

The Implementation of Character Education through Habituation Method at SD Negeri 3 Tlahab Lor Purbalingga

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Abstract. Character education is one of the keys to forming students with good morals. The purpose of the research is to analyze the implementation of discipline and responsibility character education at SDN 3 Tlahab Lor and find out the supporting and inhibiting factors. This type of research is qualitative through a phenomenological approach. The research subjects were principals, teachers, and students of SD N 3 Tlahab Lor. The research data were obtained by conducting observations, interviews, and documentation. The data were analyzed through the stages of collecting, reduction, display, and conclusion, then validated by triangulation of sources and techniques. The results of this study show that discipline and responsibility character education implemented at SDN 3 Tlahab Lor consists of 3 functions, namely first planning, second implementation, and third evaluation. Other results show that the supporting factors for the implementation of character education at SDN 3 Tlahab Lor are the appeal by the principal about the importance of discipline, as well as the support, cooperation and good motivation from student guardians. While the inhibiting factors are extracurricular options that have not been scheduled in the school education calendar and low-grade students have less awareness of the surrounding environment.

Keywords: Character Education, Habituation Method

1 Introduction

Education is very important for the growth and development of every human being. Education consists of the formal, informal and non-formal sectors. The progress of education depends on the role of the family, community, government and school institutions as formal institutions.

The teachers ability to manage class in the learning process has an impact on whether or not educational goals are achieved. Education can be a way to gain new knowledge to build quality and competitive Human Resources (HR). In Article 3 of Law Number 20 of 2003, states:

"National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" [1].

Education at this time is expected to not only teach about knowledge and educate students, but must be able to provide learning about values and also noble morals. This is important for their provision in facing more complex future challenges.

Academic knowledge needs to be balanced with character cultivation. Character is a character, character, and habits that characterize a person [2]. Character education is a systematic effort, planned and implemented with full awareness in an effort to instill and develop character values in students with the support of the school principal along with teachers and parents who are directly involved in implementation character education [3]. One of the keys in shaping the attitude of students who have noble character is carried out with character education. There are character values that are key in character education at schools, including the character of discipline and responsibility.

These two characters are very important characters for students as the implementation of character education in schools. Discipline character reflects obedient behavior towards applicable rules and disciplinary character also has an important role in determining student learning success [4]. The next character that can support its formation is the character of responsibility. The character of responsibility can be interpreted as the attitude or behavior of students to do what is their duty and obligation for themselves, for the community, for the surrounding environment, more broadly for the country and what is no less important is the duties and obligations as creatures of God Almighty. Esa [5]. The character of discipline and responsibility is very important to be implemented in elementary schools. Students are able to apply obedience to the rules in school so that they are able to carry out their duties and obligations as students.

The inculcation of discipline and responsibility character education is the implementation of a government program that has been launched, namely the Program in schools in the form of Strengthening Character Education (PPK). This program aims to foster attitudes in shaping the nation's character properly through in implementation the National Movement for Mental Revolution (GNRM) through the main values that have been determined, so that the character education of a nation is expected to be able to change behavior, mindset and take action in a positive direction. better and with integrity that applies to all elements of the nation [6]. It is hoped that the PPK program implemented in all schools will shape the character and achievement of students.

Realizing students with character and achievement can be done through the habituation method. The method is a way used by educators to convey knowledge that has been planned and arranged in real activities in order to achieve a desired goal. [7]. Habituation is a relatively permanent process of forming attitudes and behaviors, and is carried out repeatedly [8]. The habituation method is a way that is applied by getting used to good behavior in the daily lives of students. The habituation method can provide facilities to students in forming a good personality in the family, school, and community environment.

The results of observations and initial interviews with the principal of SDN 3 Tlahab Lor, in instilling character that is carried out in students by integrating it in the curriculum, especially in Islamic Religious Education and Citizenship Education lessons. Good habits are also carried out in schools, including the habit of lining up before entering the classroom, shaking hands with the teachers, praying every time the learning process begins and after the learning process is complete, reciting the Asmaul Husna for high grades, while for low grades memorizing Pancasila texts in when entering the classroom, slogans are posted in every corner of the school environment, regular pickets are held in class, and other habits that support character building in students. In addition to learning activities, it is also instilled through extracurricular activities including scouting, sports and drum bands as the implementation of character education.

The research focuses on implementing discipline and responsibility character education at SDN 3 Tlahab Lor. The author is interested in choosing SDN 3 Tlahab Lor due to several considerations. First, SDN 3 Tlahab Lor is one of the many elementary schools that has quite good achievements in Karangreja Subdistrict, this is evidenced by the several trophies it has won, including 2nd place in the sub-district level Islamic Religious Education and Islamic Arts (MAPSI) competition, 2nd place in the Mathematics National Student Sports Olympiad (O2SN) at the sub-district level, 1st place in calligraphy at the sub-district level, 2nd place in FLS2N pantomime and story-telling at the sub-district level, 2nd place in long jump at the sub-district level, 2nd place in athletics, and many other trophies won by SDN 3 Tlahab Lor. The number of trophies won was due to discipline, hard work and responsibility for students and teachers who were supported by a conducive learning environment. The above description is very important to study in order to know the process of implementing discipline and responsibility character education at SDN 3 Tlahab Lor, so that it becomes an example for other schools in implementing character education.

2 Research Methods

The research method used is qualitative method. Research with qualitative methods is research with the aim of knowing phenomena related to what is experienced by research subjects such as behavior, actions, perceptions, motivation, thoroughly described using words and language, on something special that is natural by utilizing various scientific methods [9]. The research was conducted at SDN 3 Tlahab Lor, Karangreja District, Purbalingga Regency. The instruments in this study used observation guidelines, interview guidelines, and documentation guidelines. The subjects of the research were the principal, teachers and students. Teachers and students who are the subject of research are grade I to grade V.

Data collection techniques are using observation, interviews and documentation. [10]. Research observations were carried out with nonparticipant observation, which means the researcher is'n involved and only acts as an independent observer. Observation is carried out with the help of observation guideline instruments, so that it would be easier to find out applying implementation of discipline and responsibility character education at SDN 3 Tlahab Lor. The observation guideline contains statements that aim to obtain certainty through direct observation. Interviews were conducted with the aim of exploring in-depth information related regarding implementation of discipline and responsibility character education at SD Negeri 3 Tlahab Lor. The interview technique used is semi-structured, but uses an interview guideline instrument so that the interview is directed. Documentation in this study is all documents on the implementation of discipline and responsibility character education. The data analysis technique used is collecting, reduction, display, and conclusion drawing techniques [11].

3 Results and Discussion

The results and discussion in this study discuss the implementation of discipline and responsibility character education at SDN 3 Tlahab Lor. The results and discussion in this study also discuss the obstacles and solutions in implementating discipline and responsibility character education at SDN 3 Tlahab Lor.

The implementation of discipline and responsibility character education at SDN 3 Tlahab Lor is carried out through three stages. Broadly speaking, there are three stages or three main objectives, namely planning objectives, implementation objectives, and evaluation objectives [12]. The planning stage is the earliest part of school management, the word plan is the origin of the word planning which means a method designed with the aim of supporting the implementation of activities to run smoothly, and paying attention to several responsive steps to minimize something that could happen so that the planned activities will be achieved in accordance with the predetermined goals [13]. Planning has a strategic function, because with planning the organization's goals can be determined and the future control process can be carried out [14]. Planning is the earliest step so that the activities carried out run well and determine anticipatory ways as a control process in the future.

The planning function is related to how to formulate basic competencies, determine the types of characters, and prepare steps in formation. Planning for applying of discipline and responsibility character education carried out at SDN 3 Tlahab Lor is integrated into the curriculum through self-development programs, through subjects and school culture, in addition to revamping the curriculum. The implementation of discipline and responsibility character education at SDN 3 Tlahab Lor is in line with Mulyasa's opinion that changing and integrating the school curriculum has an impact on increasing a sense of responsibility, besides that students can also participate in public policy by learning to assess and influence, and have a role in various activities in school or the general community [15]. The implementation of discipline and responsibility character education integrated into the curriculum is also carried out as a revamping of the school curriculum. Revamping the school curriculum is an important thing to do because the curriculum is a core spirit in the world of education [16]. Revamping the school curriculum is a step that must be taken by the school to implement the discipline and responsibility character education implementation program.

The second function in the implementation of character education in schools is implementation. Implementation is a stage that ensures that the learning program has the human resources and facilities and infrastructure needed to carry out learning, so that competencies and characters can be formed in accordance with the stated objectives [17]. The implementation of discipline and responsibility character education at SDN 3 Tlahab Lor is carried out by integrating it into subjects, extra-curricular programs or self-development, and school culture. This is in accordance with Samartama and Wardani that the implementation of character education in schools is carried out by integrating in subjects, self-development programs and school culture [18]. The implementation of character education in schools is carried out through habituation that is integrated in the curriculum and outside the curriculum so that it can form competencies and characters in accordance with what is expected.

The integration of discipline and responsibility character education at SDN 3 Tlahab Lor through the self-development program is carried out in the form of routine activities, spontaneous activities, exemplary, and conditioning. Integration of discipline and responsibility character education in subjects is carried out by integrating discipline and responsibility character education in the school curriculum. In developing attitudes in the curriculum, teachers integrate them into lesson plans. This is in accordance with Wibowo's statement that integrating character values in subjects is done by incorporating character values into the syllabus and lesson plans [19]. The implementation of discipline and responsibility character education in the form of school culture is integrated through classroom, school, and out-of-school activities. School culture-based character education is carried out by building a culture in schools with the aim of forming the character of students with the help of school social institutions in order to form and internalize the values in learners [20]. The application of character education in

schools is adjusted to the school culture through habituation so that it can be meaningful for students both in the family, school and community environment.

The third function in the implementation of character education in schools is evaluation. Evaluation can also be interpreted as assessment and control with the aim of ensuring that the performance that has been achieved is in accordance with what has been planned with regard to the objectives to be achieved [17]. Evaluation at SDN 3 Tlahab Lor as a whole is carried out at the end of each semester by holding a joint meeting. The meeting aims to solve problems together by finding a solution by consensus, and sometimes also involves the guardians of students. Evaluation of daily activities, principals and teachers at SD Negeri 3 Tlahab Lor routinely conduct briefings before the learning process. In learning evaluation activities, teachers conduct attitude assessment. This is reinforced by the documentation study of the Learning Implementation Plan (RPP) in the attachment, the teacher provides an example of personality assessment in the form of attitude.

Through evaluation activities, we will know the factors that can support and hinder the implementation of discipline and responsibility character education at SDN 3 Tlahab Lor. Supporting factors in the implementation of character education based on the results of observations include the principal giving an appeal to students and teachers during the Monday ceremony to arrive early to shake hands with the teacher when entering the classroom. This habit is very supportive in applying of discipline character education with the intention that students are able to understand and adjust to the environment around them. In addition, the support, cooperation and good motivation from student guardians facilitate the implementation of character education at SDN 3 Tlahab Lor.

In addition to the supporting factors, the implementation of character education at SDN 3 Tlahab Lor also has obstacles. Obstacles and solutions in implementing discipline and responsibility character education at SDN 3 Tlahab Lor include selected extracurricular activities that have not been scheduled in the school education calendar. Extracurricular activities such as sports, hadroh, drumband, little doctor, which in fact can be used as a means of implementing discipline and responsibility character education but have not been scheduled in the school education calendar. The implementation of selected extracurricular activities is carried out flexibly or when the school has free time. The solution to overcome the obstacles found is that the school is revamping the school curriculum to make scheduling for optional extracurricular activities. The principal and teachers are reinvigorating extracurricular activities that have been inactive for a long time and will be carried out regularly again.

In the lower grades there are still students who throw garbage not in its proper place, there are still students who lack awareness (if it is not in accordance with the wishes, it is not done). The solution to the existing problems is that the teacher as a role model who is trusted and imitated by his actions should not be bored to always give advice to students so that the application of discipline and responsibility can continue. Low-grade students are relatively lacking in self-awareness because low-grade students still like to play and act at will. Therefore, teachers must innovate in providing understanding to low-grade students, namely by modeling and directly modeling how to be disciplined and responsible when giving advice to students.

Based on observations after character education is implemented, it shows better results. The discipline and responsibility of students can be seen from the awareness of lower grade students who throw garbage in its place and rarely find students who throw garbage out of place. In addition, students are also accustomed to leaving on time during ceremonies and are accustomed to shaking hands with teachers when entering class. This shows that the application of discipline and responsibility characters is able to change the habits of students towards a better direction.

4 Conclusion

Implementation of discipline and responsibility character education at SDN 3 Tlahab Lor is carried out through planning, implementation and evaluation programs. Planning in discipline and responsibility character education carried out at SDN 3 Tlahab Lor is integrated into the school curriculum as stated in the school objectives. The school curriculum is then developed by teachers, including in lesson plans, teachers always emphasize disciplinary behavior and responsibility to students as learning objectives that students must have. In its applications, discipline and responsibility character education at SDN 3 Tlahab Lor is integrated into school programs, including through subjects, extra-curricular programs or self-development, and cultural culture in schools. The evaluation program at SDN 3 Tlahab Lor is carried out during the learning process by teachers through the assessment of students' attitudes. Daily briefings are conducted in the office by the principal and teachers before and after the learning process. The end-of-semester evaluation is conducted by the principal, teachers, school committee and guardians at the end of the semester.

Obstacles and solutions in implementing discipline and responsibility character education at SDN 3 Tlahab Lor include optional extracurricular activities that have not been scheduled in the school education calendar. The implementation of optional extracurricular activities is carried out flexibly or when the school has free time. The solution to overcome the obstacles found is that the school is revamping the school curriculum to make scheduling for optional extracurricular activities. Another problem found is that low-grade students are still found throwing garbage out of place, there are still students who lack awareness. The solution to the existing problems is that teachers must innovate in explaining to low-grade students, namely modeling and modeling directly how to be disciplined and responsible when giving advice to students.

Through the habituation method, the behavior of students in implementing discipline and responsibility character education has begun to change for the better. The discipline and responsibility of students can be seen from the awareness of lower grade students who throw garbage in its place. In addition, students are also accustomed to leaving on time during ceremonies and are accustomed to shaking hands with teachers when entering class.

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