

Developing Moral Values-Based Character

INGRADE IV OF PRIMARY SCHOOL

Rusmin Husain^a, Yulyanty^a

^a PGSD FIP UNG

Corresponding e-mail: rusmin.husain@ung.ac.id

Abstract

This study aims to describe the teacher's efforts in developing moral values-based character. This type of research is descriptive qualitative. The technique of collecting data in this research is by using observation, interview, and documentation. The results of this study show that of 19 students, there are two students who have different characters and if the teacher gives lessons to the students, it turns out the two students are just playing. These two students also handed in their assignments to the last minute. It revealed that the nature of the two students was influenced by the environment and also the influence of the background of parents of students whose job is only farmers and motorcycle taxi drivers. The condition makes the students less motivated in getting involved in the learning process at school. In conclusion, the teacher has tried to advise, give warning, light punishment, and yet both students keep on doing things that make other students less happy.

Keywords: moral values, character development

1 INTRODUCTION

Indonesia is a great nation that has many different cultures, and religions that have a significant influence on the nation's moral character and values. Humans since birth already have the character, development and growth are affected by the people around him. In growth and development, a baby attaches to its physical needs.

In times of growth, children need the affection and attention of parents, so that children grow and develop well. In the family environment, in this case, the role of parents is required in educating their children to be away from bad things. From childhood, the child must be instilled with moral values and characterize the child so that further behavioral development can be predicted.

Today we are experiencing many problems caused by the decline of moral values. As with the issue of sexual violence, domestic violence resulting in murder, ubiquity, drug abuse, and many other unresolved issues we face are caused by a lack of moral values.

The above problems are part of the problem posed by a lack of understanding given by parents about moral values and character values in children. Therefore, the role of parents must be considered in

educating their children to grow into teenagers. So that children do not fall into the things that harm themselves and others.

This is to say that at school age the child has begun to understand what is good and which is bad for him. In this case, the school environment also plays a role in educating, guiding and shaping student behavior itself and provide direction and understanding that moral values and character values are important in life. So that students appreciate the rules better that exist in school and habituation that apply in the school. This is especially important to younger teachers or educators in which students see younger teachers in a friendly way, so they regard young teachers as their friends.

Therefore, teachers and parents should work together in shaping the character and instilling moral values in the students for students to understand and quickly understand which is good and which is not good in maintaining and respecting the elderly.

Based on the above problems the researcher is interested in taking the title of "The teacher's effort in developing moral values-based character in grade IV at SDN 4 Kwandang Kwandang District, North Gorontalo".

2 LITERATURE REVIEW

In a circular letter of Mendikbud and Head of BAKN No.57586 / MPK / 1989 state that teachers are Civil Servants who are given the duty, authority, and responsibility by authorized officials to carry out education in schools. In Law No. 14 of 2005 article 1, paragraph 1, it is said that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, training and evaluating learners in early childhood education formal education, basic education, and secondary education.

The notion of a teacher based on the principle of *Tut Wuri Handayani* is a teacher called a *pamong* who is defined as a leader who stands behind to continue to influence and provide opportunities for students to walk alone, and not are continuously mixed, ordered or forced. *Pamong* is only required to remove everything that hinders the course of the child and only acts actively and interfere with the behavior or actions of the child if they cannot avoid the obstacles or threats of safety or progress. So the *pamong* system is the way of education used in *Taman Siswa* system with the intention of obliging the teacher to observe and attach importance to his students' natures by not forgetting all circumstances surrounding it.

According to Saefullah [1], teachers are the most important figures in guiding children in school and developing students to reach adulthood. Thus, the teacher is a person who has obtained a decree (SK), either from private parties or the government to engage in professions that require special skills in the primary task of teaching and educating students in early childhood education, formal education, primary and secondary education, and whose main purpose is to sensitize the nation in all aspects.

In the school environment, teachers have a significant position. The attitude of the teacher becomes the way the teacher describes the lessons to the attention of learners. The role of teachers is critical in the learning process. The role of teachers is also constructive in the process of self-development and optimization of the talents and abilities possessed by learners. Without a teacher, it is impossible for a student to realize his life purpose optimally.

To support the realization of the goals of character development as mandated in the *Pancasila* and the preamble of the 1945 Indonesian constitution and to overcome the current nationality problem, the government makes character building as one of the priority programs of national

development. The spirit is implicitly asserted in the National Long-Term Development Plan (RPJPN) of 2005-2015, in which character education is placed as a foundation for achieving the vision of national development, which is to create a society of noble, moral, ethical, and civilized based on *Pancasila* philosophy.

Daryanto, et al. [2], state that the word "character" comes from the Greek *charasein*, which means to engrave (painting, drawing), like a man who paints paper, carves stone or metal. Rooted in such a sense, the character is then interpreted as a sign or a special feature and therefore gives rise to a view that character is an individual pattern of behavior. After passing through the childhood stage, a person has a character, a predictable way that a person's character is related to the behavior around him.

The meaning of the development of character is a variety of efforts undertaken by school personnel, even those done together with parents and community members, to help children and adolescents to be or have a caring attitude, and responsible.

Another goal of character development is to improve the quality of education implementation and outcomes that lead to the achievement of character development of the learner which is intact, integrated, and balanced, according to the competency standards of graduates. The target of character education is all schools in Indonesia, both public and private. All school residents, including principals, students, teachers, administrative staff and the general public and school leaders are the target of this character education program.

Fathurrohman et al. [3]. character education specifically aims to: (a) developing the habits and behaviors of learners are commendable and in line with the universal values and traditions of the nation and religious character; (b) developing the potential of soul/conscience/effective learners as human beings and citizens who have the values of character of the nation; (c) embedding the soul of leadership and responsibilities of learners as the next generation of the nation. Beside that, according to Fathurrohman et al. [3]. the functions of character education are: (a) development: the development of potential learners to be of good behavior for learners who already have attitudes and behaviors that reflect the character of the nation; (b) improvement: strengthening national education gait to be responsible for developing the potential of learners to be more dignified; (c) filters: to filter out the character of the nation itself and the character of

other countries that are not in accordance with the values of character and character of the nation.

Fathurrohman et.al. [3], say that principally character development is not included as a subject, but integrated into subjects, self-development, and culture of an instructional unit. Therefore education and educational units need to incorporate the values developed in character education into the curriculum, the existing syllabus, the principle of learning used in the development of character education. It aims to ensure that learners recognize and accept the values of characters as belonging to learners and responsible on the decisions he made through the stages of knowing choices, determining stance and then making a value in accordance with self-belief. With this principle learners learn through the process of thinking, acting, and doing. These three processes are intended to develop the ability of learners in conducting social activities and encourage learners to see themselves as social beings.

Here are the principles used in the development of character education. According to Fathurrohman et.al. [3]: (1) promoting the core values of ethics / noble morality as the basis of character; (2) identifying character comprehensively to include thoughts, feelings, and behaviors; (3) using a sharp, proactive and efficient approach to character building; (4) creating a caring school community; (5) giving opportunities to learners to show good behavior; (6) having coverage of a meaningful and challenging curriculum that values all learners, builds their character, and helps them succeed; (7) seeking the growth of self-motivation in learners; (8) functioning all school staff as good communities that share responsibility for character education and loyal to the same core values; (9) the existence of moral leadership division and broad support in building character education initiative; (10) functioning families and community members as partners in building character. Evaluate the character of the school, the functioning of the school staff as character teachers, and the manifestation of positive characters in the lives of learners.

According to Daryanto, et.al. [2], according to some sources of character development in his role in the field of education are as follows: (a) character building (honest, intelligent, caring, tough) is the main task of education; (b) changing the bad habits step by step that eventually becomes good; (c) the character is a trait that is embedded in the soul, and by that nature, a person can spontaneously easily radiate attitudes, actions, and deeds; (d) the character is a manifest trait in the ability of the thrust from the

inside out to display commendable and benevolent behavior.

In relation to the development of the character of the students, the role of teachers in the school is significant. The teacher should be able to build a positive image of the students in the school. The students should be encouraged actively to discuss, express opinions, and should provide advice, directives about negative characters (e.g., juvenile behavior delinquency and the use of illegal drugs), and provide a good example for students in schools and the community. Also, the teacher should give a lot of positive comments, and treat and educate the students well, and should provide advice, guidance on negative characters (e.g., juvenile delinquency behavior, drug use), and set a good example for students in schools as well as in the community. In addition, teachers have to give a lot of compliments of positive comments, and treat students well and educate them, and foster self-confidence in students.

The benefits of the development of character education either directly or indirectly according to Fathurrohman et.al. [3], among others: (1) learners are able to overcome his problems; (2) enhance a sense of responsibility towards themselves and others; (3) can motivate learners in improving their academic achievement; (4) enhance the school atmosphere to be safe, comfortable, and fun and conducive to effective teaching and learning process.

Kurniawan [4], argues that to strengthen the implementation of character education, 18 values of religion, *Pancasila*, Culture, and National Education Unit have been identified: (1) Religious, obedient attitudes in implementing the teachings of religion. Being tolerant of other religious practices, and living in harmony with followers of other faiths; (2) Honesty, behavior based on an attempt to make himself or herself trustworthy in words, actions, and work; (3) Discipline, measures that demonstrate orderly behavior and abide by various rules and regulations; (4) Tolerance, attitudes and actions that respect different religious, ethnic, ethnic, opinion, attitude, and other person's differences; (5) Creativity, think and do something to produce new ways or results from something ones already have; (6) Love of Peace, attitudes, words, and actions that cause others to feel happy and secure for their presence; (7) Care for the environment, attitudes and actions that try to prevent damage to the surrounding natural environment and develop efforts to repair the already existing natural damage; (8) Social care, attitudes and actions that always want to assist others and communities in need; (9) Friendly/communicative, actions that show the

pleasure of talking, getting along, and working with others; (10) Hard work, behavior that shows a genuine effort in overcoming the obstacles of learning and duty and finish with the best; (11) Independent, attitudes and behaviors that are not easily dependent on others in completing tasks; (12) Democratic, the way of thinking, acting and acting that understands his rights and obligations is the same as others; (13) Curiosity, attitudes and actions that always seek to know more deeply and extensively from something they learn, see or hear; (14) The spirit of nationality, the way of thinking, acting, and insight that puts the interests of the nation and the country above the interests of self and his group; (15) Love the homeland, the way of thinking that places the interests of the nation and state above oneself and its group; (16) Appreciate achievement, attitudes and actions that drive him/her to produce something useful for society and recognize and respect the success of others; (17) Love to read, the habit of providing time to read the various readings that give good to him/her; (18) Responsibility, attitudes and behavior of a person to carry out his/her duties and obligations s/he should do, to himself/herself, society and environment (natural, social and cultural), the state and the God Almighty.

3 RESEARCH METHODS

This research was conducted at SDN 4 Kwandang of Kwandang District, North Gorontalo Regency. The reason for choosing the location of the research is that because the research location is easy to reach and strategic in the research so as to facilitate the researcher and can expedite the research. The subject of this investigation is teachers and fourth graders at SDN 4 Kwandang of Kwandang district, North Gorontalo Regency.

The approach used in this research is descriptive qualitative. The approach of this research is to describe "Teacher's effort in character development based on moral value," by observing and observing natural events at the time of investigation process in the field.

This research is significant with the presence of researchers. It is because the researchers are the key players in conducting this research. Therefore, the data or information that become the main source of this investigation can be done well and can be justified.

The data in this research is "Efforts of teachers in the development of moral values-based character," Source of data taken from the teacher

class IV and students were 19 people associated with the problems studied.

Data collection techniques used were observations in the form of observation activities conducted to obtain data sources or accurate records on learning activities taking place or in the activities of teachers and other students. While the interview is the process of question and answers with the data informants that are the teacher of grade IV and 19 students and other objects related to the problems being studied. By looking at the material presented in the interview that is "Efforts of teachers in the developingmoral values-based character." The next technique is the documentation of data collection obtained from the observation and interviews in the form of notes, literature, pictures (photos) teachers and students of grade IV. Another problem related to the title of the researcher about "teacher's effort in developing moral values-based character" was also observed

In analyzing the data, the researchers consider three elements: (1) Data reduction. At this stage, the researchers compile and simplify the data obtained from the source data selected in detail and determined through interviews and observations of respondents' answers and problem-solvingthat are not too relevant to solving problems in the research; (2) Presentation of data. This stage is to collect data that has been compiled and simplified in the reduction for subsequent data units. This activity is intended to facilitate the conclusion; (3) Withdrawing conclusion. This stage is to conclude the data of research results in accordance with the problems and research objectives.

Stages of research conducted in this study are: (1) Conducting preliminary observation at the research location; (2) Identifying the problems and data required; (3) Preparing the data collection tool; (4) Conducting observations and interviews; (5) Collecting observation data, interviews, and documentation; (6) Conducting data analysis; and (7) Writing a report of research results in the form of a thesis.

4 RESULTS AND DISCUSSION

4.1 Result

The researcher observed the fourth-grade teacher on the aspects related to 18 character values. The following is the description of the results of observations of fourth-grade teachers of SDN 4 Kwandang.

Religious values that were evident at the time the teacher entered the class and then provided a lesson, which was first started by asking the students to pray according to their respective religions. Since all of them are Muslim, the teacher invited the students to pray before the start of the lesson and after the lesson is concluded. In the value of honesty, teachers teach students to ask rather than cheating on his friends. In embedding the value of discipline in student teachers gave a reprimand to students who often went in and out in the classroom during the learning process.

In developing moral values in students teachers tolerated students who were not able to do tasks, and when teachers gave lessons, the teachers always tried to be creative in teaching and learning activities so that students are not bored in receiving lessons. The attitude of words and actions that cause others to feel happy and secure for the presence of himself are also shown as a classroom teacher by maintaining security and comfort in the classroom.

The attitude demonstrated by the teacher in the maintenance of the cleanliness of the environment is by lifting the rubbish around the classroom to prevent damage to the environment and developing efforts to repair the natural damage that has occurred. The teacher also encouraged the students to learn to give assistance to others and the needy.

In embedding the value of the friendly character, the teacher showed the proper attitude towards the students who asked and demonstrate the pleasure of talking, associating and cooperating with others. Hard work is developed in students to familiarize students with work and not being lazing around in every activity. To make students more independent in doing the task, teachers motivated students to work alone without help from others. Students can ask the teacher directly if there is something that is not understood.

In this assessment, the teacher judged her rights and obligations to be equal to others. This is done by not discriminating between one student and the other. In instilling the value of the character of curiosity in students, the teachers tried to find out students who did not understand the material being taught

Before the lessons began, the teacher asked students singing the national anthems to create the spirit of the students in receiving the lessons according to the subject matter to be taught. Then, the teacher gave the students lessons and insight to love the domestic products. In the value of demonstrating the value of student achievement of the learning outcomes, teachers provided awards to

students who excel. The development of reading value has not been seen done by the teacher on the students such as giving the story book to the students and others. At the value of responsibility, the teacher already did it by entering the class on time.

Based on the results of teacher observations at the time of the lesson, researchers observed things related to the title of the researcher. In this case, there were 18 values of characters observed directly by the researcher to the fourth-grade teacher. Almost all of these values were evident when the teacher was observed by the researcher.

4.2 Discussion

The school is a place to guide science for the community, especially children in demand for education. In addition, education is a conscious and planned effort to realize the learning atmosphere and learning process from early childhood, elementary school to high school level. At school, children or learners are required to guide science so that learners understand that in community life many challenges will be faced. Therefore, students have an obligation to have moral values or good behavior towards the nation and state so that children do not fall into the things that harm themselves.

In this discussion, we first see the definition of character development as the development of the ability to think logically and behave well. Character education, in essence, aims to improve the quality of education implementation and outcomes in schools that lead to the achievement of the good character development of learners thoroughly, integrated, and balanced according to the competency standards of graduates. Through character education students are expected to be able to independently improve and use their knowledge, review and internalize the values of the characters so that it manifests in everyday behavior.

Daryanto et.al. [2], argue that in accordance with the National Education Function stipulated in Law No. 20 of 2003 on the National Education System states that the national education function to develop the ability and form the character and civilization of a dignified nation through educating the country's individuals to become human beings who believe in God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and be responsible.

The teacher's efforts in the development of moral values-based character to students are formulated in the following: (1) through intra-curricular activities in the form of self-development activities carried out

mostly in the classroom and not separated from the teaching and learning process. For example, teachers come on time; teachers say kindly to students as they enter the room and pray before opening lessons; (2) through extracurricular activities that are activities outside of the lesson or part of the student coaching. For example, in the development of interests and talents of students themselves; (3) Through habituation of activities undertaken by students in flag ceremonies, disciplinary coaching, cultural development of reading interest and so forth.

According to Zuriah [8], values are the personal development of students about the belief patterns contained in the belief system of society about the good things to do and the bad things that must be avoided. Meanwhile, a person can be said to have a good character if he/she has succeeded in absorbing the value of belief in the will of society and used as a moral force in his life.

According to the result that the study based on moral values actually can improve the students character. Some study likes conducted by Thompson [5]; Djailani [6]; and Sze [7], have shown the similar result that character education programme or develop a study based on moral values have the positive impact on student behavior or character. But some aspect as shows in this study also have impact on student character, the environment like student background or the student family background. There are more study about the impact of environment like this that can influence the student character, like the study conducted by Indriatno [9] and Arianto [10], where the good environment can support the good atmosphere for student to study and to develop the good character, and vice versa. Therefore, there are more needs about making the good environment, like make the student's parents aware to support and always motivate the student to study and make them as the basic role model for the student about the good character was.

5 CONCLUSION

From the results of research conducted by researchers in grade IV of SDN 4 Kwandang in North Gorontalo Regency, the development of moral values-based character has been efficient. There are many ways to instill the values of the characters into the learning materials, including changing the negative things into positive values, expressing values through group discussions, using various

service activities, field practices or group activities to elicit humanitarian values.

SDN 4 Kwandang is a school taken by researchers to conduct research. In this case, the observed aspect is the extent to which the teacher's efforts in developing moral values character is developed to 19 students of grade IV. There are 18 values of characters observed by the researcher, and the eighteen values of these characters were used as indicators of questions given to students of class IV.

The results of this study show that of 19 students there were two students who have different characters. If the teacher gives lessons to the students, it turns out the two students are just playing, these two students also handed in their assignments to the last minute. It turns out the nature of the two students was influenced by the environment and also the influence of the background of parents of students whose job is only farmers and motorcycle taxi drivers. The condition makes the students less motivated in getting involved in the learning process at school. Of the 18 aspects of values observed by researchers, there are a number of students who have all aspects of character value, and there are also some individual students who do not have these aspects.

6 REFERENCES

- [1] Saefullah. 2012. *Psikolog Perkembangan dan Pendidikan*. Bandung: Pustaka Setia.
- [2] Daryanto and Suryatri. 2013. *Implementasi Pendidikan Karakter di Sekolah*. Yogyakarta: Gava Media
- [3] Faturrohman, Pupuh, Suryana and Fenny Fatriany. 2013. *Pengembangan Pendidikan Karakter*. Bandung: Refika Aditama.
- [4] Kurniawan, Syamsul, 2013. *Pendidikan Karakter*. Yogyakarta: Ar-ruzz Media.
- [5] Thompson, William G. 2002. *The Effects of Character Education on Student Behavior*. Dissertation of the Department of Educational Leadership and Policy Analysis Faculty East Tennessee State University. Electronic Theses and Dissertations. Paper 706. <http://dc.etsu.edu/etd/706>.
- [6] Djailani, AR. 2013. *Strategy Character Building of Student at Excellent Schools in the City of Banda Aceh*. Journal of Research & Method in Education (IOSR-JRME), Volume 1, Issue 5, PP-49-59.
- [7] Sze, Wing. 2014. *Evaluation of a Moral and Character Education Group for Primary*

- School Students*. Discovery-SS Student E-Journal, Vol. 3, 2014, PP. 142-164.
- [8] Zuriah, Nurul. 2011. *Pendidikan Moral dan Budi Pekerti Dalam Perspektif Perubahan*. Jakarta: Bumi Aksara.
- [9] Arianto, Miftachul Rizqi. 2015. *Pengaruh Lingkungan Keluarga, Lingkungan Sekolah, dan Motivasi Belajar Terhadap Perilaku Belajar Siswa Jurusan Administrasi Perkantoran di Smk Masehi PSAK Ambarawa*. Skripsi Universitas Negeri Semarang, download at <http://lib.unnes.ac.id/22214/1/7101411324-s.pdf>, search engine google.com.
- [10] Indriatno, Galeh Nur. 2012. *Hubungan Lingkungan Sekolah, Keluarga, dan Masyarakat Terhadap Karakter Siswa SMK Negeri Kelompok Teknologi Se-Kabupaten Sleman*. Skripsi Universitas Negeri Yogyakarta, download at <http://eprints.uny.ac.id/20332/1/Galeh%20NPP%2011505242001.pdf>, search engine google.com.