

The Learning System and the Teachers' Role in Embedding the Character Education Values in Elementary School Students

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ABSTRACT

The purpose of this study was to describe the learning system and the teachers' role in embedding the character education values in Elementary School Students. This study used a descriptive qualitative method. The data collection technique used is purposive sampling. The subject of this study was the students of Bayt Tamyiz Private Elementary School, Indramayu Regency. The data collection techniques in this study used in-depth interviews, observation, and documentation studies. The data validity techniques in this study were using source triangulation and structure triangulation. The results showed that the learning system implemented by Bayt Tamyiz Private Elementary School integrated through the components development program of the activities designed and adapted to the objectives of the schools. In this component, there was a teacher's role as the executor of the development of the activities program when the learning process was progressing both in the classroom and outside of the classroom so that the values of character education in the students are reflected in daily life. The implication of this study was to provide an overview of the learning system and the teachers' role in schools so that they could embed good character values in students in the learning process both inside and outside the classroom.

Keywords: Learning system, teacher's role, character education values

INTRODUCTION

The learning system was a process of interaction between students and teachers to develop creative thinking in a learning process that will lead to the desired results (Thohir, 2017). The learning system consisted of interconnected components and working together effectively and reliable, or could be trusted in a particular framework to provide the need for learning activities to achieve the learning objectives. Achieving the learning goals, of course, was first marked by the existence of an educational interaction that occurred, that was a conscious interaction of the goal. This interaction arose from the teacher as an educator and the pedagogical learning activities in the students, worked out systematically through implementation and evaluation stages. The learning did not occur instantaneously but proceeded through certain stages. In learning, the teacher provided the students with the facilities to learn well. So, the interactions that occur would produce an effective learning process as intended (Hanafy, 2014; Pane & Darwis Dasopang, 2017).

The success of the learning process seeing in the degree of mastery and student's understanding of the subject taught by the teacher that declared into numbers or values form. Besides seeing through how the material is mastered and understood, the teacher could also see the success of the learning process from the student's

character. The character was something worthy and should have by everyone. It was also synonymous with personality or character, ethics, and morals. So, the character was the values of human behavior that was of a universal covered all human activities, both in the context of the relationship with God, with themselves, with fellow human beings, and with the environment that embodied in thoughts, attitudes, feelings, utterances, and actions based on the norm of religions, laws, etiquettes, cultures, and customs (Samrin, 2016).

The embedding of character values was very worthy to overcome various problems related to morality and personality that often occur in daily life. This condition was also related to deviations in children's behavior, including loss of respect for elders, honesty, a sense of responsibility, and various behavioral flaws that have become common problems. Embedding of character values in children was now very worthy because through sowing and habituation would be systematically transmitted and accepted by all groups particularly in children of school age as the young generation of the country.

Children of school age, in their development still really needed special attention from parents and teachers. Children of school-age were children aged 6-13 years old with all the unique characteristics they had and were currently took SD/MI levels of education (Trianingsih, 2018). Through paying attention to the development of elementary school children, both teachers, and the schools should be able to provide and become a forum where children could build character. It had believed that the role of the school as an educational institution was capable of actively and systematically promoting the genuine character of each of its students. As stated in presidential regulation (Perpres) Number 87 of 2017 year relating to the strengthening character education explained that the PPK implemented by applying 18 Pancasila

values in character education including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, knowledge, the spirit of nationalism, love of reading, care of the environment, social care and responsibility.

Character education should be given to children as early as possible, especially elementary school students Through the cultivation of character education, students would learn about various types of traits of other students by understanding the various types of characters, then it would introduce students to life experiences, for example, being able to appreciate differences. Also, as they graduate from elementary school, they would meet and meet more friends and would have various kinds of differences that were increasingly complex, so character education was playing a significant role in students' lives (Hudd, 2013).

In line with the opinion above, it was necessary to teach character education to elementary school students because character education played a role as an identity builder for children and adolescents and could be relevant for learning education source and socialization of the younger generation. If character education applied from elementary school age, it would have a good impact in shaping behavior (Pattaro, 2016).

Principally, character education was the education values involving aspects of (cognitive) knowledge, feelings, and actions (Pane & Patriana, 2016). Through character education, it could also be saved the negative impact of the development of an increasingly advanced era (Sugiyono et al., 2017). Furthermore, character education could improve student achievement and good behavior in schools (Jeynes, 2019).

In its implementation at the education unit level, the strengthening of character education has been carried out through integration into intracurricular activities that reinforcement of character values through reinforcement learning materials, models, and learning methods

adapted to the content of the applicable curriculum. Furthermore, through the curricular activities, the strengthening of character values was carried out for the deepening or enrichment and extracurricular activities, or the strengthening of character values to optimally develop the potential, interests, skills, behavior, cooperation, and independence of children. The activities that implemented the embedment of character education values could be applied both inside and outside of the classroom. So, the importance of the learning system used by schools was the basis of character formation in children.

Bayt Tamyiz Indramayu Private Elementary School (SDS) was one of the private Islamic schools of Indramayu Regency that had excellence in academic and non-academic fields. SDS Bayt Tamyiz Indramayu was improving itself to improve the quality of service, quality of results, and quality of service to stakeholders by implementing various programs to embed character values such as religious values, honesty, discipline, social assistance, and responsibility. The varied professional backgrounds and commitment of parents when sending their children to SDS Bayt Tamyiz Indramayu encourage the school to respond to the challenges of parents in realizing the noble ideals of educating a generation with faith and technology.

In the implementation of the programs above, it was not easy to imagine. It was because it implied the willingness of teachers to teach, provide examples, and evaluate programs. Regarding the principal readiness in supervising the programs were carried out and on how the teacher quality inside or outside of the classroom. Teacher as part of the learning system was sufficient to determine the success of the students in reach out the goals. Unexpectedly, when in the classroom teacher would decide the content, climate, learning, and learning activities. No matter how well the curriculum had been used, as complete as all the facilities available, if the teacher did not animate, love, understand, and carry out

their duties with all their heart, it stated learning was less successful. However, as clever and creative as any teacher, of course, they still need other components to achieve educational goals (Hakim, 2012).

Based on the background, this study aimed to describe the learning system and the role of the teacher in embedding character education values in students. The implication of the study was to provide an overview of the learning system and the teacher's role in school so they could embedment good character values on students in the learning process both inside and outside the classroom.

MATERIALS & METHODS

This study used a qualitative descriptive. The study had conducted at Elementary School Students of Bayt Tamyiz, Indramayu Regency. The data was collected by conducting in-depth face-to-face interviews guided by structured questions.

The data source used in this study was the purposive sampling technique, the data source selected were based on particular characteristics. The characteristics of the selection of data sources were Islamic-based elementary schools.

The technique of the data validity in this study used source triangulation and structure triangulation. In addition, the data obtained had analyzed using the analysis of Milles and Huberman that divided the analytical activities into several parts, namely data collection, data reduction, data presentation, and concluding (Sugiyono, 2016).

FINDINGS & DISCUSSION

Based on the results of the study was conducted at Bayt Tamyiz Private Elementary School, Indramayu Regency, regarding the learning system and the teacher's role in embedding character education values in students, it described as follows.

The Learning System that Used at Bayt Tamyiz Private Elementary School

The learning system implemented by Bayt Tamyiz Private Elementary School was an inseparable part of the method and organization of learning. Organizing learning was a method of organizing the content of selected subjects to be delivered to children in school. Organizing referred to actions such as selecting content, structuring content, creating diagrams, formats, and so on that were at the same level or equivalent. Learning organization strategies are divided into two types, namely macro and micro strategies.

Macro strategy referred to the method chosen to organize learning content involving more than one concept, procedure, or principle. While the micro strategy referred to the method chosen to organize the learning content related to a concept or procedure or principle. The macro strategy dealt with how to select, organize sequences, synthesize, and summarize related learning content (Hairani et al., 2019).

In the curriculum selection, the Private Elementary School of Bayt Tamyiz had chosen to use the blended curriculum among the National Education Curriculum, the Ministry of Religion Curriculum, and the Bayt Tamyiz Foundation Curriculum. The combination of the three curricula would later produce students who could read and translate Qur'an and be able to read the yellow book, memorize juz amma and selected verses, and have courage in conversation in Arabic and English language.

The teacher's role as an implementer in the teaching and learning classroom activities and part of the learning system elements at the Private Elementary School of Bayt Tamyiz also was playing a role as an area for learning and knowledge sharing. In accepting the teacher candidates, the school did not directly send the teacher candidates to the field. However, the teacher candidates should participate in learning the Quran using the Tamyiz method for three

months. In addition, teachers who have been teaching at the Private Elementary School of Bayt Tamyiz for a long time should also participate in BTQ (read and write Quran)/Tahsin micro-teaching training activities that seen all teachers and founders of the Foundation.

In addition, the school also facilitated teachers to develop their skills, both in language skills and in foreign ones. One of the programs implemented by the school for teachers was the development of language skills in English. In July 2021, teachers had invited to study English in the English village of Magelang/Borobudur language village. Teachers are equipped with English skills to improve their language skills. In this way, the teacher had expected to teach it to students when they were in school. Not only that, every Thursday, teachers were allowed to speak English again to know and review the level of knowledge of the foreign language learned and practiced in teaching and learning activities at school.

As long as students were in the school environment, students should dare to talk to their friends or teachers using Arabic or English. If there were words from English or Arabic that they did not know, students could ask the teacher. In practice, the teacher provided students with preliminary training for three months to learn Arabic or English in each new school year according to the schedule was conducted each year.

In the 2020/2021 academic year, the school and teachers have designed a featured program that focused on improving students' English language skills. Thus, in the first three months of the 2020/2021 school year, students had taught to know English first. Subsequently, the students had asked to exercise their ability to communicate with their friends. In addition, the school did not forget to keep seeing other language skills, namely Arabic. It hoped that the Private Elementary School of Bayt Tamyiz graduates would have the

courage to communicate using foreign languages such as English and Arabic.

The school also did not forget to reward teachers who complete the challenges proposed for each program was designed and implemented as a form of appreciation. Through this program, teachers were expected to improve their quality as educators and became a place where students could learn and share knowledge.

The description above is used as the indicator of the Private Elementary School of Bayt Tamyiz's attractiveness in accepting new students. So that parents were interested and confident in choosing the Private Elementary School of Bayt Tamyiz as a place for their children's education. In addition, a learning system can be said to be good if its implementation could fulfill three criteria, namely attractiveness, effectiveness, and efficiency. If one of these criteria was not fulfilled, the learning system can be classified as poor (Andiani, 2015; Rusman et al., 2017). With this, the learning system implemented by the Private Elementary School of Bayt Tamyiz can be classified as good.

The Teacher's Role in Embedding the Character Education Values

Based on the interview results with two teachers in lower and higher classes at Bayt Tamyiz Private Elementary School, was not only to teach and provide the materials but the teacher also has another role that was embedding the character education values for students in learning. In embedding the character of education values, the teacher should play the role well to create activities embedding the character education values.

In the activity of embedding the character education values, the teacher should play the role well that focused on the characteristics, talents, and interests of the students. So, the role of teachers in the low and high grades in the elementary school was different in its implementation. This difference was due to low-level teachers in

the construct of communication with their students, teachers needed to use words or phrases easily understood by their students. Meanwhile, high-level teachers build communication by embracing, listening to every aspiration, finding solutions together, and increasing the motivation to take lessons every day. These differences were also adapted to the pedagogical abilities of the teacher, cognitive, affective, and psychomotor aspects of the students in the lower and upper classes. However, it did not affect a teacher's duties and roles. But, through the difference, it can be seen that each teacher has their own characteristics in creating and maintaining the characteristics of the school culture in the hope that these characteristics can be seen in the students.

In its implementation, Bayt Tamyiz Private Elementary School organized the embedment of character education values using two strategies. First, the teachers who have been appointed by the Bayt Tamyiz Foundation to cooperate and committed to playing their role as educators and to maintaining the model of learning strategies that have been set up to continue to provide the best for students Secondly, teachers must engage in the learning process in the classroom to always incorporate character education values into every learning activity.

In line with the statement above, one of the ideal ways to embed the character education values was to integrate through learning. Through learning, the character of the students can be formed simultaneously with the implementation of the learning itself (Sofiasyari et al., 2020). In embedding character education, there must be involvement between teachers and students, so that the teacher's role was not just to teach in front of the class and deliver material in front of the children, but more. It stated that a teacher fulfilled his role if he has a sense of responsibility and love for the students as parents do with their children (Illahi, 2020).

The Character Education Values for Students in the Daily Life

The character values that had been seen in Bayt Tamyiz Private Elementary School students were religion, honesty, discipline, independence, social care, and responsibility. Character values that appear in students had reflected through learning and external learning activities. Through these activities, religious character values were more important than other character values.

Religious values reflected the belief in Almighty God that manifested in behavior in daily life. The implementation of religious values at Bayt Tamyiz Private Elementary School took place through the existing school culture and can be seen from routine activities and habits. The routine activities that can be seen include ngderes juz amma with movements, reading prayers before and after studying, and reading Surah Al-Asr when you get home from school. In addition to routine activities, students are also accustomed to getting used to other religious activities such as praying on time, praying zuhur and asar in the congregation, reciting the Quran, answering the call to prayer, helping each other with friends in need as a form of worship or virtue, covering the genitals, practiced by all members of the community, the school community and teachers to always provide an example of covering the genitals in a shari'a way.

With these activities also showed that religious values shown by the Private Elementary School of Bayt Tamyiz students were appropriate with the purpose of religious values, namely to prepare someone to be able to execute orders taught by religion and stay away from all prohibitions taught by religion, prepare to be able to establish interactions between other human beings, with the same religion or with different religions. Then there would be a human relationship with his creator through religious teachings that have been internalized in themselves and relationships with his creatures that are reflected in their

daily attitudes and behaviors (Dewi et al., 2019; Sayska, 2017). The character values that have been seen in the students are adapted to the emphasis on the character values of the school itself. It emphasize on character values were based on the characteristics, goals of the school and combined with the material taught.

The implementation of character education would be achieved if all parts of the school environment are involved. For example, principals, teachers, administrative staff, school committees, parents, and communities. In addition, a learning system in which there were educational components such as curriculum, facilities and infrastructure, school management, teacher role, learning, and assessment designed with integrity and mutual support could help bring about character education (Abdullah, 2018; Dianna, 2016; Khodijah, 2017; Suharni, 2018; Sulfemi, 2018; Suriansyah, A., & Aslamiah., 2015).

Character education at the level of the educational unit leads to the process of training students to follow the culture of the school or madrasa, that were the application of the values that were the basis of behavior, traditions, daily habits, and symbols practiced by all residents of the school or madrasa and the surrounding community (Putry, 2019). This also was incorporated into the culture applied by Bayt Tamyiz Private Elementary School to produce graduates who have the character that was the characteristics of the school. One of the products resulting from the training process in the form of graduates who can face and play their role in the future (Yustitia, V., & Wardani, I. S., 2016).

CONCLUSION

Based on the findings and discussion of the study, it concluded that the learning system at Bayt Tamyiz Private Elementary School had embedded character education values through the components of the learning system. Hereafter, in the component, there was the role of the teacher as executor of the activities development

program when the learning process took place both inside and outside the classroom so that the character education values of the students were reflected in daily life. The implication of this study was to provide an overview of the learning system and the role of teachers in schools so that they could embed good character values, especially the religious values of students in the learning process both inside and outside the classroom.

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