

# ANALYSIS OF THE DIFFICULTIES OF ELEMENTARY SCHOOL TEACHERS IN IMPLEMENTING THE VALUE OF CHARACTER EDUCATION IN SDN 3 KAYANGAN

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## ABSTRACT

This study aims to determine the difficulties of elementary school teacher in planning, to implement, evaluate the ingculcation of character values in studies and to determine the difficulties of elementary instilling character values of caring for a disciplined and friendly environment in students. This type of research is descriptive qualitative. The subjects of this study were teacher of grades I, II, IV and V SDN 3 Kayangan. data collection techniques were carried out through observation and interviews. The result of this study show that 1) The difficulty of teacher in planning the cultivation of character values show that 80% of teacher at SDN 3 Kayangan do not understand to plan the culvation of character values in students. 2) The difficulty of teacher in implementing character value planting show that 60% of SDN 3 Kayangan teachers do not understand the varios strategies that can be used in instilling character value in students. 3) The difficulty of teacher in evaluating the character values of students show that 80% of the teacher at SDN 3 Kayangan do not understand how to do the evaluation of character values in students. The difficulty of teacher of maintaining cleanliness, the difficulty of teacher in instilling the value of discipline is that there are still many students who do not obey the rules, The difficulty of teacher in instilling friendly values is for low students who mock their friends with words that are not polite, and are still who from gangs to play.

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## 1. INTRODUCTION

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state (Arifudin, 2015). According to Prasetyo & Rivasintha (2011), character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness and action to implement these values, both towards God Almighty, oneself, others and environment. A complete and comprehensive character education does not only shape students into intelligent and good individuals, but also shapes them to become good actors for change in their own lives and those of others (Arifudin, 2015). Character education is very important to be instilled in students, this is because students are the nation's successors who must have good character. Stu-

dents with good character are students who can make decisions and are ready to take responsibility for every consequence of the decisions they make (Arifudin, 2015).

Character education needs to be instilled as early as possible and continuously or continuously so that the formation or development of good character in students runs optimally. This is in line with Suandani (2020), which explains that "character education must be a mandatory teaching since elementary school because at this age is the initial period of self formation and is commonly referred to by psychologists as the golden age which has proven to be very important. determine the ability of students to develop their potential so that the cultivation of good character at elementary school age is a very important thing to do. Along with the times, students are currently experiencing a character crisis which causes many deviations to occur both at school and outside of school (Raminem, 2018). Character crises in students can make them as individuals who are easily anxious, emotionally unstable, behave aggressively, have low self-esteem, do not have social sensitivity and are selfish (Najib, 2016).

Based on the results of interviews conducted with teachers at SDN 3 Kayangan that 60% of students experienced character degradation, it was seen from, there were still many students who littered, were often late, often skipped, liked to mock, prank and hit their friends, there were still many who spoke rudely. , and there are still unruly students. Meanwhile, in class, students are not serious in praying, and when they are given assignments there are still people who cheat. This fact makes the government and society currently intensively implementing character education in educational institutions, starting from the level of Early Childhood Education (PAUD) to the level of Higher Education (PT).

In addition, in order to further strengthen the implementation of character education in educational units, in the 2011 academic year, all levels of education in Indonesia had to include character education in their learning process. During these 9 years, of course, there have been many efforts and roles made by teachers in instilling the value of character education in students, one of which is by doing habituation, strengthening and modeling. Habituations made by teachers such as: getting students used to throwing garbage in its place, obeying school rules, greeting when meeting teachers, praying before and after studying, doing IMTAQ every Friday, obeying school rules, and maintaining class cleanliness.

However, in planning, implementing and evaluating the cultivation of character values, of course there are several obstacles/difficulties faced by teachers in instilling character education values in their students. Coupled with the various factors experienced by students such as environmental factors and family factors, it is one that can affect the formation of their character as well. To find out the difficulties of teachers in instilling the value of character education in students, the authors are encouraged to research about this with the title of the difficulties of elementary school teachers in instilling the value of character education in students at SDN 3 Kayangan.

The research relevant to this research is the research conducted by Wilis (2019) entitled "Peroblematics of Integrating Character Strengthening in Thematic Learning" in the journal of education vol.4, no. 3, 2019. This study aims to describe the problems of integrating character strengthening in students, the second aims to describe solutions to the problems of integrating character strengthening in thematic learning. In addition, the research conducted by Azinar (2014), entitled Teacher Constraints in Internalizing Character Values in History Learning. This study aims to describe the values of character education and the obstacles faced by teachers in internalizing them in history learning.

## 2. RESEARCH METHOD

The type of research used in this research is qualitative with a descriptive approach. Qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc. (Moleong, 2018). The researcher uses a descriptive qualitative approach because the researcher wants to describe the results of the study with a brief description. Data collection techniques used are observation and interviews. Observation is used to observe the teacher's daily life in being a good role model for students. while interviews were conducted to obtain information about the difficulties of teachers in instilling the value of character education.

The observation and interview instruments were chosen because, by observing the researchers, they could observe the daily life of the teacher whether he was able to become a good role model for students in instilling character values. while the interview instrument was chosen because the researcher wanted to dig up information about the difficulties of teachers in instilling character values in students. The sources of data in this

study were teachers of grades I, II, IV and V. The researcher chose these teachers because the research subjects were willing to be interviewed without any coercion and had previously implemented character education in their schools. The data analysis technique in this study uses the reference of Miles and Huberman namely reduction, data presentation and conclusions (Sugiyono, 2016).

### 3. RESULT AND DISCUSSION

This research was conducted at SDN 3 Kayangan, precisely in the hamlet of Lendang batu, Kayangan village, sub-district. Kayangan kab. North Lombok in December 2020, December 5-9, 2020. In this study, the research subjects were grade 1 teachers, grade 2 teachers, grade 4 teachers and grade 5 teachers. Researchers obtained information by using interview and observation methods. The results of the study were analyzed using qualitative descriptive data techniques, meaning that the researchers described, described and interpreted the data that had been collected so that they would obtain a general and comprehensive picture of the real thing. Based on the results of interviews and observations conducted with 4 teachers at SDN 3 Kayangan, the results include:

#### 3.1. Teachers as role models for students

The results of observations obtained with 4 teachers at SDN 3 Kayangan regarding the attitude of teachers in setting good examples to their students include:

Table 1. Observation Results

No	Indicator	What is observed			
		Teacher 1	Teacher 2	Teacher 4	Teacher 5
1	Time discipline	Good	Bad	Very Good	Very Good
2	Speech etiquette	Very Good	Good	Good	Very Good
3	Social etiquette	Good	Good	Very Good	Good
4	Dress etiquette	Very Good	Very Good	Very Good	Good
5	Keep the environment clean	Good	Very Good	Very Good	Very Good

Based on Table 1, 90% of teachers at SDN 3 Kayangan have been able to be good role models for their students, judging from the time discipline, speaking ethics, social etiquette, dress etiquette and keeping the environment clean are very good.

Teachers must be able to be role models for their students, this is because at this time the age of elementary school students is in a period of imitation and is at the concrete operational stage which must see concretely the attitude that you want to instill, this is in line with Suandani (2020), which explains that "character education must be a mandatory teaching since elementary school because at this age is the initial period of self formation and is commonly referred to by psychologists as the golden age which is proven to greatly determine the ability of students to develop their potential so that as an educator who The first thing to do is to be a good example to the students.

#### 3.2. Teacher's Difficulty in Instilling Character Values

##### 3.2.1. Character Value Planting Plan

Based on the results of the interview, the difficulty of teachers in planning character values is that 80% of teachers at SDN 3 Kayangan do not understand how to plan and how to plan to instill character values. As the following interview excerpt:

"To be honest, I never did any planning when instilling character values, I just saw that in the RPP there were already listed what characters should be instilled. And I'm also honest, I've never made RPP, I just downloaded it from Google. With a smile".

Judging from the results of interviews above 80% of teachers at SDN 3 Kayangan rarely do planning in instilling character values in students. judging from the answers, some only see in the RPP what characters will be instilled, because in the RPP it is already listed what characters will be instilled every day. He also never made lesson plans, only downloaded from the internet. In addition, there is one teacher when asked how the mother in planning the planting of character values in students she said:

"I don't understand what that means, so far, I have never planned when I wanted to instill character values in students, I only did that habit"

The average teacher's answer is like this, the teacher does not understand how to plan character value planting, this is because they do not know the steps in planning character values in students. when viewed from their answers many are not connected with the question. Teachers at SDN 3 Kayangan do not understand planning for character values cultivation due to lack of reading books, rarely attending training.

At the planning stage in character education, there are 3 steps that teachers can use in planning according to the Ministry of National Education namely: 1) Conducting a context analysis of school conditions. 2) Develop a school action plan. 3) Create a program for planning and implementing character education. The impact of these difficulties will have very bad consequences at the next stage, namely at the stage of implementing character values. This is because planning is very important, in planning itself there is a program that must be made by the teacher which will be a guide in the implementation of character values. In addition, planning is very important for character education.

This is in line with the opinion Nadib (2016), that if a teacher wants to instill character education in his students, then the learning plans that must be prepared are character-based. Character-based planning is a set of preparations or programs that must exist in order to promote the affective aspects and noble character of students. If the planning in character education is not optimal, it will affect the next stage, namely the implementation stage is also less than optimal.

### 3.2.2. Carry out the Cultivation of character values

Based on the interview results, the difficulty of teachers in implementing character values is that 60% "The strategy I use in instilling character values is through habituation because habituation that is done repeatedly can form it into a habit, as I mentioned earlier getting students to throw garbage in its place, sweep the classroom, speak politely with teachers and friends and come on time and don't like to be absent etc. While the 5th grade teacher said: "The strategy I use in instilling the value of character education is like before, I use positive activities so that students get used to doing good things in their daily lives." Judging from the interview excerpt above, the strategies that are known by the teacher are only habituation strategies. Even though there are other strategies that can be used to instill character values in students, one of them is modeling and strengthening. The habituation strategies known to the teacher are in the form of throwing trash in its place, sweeping the classroom, obeying school rules, following imtaq every Friday, participating in the flag ceremony, speaking politely and politely, greeting each other, smiling, greeting when meeting the teacher, coming on time and not skipping school.

Sudrajat (2011), explains that the implementation of character values is very important to do. The strategies that can be used by teachers in carrying out the cultivation of character values are exemplary, strengthening and habituation. The impact of the teacher's difficulties is that the implementation of character values in students has not been maximized, this is because the strategies that are known to teachers at SDN 3 Kayangan are only habituation. The implementation of planting character values that are less than optimal will result in the formation of the character of students in the school. The implementation of planting character values that are not optimal will cause the formation of student character to be less than optimal, this is because implementation is a major part in the process of planting character values that must be done.

### 3.2.3. Implementation of Character Value Evaluation

Based on the results of interviews that 80% of the teachers at SDN 3 Kayangan do not understand or do not really understand how to evaluate the character values of their students. such as the following interview excerpt: in addition, teachers also do not know what instruments can be used to evaluate students' character. As the following interview excerpt:

"To be honest, I rarely evaluate the character of students because there are so many students who have to be evaluated one by one plus other work that makes me lazy to evaluate".

When the researcher asked about the steps in evaluating the teacher's character, he said:

"Respondents just smiled and answered that I never used the steps in evaluating student character".

Based on the interview excerpt above, it can be concluded that in the evaluation of the inculcation of character values in students. Teachers at SDN 3 heaven do not understand the steps in evaluating students and what instruments can be used to evaluate students.

Assessment is an important and integral part of learning. Evaluation is an activity of collecting data, interpreting, analyzing the results of the extent to which students are able to achieve the learning objectives proclaimed in (Setiawan et al., 2020). The steps in evaluating character values: 1) Determine the purpose of

the assessment. 2) Pay attention to competency standards (SK) and basic competencies (KD). 3) Prepare the assessment sheet.

The impact of the teacher's difficulty in evaluating character values on students is that the development of the affective aspects of each student is unknown. Does the student's affective attitude increase or decrease. This is in line with research conducted by Feniareny (2018:26) who said that assessment is a process to determine the success of an activity program that is in accordance with the goals or criteria that have been set. If the teacher does not understand making assessment instruments, it will have an impact on the success of planting character values, whether in accordance with the objectives or not. In addition, the teacher also does not know whether the students' affectiveness is increasing or decreasing.

#### 4. CONCLUSION

The difficulties of SDN 3 Kayangan teachers in instilling character values in students are, Teachers at SDN 3 Kayangan already understand the concept of character education, while the problem faced is that at the planning stage the difficulty is that the teacher does not understand the steps in character education. At the implementation stage, the teacher's difficulty is not knowing the strategies that can be used in character education. At the evaluation stage, the teacher did not understand the steps in the evaluation and the teacher did not understand the instrument in character evaluation. And the difficulty of teachers in instilling environmental care is the lack of awareness of students in maintaining environmental cleanliness, the difficulty of teachers in the character of discipline is that there are still many students who violate the rules and the difficulty of teachers in instilling friendly characters is that for low grade teachers there are still many students who speak rudely and dirty, to high grade teachers are still many students who form gangs in play.

From the results of research that has been carried out at SDN 3 Kayangan, researchers provide some suggestions for teachers to teachers, in order to further improve and overcome obstacles in instilling character values. For schools to cooperate with teachers in forming plans, especially making programs and supporting the implementation of character education by providing the facilities needed to instill character values. For further researchers to always provide training and assistance to teachers so that teachers understand more about character education, because character education is very important for students. For LPTK lecturers, suggestions for further researchers to develop and examine more deeply the difficulties of teachers in instilling character values in students.

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