

IMPLEMENTATION OF CHARACTER EDUCATION ON STUDENT BEHAVIOUR AT GANDASOLI ELEMENTARY SCHOOL

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Abstract:

In elementary school, the implementation of education for children is very weak, so it cannot guarantee character education learning. This study aimed to determine the impact of character education on student behavior at Gandasoli State Elementary School. This research uses a qualitative method, which is descriptive research. Data collection techniques were conducted by interview, observation, and documentation. Character education in elementary schools can be implemented through the learning process, school regulations, and extracurricular activities. The implementation applied at Gandasoli State Elementary School has six characteristics, namely: Implementation of tolerance character education, implementation of honest character education, implementation of hard work character education, implementation of creative character education, and implementation of discipline character education. The results of the research conducted on the behaviour of students at Gandasoli State Elementary School in the implementation of character education is follows. This can be seen from the results of observations that the behaviour of students who are taught religious values, honesty, tolerance, and discipline values are higher when students are at school.

Keywords:

Character; Education; Student Behaviour



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INTRODUCTION

This is by Article 3 of the Republic of Indonesia's Constitution No. 20 of 2003, which concerns the National Education System, as demonstrated by the way character management is implemented in schools by fostering morality and ethics. Principles in several instructional activities. This shows the importance of character education, which in turn encourages the government to make character education a part of education. Education policy is an effort to improve education that is inadequate and not meeting expectations, aiming to enhance all aspects of education for the future. These policies are necessary to achieve effective education. Policies can also be described as guidelines for educational decisions that can be adjusted to the environment. The change in the character of the students has brought destruction to the successor of this nation, and the students'

selfish attitude can show how low the fighting spirit is today. With these conditions, students must be able to develop further.

The purpose of education is to shape learners by discussing strategies to create character values that can be strengthened by students behaving according to the standards of society to be able to obtain these goals, schools as a place of formal education must change the behaviour of students and shape their future life expectations.

To prevent student delinquency, educational institutions must offer innovations in character education programmes so that it can help improve students' character. As SD Negeri Gandasoli tries to minimize the actions of students who are out of character, so the principal can develop character education into the curriculum.

Based on the above problems, researchers implemented character education in schools so that the learning process that is less effective is expected to be improved. (Asnani and Susiana 2020) Character is also an instinct of human beings in general, and everyone has a character. These values are reflected in a person's thoughts, feelings, words, and actions in accordance with religious norms, laws, and cultural practices (Tsauri 2015). According to (Asnani and Susiana 2020), the objectives of character education are: 1) Can foster life values that are considered important and become extraordinary student characters along with the creation of these traits. 2) Improve the behaviour of students who are contrary to the values set by the school. 3) Engage in shared responsibility for character education while maintaining harmonious relationships with families and communities. Harahap (2017) revealed that character education strategies can be implemented with various strategies as follows: 1. Integration in school life can be implemented with several strategies, namely: a) Modeling, b) Direct action, c) Reprimand so that a teacher can help students change their attitude, d) Environmental conditioning, e) Routine activities.

Behaviour is how a person feels in interacting with their environment, which varies from visible behaviour to invisible behaviour. A person's actions can result in different patterns of behaviour (Hanifah, Susanti, and Adji 2020).

Types of Behaviour

Saleh (2018) there are several types of behaviour including:

- Cognitive behaviour.
- Affective behaviour.
- Psychomotor behaviour.

METHOD

In this study, researchers used qualitative methods. The post-positivist ideology is the foundation of qualitative research methodologies, according to Sugiyono, which is a philosophy that criticises and has influenced theory and practice in research. philosophy, social sciences, and various scientific research models (Samsu, 2017). Types of research which. The type of research used is descriptive research. The main goal of this research is to describe or explain current happenings. Either natural phenomena or man-made

phenomena. The researcher does not provide treatment to the variable or make something that can be expected to happen to the variable, then the researcher does not give treatment to the variable. variable run as it is. Research This research aims to describe the implementation of character education on students' behaviour at SD Gandasoli State Elementary School. The research instruments and data collection techniques used were direct observation, interviews, and documentation.

RESULTS AND DISCUSSION

Results

Character education on student conduct is being implemented at Gandasoli State Elementary School.

There are many implementations of education on character, but at Gandasoli State Elementary School, there are only a few implementations of character education that are instilled and can affect the behaviour of students.that are instilled and can affect the behaviour of students.

Learning Implementation is something that has already been done by educators in implementing character education, some examples below:

- Come to school on time.
- Kindly greet students before starting the lesson.
- Pray before the lesson starts.
- Verify student attendance.
- Pray for students who cannot attend class due to illness or other hindrances.
- Serve students without racial or ethnic bias.
- Encourage students to learn actively and include character development.
- During lessons provide concrete examples of how character education can be reinforced.
- Through words and deeds, teachers in still honesty in students.

Students' behaviour at SDN Gandasoli

- Religious Behaviour
Religious behaviour is embedded at SD Negeri Gandasoli, as evidenced by the school's reputation for strong Islamic knowledge of religion and morality. This is according to the results of interviews with students: "there are many Islamic activities here, Mom, they tell me to pray diligently, to do Sodaqoh, to respect my parents, they say to pray a lot too."
- Honest behaviour
The honest behaviour of students at SD Negeri Gandasoli is good. Honest behaviour is highly recommended at school. Based on the observation, it shows that when the teacher gives assignments to students, students try to do it themselves. They seem sincere when working on problems. However, there are students who cannot complete the task if they peek at their friends' work.
- Tolerance Behaviour
The tolerance behaviour of students at SD Negeri Gandasoli is quite good. Despite the fact that they tend to playing more with close friends, students do not seem to discriminate between friends. However, they do not hesitate to play with other students. They also help each other when friends need help. When the researcher conducted the study, none of the students were fighting, fights did occur, but during

the study it only happened once. However, there are students who like to tease their friends, but not all students. From this it can be concluded that tolerance behaviour is in the "good" category, which is 90%.

- **Disciplinary behaviour**
Student discipline at SD Negeri Gandasoli is quite good. Students are quite disciplined in time and arrive at school on time. In addition, their clothes are neat and complete with attributes such as hats, ties, neat clothes, and shoes and socks. Educational sanctions are imposed on students if they do not comply.

Discussion

1. Implementation of Character Education at SD Negeri Gandasoli

Character education at SD Negeri Gandasoli has been integrated into both learning activities and students' daily routines. Although the types of implementations are not numerous, the existing activities are relevant and effective in shaping students' positive behaviour. Teachers play a dual role—not only delivering subject content but also serving as role models through their attitudes and actions, such as:

- Demonstrating punctuality.
- Greeting students warmly.
- Encouraging prayer before learning.
- Instilling honesty and tolerance.
- Providing concrete examples of character application in daily life.

This approach aligns with the concept of *hidden curriculum*, in which character education becomes more effective when internalised through direct interaction and real-life modelling by teachers.

2. Students' Behaviour

a. Religious Behaviour

Religious behaviour is highly emphasised at SD Negeri Gandasoli. Students are accustomed to practising Islamic values such as praying, giving *sodaqoh* (charity), respecting parents, and engaging in frequent prayer. Interviews reveal that these practices have created a religious school environment where moral and spiritual values are internalised in students' daily lives. This reflects the school's success in instilling religion-based moral values.

b. Honest Behaviour

Students' honesty is generally in the "good" category. Most students complete assignments independently and avoid cheating. However, a small number still resort to peeking at friends' work when they face difficulties. This indicates that while the foundation of honesty is present, further reinforcement and habituation are needed to ensure consistent application in all situations.

c. Tolerance Behaviour

Students demonstrate a good level of tolerance (90% in the "good" category). They interact without discrimination, willingly help peers in need, and are rarely involved in conflicts. Although minor teasing still occurs, it is generally non-serious. This shows that tolerance has been developed but requires ongoing guidance to maintain positive social interactions.

d. Disciplinary Behaviour

Students display good discipline. They arrive on time, wear complete uniforms with proper attributes, and adhere to school regulations. Educational sanctions are applied when rules are violated, reinforcing discipline. This reflects a strong and consistent school culture of orderliness.

3. Overall Analysis

The findings indicate that:

- **Strengths:** Religious values, tolerance, and discipline are well-developed, with teachers playing an active role as role models.
- **Challenges:** Honest behaviour still requires strengthening to ensure consistency among all students.
- **Educational Implications:** The school should maintain religious activities, teacher role-modelling, and educational sanctions, while adding more habituation activities to further reinforce honesty and cooperative learning.

CONCLUSION

Considering the findings of the previously described research and discussion, this research can be determined by the formulation of the problem as follows:

- The implementation of character education has been shown as the process of applying or implementing new ideas, programmes, or activities that are expected to change. At SD Negeri Gandasoli, implementation follows the school's vision, mission, and objectives. The educational method, school policies, and extracurricular activities can all be used to implement character education. The implementation at SD Negeri Gandasoli has six characteristics, namely: a. Implementation of tolerance character education, b. Implementation of honest character education, c. Implementation of hard work character education d. Implementation of creative character education e. Implementation of discipline character education.
- A person's character values can be instilled in others both through formal education such as schools and informal education such as family and society. There are seven-character values applied at SD Negeri Gandasoli, namely, religious character values, honest character value, tolerance character value, discipline character value, democratic character value, environmental care character value, and responsibility character value.

The behaviour of students at Gandasolu State Elementary School in the implementation of character education is appropriate, this can be seen that shows the behaviour of students who are applied is religious value, for example, starting and ending learning with prayer. Honesty, for example, completing teacher assignments properly and working on their own.

Tolerance for example, not discriminating against friends, and getting along well. And the value of discipline, for example, coming on time, submitting assignments at the specified time.

- The behaviour of students at Gandasoli State Elementary School has shown good character behaviour. The behaviour of students at Gandasoli State Elementary School has shown religious, honest, disciplined, democratic, and tolerant behaviour.

So if we really want to have students who behave well, we should set an example of good things by the school environment, especially by the principal, teachers, and all school residents.

If so, it has been implemented coupled with character education that continues to be given in every lesson or outside of learning.

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- 56
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