

Planting Value of Character Through School Culture and Learning in Grade School Class

System Full Day School Sdit Insan Permata

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Abstract

The purpose of this study is to describe the planting of character values through school culture and classroom learning at SDIT Insan Permata, the characters that appear in the students as the impact of the planting of character values and constraints in instilling character values. This research use a qualitative approach with descriptive research type. This research uses data collecting technique that is observation, interview and documentation with research subject all students, classroom teacher, and activity of school citizen. The results show that there are 9 ways in which to instill the value of character through school culture and 11 ways to instill character values through classroom learning. As the impact of character planting through school culture shows that at least 7 of the 18 character values appear on student behavior, and at least 11 of the 18 character values appear on student behavior as an impact of character implantation through classroom learning.

Keywords: Character Values, School Culture, Classroom Learning

1 INTRODUCTION

Primary school students are students who are at golden ages and times of development. Everything they see, hear, do, and feel at elementary school age, determines what kind of person they are in the future. Schools influence the development of student personalities in the development of traits and the formation of self-concept (Hurlock, 2013: 255). From the school can be done formal education process with the aim of creating a person of noble character as stipulated in the National Education Objectives in the Law NO.20 of 2003 on National Education System.

Education has a very important role for the quality of human resources in a country. "Education is a process of internalizing culture into a person and society that makes people and society civilized" (Muslich, 2011: 75). The existence of education allows the birth of the next generation of a noble nation. Regarding character education, Akbar, et al (2015: 1) describes it as an attempt to create a good character.

The values of goodness invested through education in accordance with the goals of national education are represented by 18 character values on the Development of Cultural Education and National

Character (MONE 2010: 9-10) namely (1) Religious; (2) Honest; (3) Tolerance; (4) Discipline; (5) Hard work; (6) Creative; (7) Independent; (8) Democratic; (9) Want to Know; (10) Spirit of Nationality; (11) Love the Fatherland; (12) Appreciate Achievement; (13) Friendly / Communicative; (14) Love of Peace; (15) Love Reading; (16) Care for the Environment; (17) Social Care; And (18) Responsibility.

One effort to cultivate the value of the character in school can be created with the support of the applied education system. One of the most widely used educational system is full day school. The full day school is designed to provide a wider experience for children (Sulistyaningsih, 2008: 63). Full day school system is also widely used in several schools in the city of Malang. One of the primary schools that implement the system of full day school education in Malang is SDIT Insan Permata Tunggulwulung, Malang.

In general, the main focus in this research is the planting of character values performed at SDIT Insan Permata Malang. In detail the main focus is elaborated in several sub-focus issues: the inculcation of character values through school culture, classroom learning, the characters that appear to be the impact of the planting of character

values and the constraints that exist in planting character values.

Classroom learning is one of the main activities students do in school. "Classroom learning is a facilitation effort by teachers by giving students ease to enable them to learn by themselves" (Akbar et al, 2015: 28). In this section, character values in character education are instilled through classroom learning by teachers. The cultivation of values is done through the whole series of learning in the classroom, from the planning and preparation of learning, the implementation of learning, to the learning/rating evaluation stage.

Character values education can also be done through the school culture created by the school community itself. Akbar et al (2015: 48) states that "school culture is a school life system built on the foundations of noble values embodied in the way of thinking, acting habits, and working in a school community". School culture is believed to affect the development of student character. A school culture that is intended to instill this value includes the arrangement of the physical environment of the school, the arrangement of the page, the arrangement of classroom furniture and so forth. Structuring the environment of social culture and psychology that covers the interactions between school communities, habits, and habits in the school environment.

2 METHODS

This research uses a qualitative approach with descriptive research type. "Qualitative method is a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by way of description in the form of words and language "(Moleong, 2010: 6). In this descriptive qualitative research, researchers are the main instruments in data collection, data analysis and preparation of research reports. "... the researcher himself or with the help of others is the primary data gathering tool ... the researcher participates on the research site and follows actively ..." (Moleong, 2010: 9). This research is located at SDIT Insan Permata, Jl. North Akordion Tunggul Wulung Village Lowokwaru districts Malang City. Subjects in this study were all students of SDIT Insan Permata consisting of 6 levels with 3 study groups at each level with 519 students, homeroom teacher, al-qur'an teacher, principal, student waka, and student activity activities and Teachers during their time in school in the system of full day school education. Data sources for this study were obtained

from interviews homeroom, principals, students, parents, school documents, as well as observations of field researchers related subject activity studied. According to Lofland and Lofland (1984: 47 in Moleong, 2010: 157), "the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others". Data obtained in the form of written data and image/photo data. The photographs were taken from the researchers' own documentation and school documentation.

Respondents for this data source include the principal, guardian class II, guardian class V, student waka, students, and parents of students. The selection of the respondents was determined using snowball sampling technique. This technique is a way to expand information, where the informant is not initially a problem but the selection of the next informant depends on the needs of the researcher (Moleong, 2010: 224). In doing this research the researcher uses several techniques to collect the data and obtain enough data to be analyzed. The first technique is observation. This technique researchers use to collect data in the form of a real picture of how teachers instill the values of characters in learning in the classroom, physical arrangement of classrooms and schools, habituation in the school environment, and character description that appears as the impact of value investing in concrete form. The second technique is the interview. This technique researchers use to collect data in the form of general knowledge of school residents about the school vision, the way the teacher inculcates the value of character in learning in the classroom, the character values implanted through various programs activities of the system of education Full Day School in SDIT Insan Permata, Given the school as an effort to plant the value of character, school physical order, data in the form of the subject of research related obstacles experienced in the planting of character values, and opinions and other views that researchers want to know from data sources related to this research.

The third technique is documented study This technique researchers use to collect data in the form of vision documents, mission and objectives of SDIT Insan Permata, school rules, student academic manual, books that support the inclusion of student character values in class, lesson module and assessment. The last technique is documentation/shooting. Photo capture is used to collect data in the form of photos of students activities of SDIT Insan Permata, the physical appearance of class and school as a whole and other

events that occur in the school environment, related to the inculcation of character values in the program activities of the Full Day School system. This data analysis uses an interactive model consisting of three stages in data analysis, namely: (1) data reduction, (2) Presentation of data, and (3) Conclusion (Moeleong, 2010: 288). Data reduction is an activity of summarizing the data, choosing the essentials, focusing on the important things that the theme and the pattern look for. The data that is reduced in this research is the data obtained and obtained by researchers through various data collection techniques, but not related to the focus of this research is the planting of character values through school culture and learning in the class of SDIT Insan Permata.

After data is reduced, then the next step is presenting the data. In qualitative research the presentation of data can be done in the form of brief description, chart, a relationship between categories, flowchart, and the like. The most frequently used form of data presentation in qualitative research is narrative text. The next step is the third step which is the conclusion and verification of data. The conclusion is a new finding that can be T in the form of description of an object that was previously still vague so it becomes clear after being examined. In checking the validity of the findings, the researcher performs two techniques namely Triangulation and extension of participation. "Triangulation is a technique of examining the validity of data that utilizes something else outside the data as a comparison" (Moleong, 2010: 330). Triangulation used by researchers in this research is a triangulasi method. While the extension of participation is a way researchers to collect data by being in the field for a long time until data collection reaches saturation (Moeleng, 2010: 327). Stages of research used by researchers refer to the stages of qualitative research Bodgan (1972) in Satori & Komariah (2011: 80) which consists of: (1) Pre-field; (2) Field; And (3) Intensive Analysis. From these three stages, the researcher did some improvisation so that the stages of the research were translated into three stages: preparation, implementation, and completion.

3 RESULT AND DISCUSSION

Character Value Planting through Learning Activities in Classroom Planting character value implanted in SDIT Insan Permata Kota Malang is the values of Islamic character. The way in which guardians and team teaching in inculcating the value of character through learning activities in the classroom also uses Islamic ways. There are several

ways in which teachers embed the value of character through learning in the classroom. The way that is done is praying dhuha jama'ah, character building learning, al-qur'an learning, morning activities, the implementation of learning in the classroom, character assessment, classroom management, class inventory, learning tools, classroom order and reward-punishment. Duha prayer congregation is the first way. This activity is done during class time and coordinated directly by homeroom and team teaching. The main character that is planted through this activity is of course a religious character. So based on the 18 values of characters that exist in the Ministry of National Education, through this activity there are at least four values embedded character that is religious, disciplined, independent, and responsibility. From the students' behavior it is seen that the habit of praying dhuha in class can develop the religious character, discipline and responsibility of the students.

Character building learning (CB) is a subject that is in the school curriculum. This learning as the name implies is used to embed various character values on the students. This activity provides Islamic materials and lifeskill which is intended to instill good values to students. Can be a story of wisdom, needs according to the condition of students or materials that shape other Islamic character. The material submitted has stages in grade. Religious values are embedded through all these learning activities, especially the improvement of the quality of the students' worship. Responsibility is imparted through the behavior of students when performing daily practice in the home consisting of deeds of worship. Honesty is implanted through student activities when filling out a book of daily practice monitoring. Student behavior shows that the planting of character values in this way can develop religious character, responsibility, and discipline. Al-Quran learning is one of the mandatory learning that is included in the school curriculum. Students are grouped based on the achievements of recitation and recitation of the Qur'an in one level, not in one class only.

There are five characters implanted through learning al-qur'an that is religious character, hard work, responsibility, democratic, and discipline. From the behavior of students in school shows that learning al-qur'an can develop the religious character, responsibility, hard work and discipline students. Activities morning (morning activity) is a routine activity in the morning filled with qur'an time and habituation Others. The morning activity of each class does not have the same provisions, each

class is free to do morning activities according to the needs of the class. Several types of activities conducted in the morning activities include marching before entering the classroom, readings pledge *Insan Permata*, salim with fellow friends and teachers (for the lower class), reading *al-ma'sturat / dzikir morning* (for the upper class), pray *dhuha berjama 'Ah, taujih / teacher advice submission*, checking pocket money, repeating rote, and other activities tailored to the needs of the student before starting the lesson. The values of many embedded characters are religious, discipline, responsibility, democratic, friendly / communicative and peace-loving. From the behavior of students found that the morning activities in the classroom can develop a religious character, honest, disciplined and friendly / communicative.

Implementation of learning in the classroom is a thematic learning activity and other general subjects. During the learner An teacher gives a lot of motivation to students to do good / charity *sholeh*. And apply good / morals *karimah*. In all classes once every 1 month, the top theme is better known as outdoor learning. Activities are in addition to knowledge, students are more implanted attitude and skills. Characters that are most often implanted through the implementation of learning based on research results that is religious, honest, discipline, hard work, creative, independent, democratic, curiosity, communicative, likes to read, care, and responsibility. Some characters appear in the student's behavior as a result of the inculcation of character values through the execution of this lesson. That is the character of curiosity, friendship / communicative, confident, social care and responsibility. Character assessment is the process of measuring the success of planting character values. The teacher has a daily activity journal filled with students' attitude assessment according to the target to be achieved at a certain level.

In the journal besides written activities of students, there are also tables that contain student achievement in terms of worship and attitude (KI 1 and KI 2). At least two main characters are always monitored its development of religious character and discipline. Based on the students' behavior which is the impact of the planting of character values, it is found that character assessment can develop students' discipline character to school rules and worship affairs. Classroom management is styled to be a means of planting character values. The classroom at SDIT *Insan Permata* is named after the names of the Prophet and the Apostle. One level consists of 3 classes. In the classroom there are

several student works on display, student portfolio files stored in storage cabinets, reading corners whose books come from *infak* students and parents, displays of motivational words, student seats, a seat of homeroom And 1 team teaching seat whose position is tailored to the needs. If analyzed based on the values of characters contained in the Ministry of National Education, then there are many values of characters implanted through the arrangement of the classroom of SDIT *Insan Permata*. Among them are the character of discipline, religion, hard work, honest, and appreciate achievement. But from the behavior shown by the students found that the arrangement of the classroom can develop religious character, discipline and responsibility. Class inventory is provided with one of the goals of instilling student character values. From a class inventory consisting of hygiene tools can be constructed a proposition that class inventory is capable of developing disciplined and caring character of the environment on the students.

Learning devices used by teachers in schools are adapted to Islamic values. They create their own modules. By conditioning this module, the religious character appears to be internalized in student behavior during learning. Through the learning tools prepared according to the planting of this character value can be constructed proposition that learning tools prepared by teachers and schools can build a religious character, friendly / communicative, appreciate achievement, and democratic. Orderly classroom is applied in the class following the rules of the ladder. Where the order is formulated by all teachers at one level that also involves all students at that level.

There is one rule if students want to go out of class when learning takes place. Students must use nametag as a sign of permission from a homeroom teacher or team teaching. Based on the description of the classroom rules above, a proposition can be established that the existence of classroom order can develop the character of discipline and responsibility to the students. Reward and punishment vary in shape depending on teacher creativity. Can be a pin, star sticker or bomb. Teachers impose punishment by getting in the habit of making a deal with the students first. So the students get involved. It is applied to the lower and upper classes. A proposition can be built that the procurement of rewards and punishments can develop the character of respect for achievement and social care in students.

In contrast to planting through learning in the classroom, through the school culture there are only 9 ways that are done through the formulation of

vision, mission, and quality assurance of schools, routine activities, incidental activities, programmed activities, theme month, order, School residents, and the physical environment of the school. The formulation of school vision, mission, and quality assurance is used as a reference for the inclusion of character values in schools. Vision, mission, and quality assurance contain Islamic values that are socialized to all school residents. Routine activities consist of several activities such as Friday healthy, Friday clean, infak routine every Friday, Outdoor Learning, and Business Day. There is Embedded character values implanted through school routine activities. Among the values of religious character, discipline, responsibility, hard work, friendly / communicative, creative, environmental care, and love the homeland. Of the nine values inculcated through routine activities, there are five characters that are internalized in the behavior of students that is responsibility, social care, friendly / communicative, independent, and caring environment. Incidental activities are activities that are not programmed but implemented by planning. Includes class meeting activities, talent shows and fundraising social events. Based on the description of the above incidental activities, a proposition can be developed that incidental activities conducted at SDIT Insan Permata can develop religious, friendly / communicative, and social-care characters.

Programmatic activities are activities that exist in school programs but are carried out flexibly. Among the anniversaries of Islam and national. All activities are done in the form of creativity of students and teachers. Various characters are implanted according to the celebration activities that are held. Some of the activities that have been done are the commemoration of Earth Day, Eid al-Adha, and Nutrition Day. Based on the activities and behaviors shown by the students can be constructed the proposition that program activities in SDIT Insan Permata such as the commemoration of Islamic and national holidays can develop the character of environmentally friendly and friendly/communicative in the student self. The theme Moon is a movement / certain condition that is intended to instill a The value of the kindness it entails. Examples of themes that have been encouraged is praying congregation in the mosque for all students of class I-VI. Previously only the upper class who pray in congregation in the mosque. Lower class in class in each class. Through this theme the religious, social, and friendly / communicative characters listed in the 18 values of MONE character are implanted to the students.

Being aware of the above description, it can be proposed that the movement of congregational prayers and speeches conditioned through the moon of the theme can build a religious character, responsibility, discipline, and friendship / communicative in students. School rules consist of general rules and levels.

School rules are socialized to students and parents through academic manuals and patches in the classroom. In addition to clothing discipline, school arrival, and other rules that usually exist in schools in general, SDIT Insan Permata also arranges restrictions on student pocket money. Teachers also have to follow the discipline of the students because the teacher as an example. Based on the above description, a proposition can be built that school rules can develop the character of discipline and responsibility on the students.

Habituation in the school environment that is implanted to the students while in the school environment is also an Islamic custom. One of the habits implanted is adab eat, ie eat / drink while sitting and using the right hand. To maximize this habit, students from a cadet policeman consisting of some high school students as supervisors and reminders for students who are seen eating/drinking while standing and with their left hand. Every hour of rest there is one of the teachers in charge to remind all students to eat / drink in accordance adab good and true through loudspeakers. Based on the above description of habituation in the school environment ie eating and drinking while sitting, can be constructed proposition that habituation adab eat in school can develop religious character, discipline and responsibility.

The interaction of school residents between teachers and students looks familiar. Students confidently sit and chat with their teacher. There is not a very rigid boundary between students and teachers. The interaction between men and women is greatly guarded through the rules and conditioning of the school environment. Religious values are clearly embedded through this. Through good relationships among all the citizens of this school is implanted religious character, friendly / communicative and peaceful love to students and all the citizens of the school. Based on the description of the school community interaction above, it can be constructed a proposition that the school community interaction created by SDIT Insan Permata can develop the religious character and friendly / communicative of the students. The physical environment of the school which includes school inventory, facilities and infrastructure, slogan,

making, Other things that are physically supportive in the planting of character values in SDIT Insan Permata. In some places such as bathrooms, ablutions, mosques, in the cafeteria, there are many writings of warning, motivation, and appeal sourced from hadith, Qur'an or other sources. Based on the contents of posters and slogans in the school environment, seating arrangement, and other use It found that the arrangement of school physical environment can develop the character of religious, discipline, friendly/communicative and caring environment to the students.

There are 4 obstacles that are felt in instilling the value of character in school either through school culture or classroom learning. The four obstacles are the methods used by teachers in instilling the character values are less varied, the difficulty in measuring the success of the character implantation of students, inadequate facilities and infrastructure, and the synergistic of planting the value of the character with the parent less than the maximum. In an effort to overcome these obstacles, the school has tried to do several ways such as the procurement of school facilities and infrastructure on a regular basis, the procurement of student activities involving parents, KKG (Teacher Working Group), and the use of various variations in embedding a character value. But the business is less than the maximum.

4 CONCLUSIONS

Conclusion Based on the results of research and discussion can be drawn some conclusions as follows: (1) there are 11 ways done in inculcating the value of the character through learning in the classroom prayers dhuha berjama'ah, character building learning, al-qur'an learning, morning activities, Classroom learning, character assessment, classroom setting, class inventory, instructional tools, classroom order, and procurement of punishment rewards. The main character that is instilled is religious character; (2) there are 9 ways to instill character values through school culture that is the formulation of vision, mission, objectives and quality assurance of schools, routine activities, incidental activities, programmed activities, theme month, school rules, habits, school-community interactions, and The physical environment of the school. The main character that is planted is also a religious character; (3) It is found that the ways in which to instill character values can develop religious character, discipline, responsibility, hard work, honest, friendly / communicative, caring

environment, respecting achievement, democratic, curiosity and social care for students. While the ways that are used to instill the value of the character can develop religious character, discipline, responsibility, friendship / communicative, social care, independent, and caring environment to the students; (4) there are four perceived obstacles in inculcating the value of both internal and external character of the teacher learning method that is less varied in installing the character's value, the teacher's difficulty in assessing, facilities and infrastructure are less than the maximum and the lack of synergistic of character value investing between school and people Old students.

Suggestions Based on the above conclusions, the suggestions / recommendations proposed are formulated as follows. It is suggested to teachers to improve the quality of various learning activities in the class that influence the formation of student character. It is advisable to schools to evaluate the various program activities that exist within the school culture and improve the quality of activities that many contain the inculcation of character values in students. Principals and teachers should constantly evaluate the effort of planting the value of the character so that its success can be seen from the behaviors shown by the students. Evaluation should also always be done on the effort in overcoming the constraints of planting the value of the character in school.

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