

Teacher's Effort in Improving Student's Character

(A Study on Primary School No. 85 in Gorontalo City)

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Abstract

This study aimed at finding out the efforts of teacher in improving students character at SDN No. 85 Gorontalo City. The methodology used qualitative. Data technique of data collection were interview, observation, and documentation. Data analysis used qualitative descriptive analysis comprised into data reduction, data presentation and conclusion.

The research result showed that the efforts of teacher in improving students character are as follows: 1). Religius character: integrated in learning process and extracurricular activities. 2) Honest character: accustomed to tell truth, teacher and students communication, honesty canteen, offering guidance for students. 3). Discipline character: an exemplary behavior, be punctual, obedient the rules, create agreements with student. 4) Responsible character :familiarize students to complete assignment given by the teacher. Therefore, based on research result and data processing on this research thus it can be concluded that in general teachers efforts were maximally done i.e integrating character values in learning and extracurricular activities, an exemplary behavior, giving motivation, accustomed to students, communication, take advantage for every momentum, briefing, explanation along with guidance to the students.

Keywords: The Efforts Of Teacher, Students Charactery.

1 INTRODUCTION

In the practice of national education, there was a distortion between the ideals of national education and the social reality. The various national phenomena showed alarming symptoms that related to morality of nation's generation and elite. The more worrying thing is that the moral crisis is not the least that occurs within the educational environment itself, even done by educators.

Various kinds of events in education that increasingly degrade the dignity and degrees of human is the destruction of moral values such as dishonesty and loss of sense of responsibility, the outbreak of injustice, the thinness of solidarity, humanity and so on have taken place at this time. Behavior that is not in accordance with the noble purpose of education such as an acts of corruption that turned out to be done by officials who in fact are people who are educated. In addition, poor work ethic, low self-discipline and lack of enthusiasm for hard work, materialism, hedonism were common phenomena in society.

The fact that is often encountered among elementary school students, ie students who are less disciplined, dishonest, less motivation to learn, not doing congregational prayers together, and also do

not carry out duty task that has become a liability because of lazy or want to go home immediately. With the issues expressed, it is hoped that all the problems that occur in the students can be handled properly with the maximum effort of the teachers, parents, community and government, so that students could have become the next generation of the nation that is not only great in science but also great with personal Strong character.

Thus, the formulation of the problem is "How the teacher's efforts in improving Students Character in SDN No. 85 Gorontalo City?" and the purpose of this study" To know the teacher's efforts in improving Students Character in SDN No. 85 Gorontalo City".

2 THEORETICAL BASES

2.1 The Nature of Character Education

2.1.1 Understanding And Function Of Character Education

From the concept of character, came the term character education. In the National Character Education Action Plan (2010) mentioned that character education is "value education, moral education, and that moral education aimed at developing the ability of learners to give good

decisions, to see what is good and realize that goodness Everyday life wholeheartedly". On that basis, character education is not just teaching what is right and what is wrong, more than that, character education instills habituation about which is good, so that learners become understanding of what is right and what is wrong, able to feel good value and used to do it (psychomotor). In other words, character education should involve not just aspects of good knowledge, but also good feelings, and good behavior. Character education emphasized on the habits that are continuously practiced and done. Further explained that character education is everything the teacher does, which is able to influence the character of the students. The teacher forms the character of the learner. This includes examples of how the teacher behaved, how the teacher spoke or delivered the material, how the teacher tolerated, and various other great things. (Faturrohman 2013: 16).

In accordance with the above opinion, then I think that character education is an attempt to educate students into good morals, by familiarizing students with noble values that can be a characteristic of the student and can be applied in everyday life. The function of the character education according to Fathurrahman, 2013: 97 are:

- a. Development: the development of students' potential to be a good behavior who already have attitudes and behaviors that reflect the character and character of the nation.
- b. Improvement: strengthening the gait of national education to be responsible in developing the potential of more dignified students.
- c. Filters: to filter out the character of the nation itself and the character of other nations that are not in accordance with the values of character and character of the nation.

Character education at the institutional level leads to the formation of school character, the values that underlie behavior, traditions, habits, everyday life, and symbols practiced by all the citizens of the school, and the communities around the school. The character of the school is the characteristic, character and image of the school in the eyes of the public.

2.1.2 Scope In Planting Character Values In School Neighborhood

According to Kurniawan: 2013: 227-159 that the character education in the school environment aims to improve the quality of education implementation and results in schools that lead to the achievement of character formation and noble

student's character as a whole, integrated and balanced, according to the competency standards of graduates. Here are the explanations of the strategy of internalization character of the students in the school environment:

a. Religious

Religious attitudes and behavior are attitudes and behaviors that are close to spritual things.

b. Honesty

One form of program that can be done in the school to foster honesty in students is by making an honest canteen which is a room where selling drinks and food at school to students in order to train students' honesty in paying for the food they take.

c. Discipline

Discipline is a mirror of life in a society or nation. The meaning, from the description of the discipline's level of a nation will be able to imagine how low the culture of the nation it has. The reflection of discipline is easily visible in public places, more particularly in schools, where there are many violations of school discipline that undertaken by students with less discipline. Very important for students to have discipline, so that a teacher must be able to cultivate discipline behavior to them, especially self-discipline.

d. Responsibility

Teaching student responsibilities is not an easy thing to do by any teacher. However, it is very important to do because it is important for a person to have these qualities and attitudes in living his life. Because of the importance of the attitude of responsibility, then this character is important to be instilled early to students in the school environment.

2.2 Rules In The Process Of Character Formation

According to Anis Matta in his book entitled "Improvement Muslim Character" mentions that several rules about the formation of characters, namely:

Rules of Gradual

The rules of gradual means the process of change, improvement, and development must be done gradually.

Rules of Sustainability

The rules of continuity means that there is a need for continuous training. No matter how small a portion of the exercise, it is important that the exercise is sustainable.

Rules of Momentum

The rules of momentum mean using the momentum of events for educational and training functions.

Rules of Intrinsic Motivation

The rule of intrinsic motivation means that the character of a child is formed strongly and perfectly if driven by one's own desires, not by coercion from others.

Rules of Mentorship

The rules of mentorship means the need for people's help to achieve better results than one does.

2.3 Factors That Influencing Character Formation In Students

According to Lamaka (Lamaka thesis, 2013: 36-42), there are many factors that affect the character, morals, manners, and human ethics. The experts classify that factors into two parts, namely internal factors and external factors.

a. Internal Factors

There are many things that affect the internal factors in the formation of characters in students, namely: teachers and students as the main role in the formation of character.

b. External Factors

In addition to internal factors (which are from within) that can affect the character, morals, manners and human ethics there are also external factors (which are from outside) including the following: parent environment and social environment of students that influence the formation of students' character.

2.4 Some Teacher's Efforts In improving The Students Characters

According to Lickona, (2013: 112), that the teachers have the power to instill values and character to the children, at least in three ways:

- a. Teachers can be an effective compassionate, loving and respectful the students, helping them succeed in school, building their confidence, and getting them to understand what is moral by seeing how their teachers treat them with good ethics.
- b. Teachers can become models, ethical people who show their high respect and responsibility both inside and outside of the classroom. Teachers can also set an example in matters that relating to morals and their reasons, that is by showing their ethics in acting in school and in the environment.

- c. Teachers can be ethical mentors, give moral instruction and guidance through explanations, class discussions, storytelling, personal motivation, and provide corrective feedback when there are students who hurt their friends or hurt themselves.

2.5 Relevant Review

Another study relevant to this research is the result of a study by Salha Antogio (2014) entitled "Evaluation of Character Education Program at High School State 1 of Gorontalo City" which is a study about evaluative studies by using a goal-based model. This study aimed to evaluate the implementation and success of character education programs in SMA Negeri 1 Kota Gorontalo.

The difference of previous research with this research is in previous research have evaluated character education program in high school, while in this research will be conducted to know the teacher's efforts in improving the student's character in elementary school.

The second relevant research is the result of research from Mila Silvy Arumsari (2014) under the title "The Role of Teachers in Improvement Students' Character in science in SA Al-Huda Yogyakarta". Which aimed to shape the student's character through learning Science.

3 METHODS

In this research approach is qualitative descriptive approach with qualitative research type.

Data collection techniques used in this study were interviewed, observation and documentation. Interview activities conducted to determine the teacher's efforts in improvement the student's character that involving four components, namely the content of questions, interviewers, respondents, and interview situations.

Observation techniques was conducted to find out how the student's character in SDN No. 85 Kota Tengah and what teachers' efforts do to improve the character of the students.

Documentation techniques are carried out to collect the data sourced from archives and documents both located in schools and those outside the school associated with the research.

Techniques of analyzing the data that used in this study accordance with the following stages:

1. Phase data processing, by making a classification of data based on the sub-discussions contained in the formulation of the problem.

2. The analysis phase of the data has been obtained since setting the problem until the data is collected. Researchers collected the data and analyzed it simultaneously.
3. The conclusion phase was drawing the conclusions from the research results.

4 FINDING AND DISCUSSION

4.1 Research Finding

As explained in the previous chapter that this study aimed to determine the teacher's efforts in improvement the students characters, then the researcher conducted interviews with the headmaster, 6 class teachers from grade 1 to 6, 1 religious teacher and 2 parents. Based on the results of interviews, obtained the representation of the efforts made by the teacher has been maximal in improvement the student's characterin SDN No. 85 Kota Tengah. In addition, observations and documentation results are also obtained.

From the interview result, it can be concluded that there are some problems in improvement the student's characterin discipline, religion, honesty, and responsibility of students in their daily life in school although the teacher's efforts in improvement the character of the students have been done. The problems such as: there are students who are late came to school, did not congregational prayers, there are still cheats, and there are also students who do not do the task given by the teacher whether it is a cleanliness picket or in learning.

The efforts made by teachers to shape the character of the students are: the teacher gives examples or exemplary to the students, makes the rules in the classroom and sanctions against students who violate the rules in accordance with his mistakes, instill good cooperation between students and teachers, and provide guidance to students and inform students about their positions both in class and outside the classroom, for example their position as students who must respect teachers and parents and obey the rules set in school. In addition, teachers and parents work together in improvement the character of students.

Observation results were obtained regarding student discipline in school about the timeliness of school entry and observing the punishment given by the teacher to the student who was come late to school, student attendance at school and then about student discipline while learning took place.

Furthermore, the observation of students' religious attitudes in schools is the activities

undertaken by schools to shape the student's character ranging from routine activities on morning apples, dhikr, praying together, and other religious activities. For honest behavior, students are familiarized through honesty canteen. Regarding the character of students' responsibilities is given the task by the teacher both in learning and other activities.

4.2 Discussion

Based on the research findings that in improvement the students character must have a purpose so that in doing something is clear what is expected of the work, as with what was expressed by Ramli (2003) character education has the same essence and meaning with moral education. The goal is to form a child's person, to be a good human being, a citizen, and a good citizen. "(Fathurrohman., 2013: 15)".

The characters that school developed to students are:

1. Religious Values

Analyzed from the interview about the religious values that were implanted or developed in the students of SDN No. 85 Gorontalol City is a dhikr activity together every Friday morning, praying dzuhur congregation, reading a short sura on the morning parade and praying before and after learning, recite at home from school, familiarize greetings when meeting teachers and saying politely with teachers and friends. Analyzed from the interview result it was concluded that all had gone well. Student of SDN No. 85 Gorontalo City follows a series of activities that have been implemented by the school and run it, so it can form within itself the religious value. This is in accordance to what is proposed by Ancok and Suroso (2008) that religion is a behavior towards religion in the form of appreciation of religious values that can be marked not only through obedience in running ritual worship but also with the belief, practice and knowledge about religion which he embraced.

2. Student Discipline

School is a place to seek knowledge, which there are objects or people such as teachers, students, and administrative staff. To make a good school, the school must have an order that must be done by students and teachers. As the opinion of Mizan Adiliah (2010) that discipline is an exercise given to students so that they can act according to the rules at home, school and community. The student discipline applied in this school is as follows:

- a. Get in school on time

Judging from the absence of everyday students already 95% of students came on time to school and 5% who arrive late. From the result of interviews and observations can be analyzed that students who came late given the sanctions and sanctions are gradually ranging from warning, cleaning the page, watering flowers, and memorized multiplication and if there are still many students who arrive late then the teacher took action by consulting with students' parents about it.

b. **Student attendance**

The attendance of these students is a list of attendance or absence of students. For each class must have absences to record incoming and non-admitted students, for school archives are usually held every month on the agenda of each class and the results will be given to the parents of the students, as evidence, the students that taking a lesson and which is not in order to be followed up from school or parents.

3. Honesty

In SDN No. 85 Gorontalo city was held or implemented the honesty canteen where students can buy snacks at rest by themselves unattended by the teacher. Students here are trained to be honest in financial terms. In addition, this honesty is applied during the repetition or individual tasks in which the student is expected to not cheat. Therefore, the task of teachers to make every learning to be fun and effective and inculcate honest behavior to students from an early age so that later if already accustomed to fear not to be honest and also students are accustomed to tell the truth or open with the teacher when asked by the teacher about anything and that Was carried away at home in accordance with the results of interviews with students' parents. Where the explanation is in accordance with what was proposed by Lickona (2013: 74) that honesty is one form of value. In relation to humans not cheating, cheating or stealing is one way of respecting others.

4. Responsibility

From the observation about student responsibility of conducting learning in the classroom and in extracurricular activities, most of the students have done it seriously although there are some students who did not want to do the task given and even play or annoy other friends. In other activities such as the janitors, each class has its own schedule wherein a day is divided into several officers that day most students do their duties and for those who do not do warning and keep doing it the next day join the other group. For extracurricular activities, when appointed by the teacher then the

student must be willing to carry it out, not only in the school students are responsible with his work as a student but the habits taught by teachers in the school carried away at home, students do the work given by teachers and parents seriously although they still need to be reminded they are still children who often forget because it is fun to play so still need guidance and direction to be better.

The teacher's efforts to shape the character of the students is by example, doing habituation to students, direction, guidance, and motivation. Exemplary is one of the factors that can determine the success of education. The role of teachers in education is not only to give the learning materials to students but teachers also become role models for them. One of the efforts in improvement the student's character both in learning and in extracurricular activities is to be a role model. As Usman (2009: 13) puts it: "The role of the teacher as a person is one of the exemplary seekers who always find a good example for their students. Therefore, the teachers becomes the measure of behavioral norms". By being a model, students can follow their teacher's behavior such as teachers coming early to school before the morning parade begins, start learning on time, performing prayers in congregation, praying with students, being politely in the classroom or outside the classroom, and carry out the task as a teacher seriously. In the society life, the community places the teacher in a more respectable place in front of giving a role model, In the midst of building the initiative and behind giving encouragement and motivation (Ing Ngarso Sung Tuladha Ing Madya Mangun Karsa Tut Wuri Handayani). And for habituation to students, the teachers everyday gave an example or direction to them, so they become familiar with the discipline when they came to school, pray together, and in carrying out the task given to them. For guidance, direction and motivation that given by the teachers not only when students make mistakes but every day either before starting learning, ongoing learning, rest, and when going home from school, the teacher will never forget to provide motivation and direction to the students. According to Samsyu (in Saefullah, 2012: 290) suggests that "Motivation comes from the word "motive" that means the circumstances in a person who encourages them to perform an activity in the context of achieving goals". To be a great motivator is not a simple thing for the teacher because of the complexity of the problems associated with the individual (student), both with regard to the internal factors of the individual and to the external circumstances that affect them.

From the results of interviews and observations that the efforts made by the teacher has been as much as possible but because the students' time in school is limited, then to be able to achieve the expected character it requires cooperation with parents but there are some parents who are busy working to pay less attention to their children and delegate their children only to schools and teachers.

Inhibiting factors for teachers in improvement the student's character are the family environment and surrounding areas. When the students are inside the school the teacher can still supervise them but when they come home from school and return to their environment then the teacher do not know with whom the student is associate and how they behaves at home with the parents and the surrounding community, so to overcome the problem, teacher cooperate with parents to control and supervise the interaction of their children in the home and surrounding environment.

5 CONCLUSIONS

The results of this research showed that the efforts made by teachers in improvement the student's character in SDN No. 85 Gorontalo city has been running maximally. In accordance with the results of interviews and observations it can be seen that the characters studied and the efforts made by teachers are as follows:

1. Religious characters are integrated into learning activities and extracurricular activities, with teachers familiarizing students reading prayers before and after learning, familiarizing students with congregational prayers, familiarizing students with dhikr together, familiarizing students for smiles, greetings and courtesy, and taking advantage of the momentum.
2. The character of discipline is formed by exemplary with familiarizing students to arrive on time, complying with existing rules, and making arrangements with students.
3. The honest character is formed by the presence of honesty canteen program, habituation to students to tell the truth, the communication between teachers with students, provide direction and guidance to students.
4. The character of responsibility is formed by the teacher to familiarize the students to complete the assigned tasks, sanction the students who do not perform the assigned tasks.

Based on the results of research and data processing conducted in this study it can be

concluded that, in general, the teacher's efforts have been maximized. In that process, the teacher encounters the inhibiting factors, namely the environment in which the students are located or associate, thus requiring cooperation between the school with the parents and the surrounding community.

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