow well and optimally if they grow in an affluent family environment. so that the child's needs will be met. In the reality of everyday life, not all families can fulfill this ideal. Economic level will affect the life of a family. Lower class families or low economic levels, the facilities provided by children/ adolescents are incomplete. Lack of facilities will have a negative impact on children/adolescents such as dropping out of school. When compared to families who have an adequate economy with complete facilities, this will have a positive impact on children/adolescents [22]. Economic factors cause limited costs given by parents to their children, when in a family there are many children, it is not uncommon for children/adolescents to work for the needs of the family so that this also disrupts their

education and with limited funds the family only thinks about their daily needs .

Third, parents' lack of knowledge about educating adolescent character. The family is a social institution formed as a result of marriage. Family really determines growing up.

4. CONCLUSION

Based on the results of research and discussions conducted, there is a lack of parental awareness in implementing adolescent character education because parents still have minimal knowledge of character education. Thus, in the implementation of character education, teenagers tend to get character education through daily parental example rather than full advice or attention from the parents themselves. the implementation of character education in elementary schools at SDN Kadiresa has been going well. Based on the results of research and data management carried out by researchers, it can be concluded that in general the process of implementing character values has gone well, namely by integrating character values in learning and extracurricular activities, providing habits about good things, providing role models. / example, motivation or encouragement and guidance to students for good character. Based on the conclusions, the suggestions that can be conveyed by researchers for teachers and parents can be used as a source of guidance and role models to behave better in accordance with the expected character in order to be a good example/role model for their students. They should remind each other to continuously accompany students in guiding, motivating, directing and educating students to maintain good character in the school, family or community environment.

BIBLIOGRAPHY

- [1] A. Aksel, "A study on the effectiveness of a blended learning model in English language learning in higher education: student attitudes and opinions," PhD Thesis, Bursa Uludag University (Turkey), 2021.
- [2] J. A. Dewantara, E. Efriani, S. Sulistyarini, and W. H. Prasetyo, "Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung)," *JED (Jurnal Etika Demokrasi)*, vol. 5, no. 1, pp. 53–66, 2020.
- [3] S. S. Dewi, S. Sutrisno, and A. Madjid, "THE INTERCONNECTEDNESS OF RELIGIOSITY AND TEACHERS' EFFICACY IN THE CHARACTER EDUCATION IN INDONESIAN ISLAMIC INTEGRATED SCHOOL," *European Journal of Social Sciences Studies*, vol. 5, no. 3, 2020,
- [4] I. Gunawan and D. N. Sari, "Validity and reliability of character education Internalization instruments," in *The 4th International Conference on Education and Management (COEMA 2019)*, Atlantis Press, 2019, pp. 245–249.
- [5] A. M. Arif, N. Nurdin, and E. Elya, "Character Education Management at Islamic Grassroot Education: The Integration of Local Social and Wisdom Values," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, vol. 7, no. 2, pp. 435–450, 2023.
- [6] L. P. Artini and N. N. Padmadewi, "Character education practice in primary school in Bali," in *1st International Conference on Innovation in Education (ICoIE 2018)*, Atlantis Press, 2019, pp. 535–540.
- [7] A. Bates, "Character education and the 'priority of recognition,'" *Cambridge Journal of Education*, vol. 49, no. 6, pp. 695–710, Nov. 2019, doi: 10.1080/0305764X.2019.1590529.
- [8] E. Khaidir and F. M. Suud, "Islamic education in forming students' characters at as-shofa Islamic High School, pekanbaru Riau," *International Journal of Islamic Educational Psychology*, vol. 1, no. 1, pp. 50–63, 2020.
- [9] A. Syakur, B. Sumardjoko, and H. Harsono, "Educational Model for Character Development on the Basis of Role Sustainable Models," *Jurnal Basicedu*, vol. 6, no. 3, pp. 3882–3894, 2022.
- [10] S. Sokip, A. Akhyak, S. Soim, A. Tanzeh, and K. Kojin, "Character building in islamic society: A case study of muslim families in Tulungagung, East Java, Indonesia," *Journal of Social Studies Education Research*, vol. 10, no. 2, pp. 224–242, 2019.
- [11] W. Birhan, G. Shiferaw, A. Amsalu, M. Tamiru, and H. Tiruye, "Exploring the context of teaching character education to children in preprimary and primary schools," *Social Sciences & Humanities Open*, vol. 4, no. 1, p. 100171, 2021.
- [12] A. Amran, M. Perkasa, M. Satriawan, I. Jasin, and M. Irwansyah, "Assessing students 21st century attitude and environmental awareness: promoting education for sustainable development through science education," in *Journal of Physics: Conference Series*, IOP Publishing, 2019, p. 022025.
- [13] E. Durkheim, *Moral education*. Courier Corporation, 2012. Accessed: Nov. 04, 2023. [Online].

- [14] D. T. L. Shek *et al.*, “Perceptions of Adolescents, Teachers and Parents of Life Skills Education and Life Skills in High School Students in Hong Kong,” *Applied Research Quality Life*, vol. 16, no. 5, pp. 1847–1860, Oct. 2021, doi: 10.1007/s11482-020-09848-9.
- [15] A. Hermino and I. Arifin, “Contextual character education for students in the senior high school.,” *European Journal of Educational Research*, vol. 9, no. 3, pp. 1009–1023, 2020.
- [16] I. Abdullah, B. Hudayana, P. M. Kutaneegara, and A. Indiyanto, “Beyond school reach: Character education in three schools in Yogyakarta, Indonesia,” *Journal of Educational and Social Research*, vol. 9, no. 3, p. 145, 2019.
- [17] J. D. Saputro and M. Murdiono, “Implementation of character education through a holistic approach to senior high school students,” *International Journal of Multicultural and Multireligious Understanding*, vol. 7, no. 11, pp. 460–470, 2020.
- [18] W. H. Jeynes, “A meta-analysis on the relationship between character education and student achievement and behavioral outcomes,” *Education and Urban Society*, vol. 51, no. 1, pp. 33–71, 2019.
- [19] R. N. Bashiroh, E. Munastiwi, S. Ardiyanti, and L. Masruroh, “The Application of Character Education in the Family Environment during the COVID-19 Pandemic,” *JURNAL PENDIDIKAN DAN KELUARGA*, vol. 12, no. 02, pp. 50–58, 2021.
- [20] I. P. A. Darmawan and E. Sujoko, “Understanding Ki Hadjar Dewantara’s educational philosophy,” *International Journal of Humanities and Innovation (IJHI)*, vol. 2, no. 3, pp. 65–68, 2019.
- [21] A. F. Nisa and Z. K. Prasetyo, “The Teachings of Ki Hadjar Dewantara in Improving the Character of Elementary School Students in the Revolution of Industry 4.0 Era,” in *International Conference on Educational Research and Innovation (ICERI 2019)*, Atlantis Press, 2020, pp. 49–56.
- [22] E. Nurdiansyah, “The Influence Of The School Environment And Family Environment On Character-Forming Students In Sipala State 1 Sd Makassar City,” in *AICOMS: Annual Interdisciplinary Conference on Muslim Societies*, 2023, pp. 111–136.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

