

STRENGTHENING CHARACTER EDUCATION THROUGH HABITUATION ACTIVITIES

Aiman Faiz^{1✉}, Imas Kurniawaty², Purwati³

⁽¹⁾ PGSD, Universitas Muhammadiyah Cirebon

⁽²⁾ FPIPS, Universitas Pendidikan Indonesia

⁽³⁾ Universitas Pendidikan Indonesia, Kampus Tasikmalaya

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Abstract

Education is an important sector in the development of a nation, with quality education, the development of human resources will also be better. The purpose of this research is to describe the pattern of strengthening character education at SDN 2 Tukmudal. To achieve the research objectives, the research methodology uses a descriptive qualitative approach. The results of the study describe that strengthening character education at SDN 2 Tukmudal Sumber Cirebon with the let's reduce waste program is a form of instilling the value of caring for the environment. Not only that, in its implementation there is also a strengthening of the values of nationalism, religion, discipline and responsibility which are applied in habituation, learning and culturalization activities in SDN 2 Tukmudal. It is hoped that strengthening character education will produce graduates who have a strong character foundation as potential successors to the Indonesian nation.

Keywords: Character Education; Habituation and Acculturation; Elementary School.

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✉ Corresponding author :

Email Address : aimanfaiz@umc.ac.id

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INTRODUCTION

Education is an important sector in the development of a nation. With quality education, the development of human resources will also be better. But keep in mind there are things that are more important than the development of students' thinking skills, namely the character of students. As revealed by Megawangi, (2016) character is an important point in building a nation's civilization. . Narwanti (2011) reveals that students are the generation that is the backbone of the nation, this shows that it is important to develop the nation through character education.

Etymologically, character is interpreted as the process of carving into a shape Megawangi, (2016). This indicates that there is a process that makes a person have character, and this explains that character is not automatically owned by every human being, so it is necessary to inculcate so that individuals have good character. In his book (Hakam & Nurdin, 2016) reveals that character is a value that becomes a habit and becomes a self-principle so that it is institutionalized in a person which is implemented through actions and words that are in line.

Character is one of the most urgent studies and continues to be applied in various activities and programs, including synchronizing it into the independent learning curriculum which prioritizes the values of Pancasila students. This indicates that character is a hope that needs to be realized in Indonesian education so that Indonesian education does not only hone its thinking skills but also its morals or character (Aiman Faiz & Kurniawaty, 2022).

The loss of character education in an educational setting will certainly lead to behavior that is not commendable. One of the studies related to the lack of character of students was shown by Alawi (2019; Yusuf, T. F. M. et al., 2022) that cases of character education still often appear in schools such as truancy, fights, smoking, fighting parents, stealing and lying, being impolite and polite. . These problems are problems that often arise in the Indonesian education system. Even though it is certain that teachers teach goodness in school, there are still things that are not commendable from students. Take, for example, the recent case that occurred to an elementary school student who was bullied by being forced to have sex with a cat. This behavior is certainly very heartbreaking and makes anyone who hears it feel sad. How morals and character become very important in educating students today.

Another condition, obtained from the results of research from Pradina (et al., 2021) which was conducted in a school in Cirebon Regency and revealed that in elementary schools there are still many students who wear immodest clothes and do not obey the rules. Not only that, many students are disobedient to teachers and undisciplined because they neglect responsibility and do not care about themselves.

Thus, the importance of implementing character education in schools is a necessity to improve the character of the nation's children. With habituation, students are expected to be accustomed to doing positive things that are ready to be applied in social life. For this reason, the purpose of this study is to reveal how to cultivate character through habituation activities carried out at SDN 2 Tukmudal in implementing character education.

METHODOLOGY

This study uses descriptive analysis with a qualitative approach. Descriptive analysis aims to describe what can be observed through observation and interviews. In qualitative research, the researcher is the main instrument that determines what things will be observed and asked about the informants (Sugiyono, 2019). The informants in this research were the school principal, 2 class teachers, while the researchers observed carefully the students while carrying out character building habits at SDN 2 Sumber. To obtain accurate data, researchers performed data analysis techniques using theories taken from books (Sugiyono, 2015; Faiz, Hakam, et al., 2022) with the composition; 1) researchers collect data from observations and interviews; 2) researchers carry out data reduction to obtain what things are considered important; 3) the researcher presents data resulting from data reduction; 4) the researcher draws conclusions from the results of the three previous series. The flow of data analysis can be described as follows;

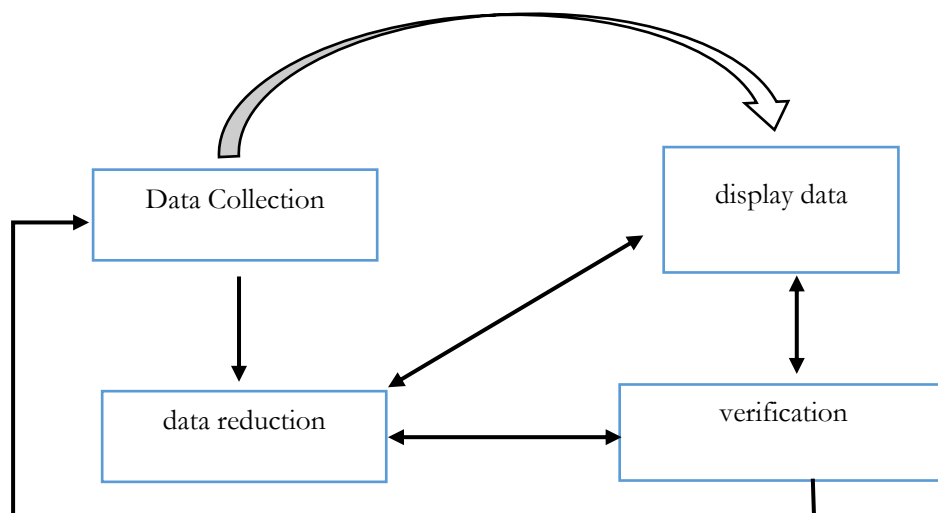


Figure 1:
Data analysis flow (Sugiyono, 2013; Faiz et al., 2022)

RESULTS AND DISCUSSION

The value that is applied in habituation

Strengthening character education implemented by SDN 2 Tukmudal begins with habituation which is carried out every morning, including the implementation of the habit of listening to and singing the national anthem. The Principal of SDN 2 Tukmudal said that the habituation effort was to instill nationalist values which are becoming urgent at this time because students may never hear national songs at home. In the past, when we were little, we often heard the national anthem being played on national television, but now we rarely hear national anthems on television. Therefore, SDN 2 Tukmudal seeks to re-instill the values of nationalism. The importance of instilling the value of nationalism considering that there is a lot of degradation of the value of nationalism that is happening at this time, for example many children do not memorize the national anthem and rather memorize the current songs (Aiman Faiz, 2020).

In addition to strengthening the value of nationalism, SDN 2 Tukmudal also inculcated religious values. Gunawan, a grade 5 teacher, said that the implementation of the program to instill religious values was carried out every Friday by carrying out the Friday alms program, listening to lectures and Yasinan. These activities provide religious reinforcement to students. The importance of religious strengthening provides an understanding that students must follow the teachings of the religion they embrace and understand tolerance between people of different religions (Ningsih, 2017; Faiz et al., 2021).

In the current conditions, instilling religious values is one of the important values to be instilled in students. Given that currently students are also entering the era of the industrial revolution which shows changes in the field of technology. The rapid movement of information will certainly also affect the religious aspect. If students do not have strong religious values, the development of technology in this era can be misused. For this reason, religious values based on faith values are needed to underlie the character of students who are the principles of religious life. Don't let humans lose their religious values in this industrial revolution era because of the progress of the times (Dimas, 2019).

Not only the values of Nationalism and Religion are the mainstay of the program, SDN 2 Tukmudal also has an excellent program to reduce the problem of plastic waste. Nurhayati, as the school principal, revealed that usually in other schools in Cirebon Regency, the waste reduction program is usually campaigned with jargon or an invitation "Throw waste in its place". However, this is different from what happened at SDN 2 Tukmudal where the school principal developed the "Let's Reduce Waste" program. The program received a positive response from policy makers in Cirebon Regency, one of which was the chairman of the Cirebon Regency DPRD. The

implementation of the waste reduction program has been carried out since 2021 due to concerns by school principals who have responded due to the conditions of the Covid-19 Pandemic. To reduce interaction between students and traders, students are required to bring places to eat and drink independently. These conditions have had a positive impact, in addition to limiting student interaction with traders, the program has also succeeded in minimizing the use of plastic. In the "Let's Reduce Waste" program, high discipline values are instilled. This was revealed by Gunawan that if there were students who did not bring their own places to eat or drink, if they were caught they would be subject to sanctions in the form of fines. These fines are collected to be used for social activities at the school.



Figure 2.

Students of SDN 2 Tukmudal are carrying out the "let's reduce waste" program

The "let's reduce waste" program implemented at SDN 2 Tukmudal has become one of the leading programs considering the conditions in the field in Cirebon Regency itself, the waste problem is still a serious problem, even though the Environmental Service routinely collects waste, there is still a lot of illegal waste that appears (RRI, 2022). For this reason, it is important to make students aware from an early age to like to dispose of trash in its place and not to litter. The importance of reducing waste according to Rozak (2014) is aimed at; 1) cleaning the environment so that pathogenic organisms do not develop which endanger the health of students; 2) to reduce air pollution caused by the smell of rotting garbage; 3) to reduce the potential for natural disasters such as floods due to clogged drains. This awareness is implemented by SDN 2 Tukmudal so students are aware of the importance of the three potentials that can be generated by waste.

Furthermore, the researcher conducted observations and interviews with Shilvi, a grade 5 teacher. The research found a character building condition implemented by the grade 5A teacher. Instilling moral and character education carried out in Class 5A in class discipline includes responsibility in carrying out pickets. The class 5A teacher has a policy that students who do not comply with class rules, in this case the implementation of the agreed picket schedule, will be given a fine. The fine is in the form of 5,000-10,000 rupiah. The collection of fines will be used to buy cleaning supplies or used to visit students who are sick. The inculcation of the value of

responsibility as the implementation of moral education in the classroom by students is mandatory if it violates the rules. This is an habituation of disciplinary values so that students are able to become students who are disciplined and responsible if they make mistakes.

The value of discipline is a character that every individual needs to have. Discipline is individual submission to rules and norms. Discipline is also a way of controlling oneself against regulatory standards (Aisyah, 2018). Self-control with discipline leads individuals to adherence to life and existing rules. In other words, if students grow up with discipline, they will follow every rule that exists both at school, at home and in society (Rismayanthi, 2011; Pradina et al., 2021).

The importance of the value of discipline is expressed by (Adu, R., Nitano, B. Y., Adu, D. O., Lipikoni, E., & Soluk, 2022) that the importance of the value of discipline is to train in terms of time discipline, work discipline and self-discipline to form a better person. good again. Therefore, since elementary school age, even from toddlers, discipline habits need to be applied. If in school discipline can be obtained by students with rules and regulations that are applied even in a coercive nature, but that is a strategy in shaping student discipline. With the rules also students will understand what are the consequences that might occur if students break the rules because they are not disciplined.

Thus, the strengthening of character education implemented at SDN 2 Tukmudal includes the values of nationalism, care for the environment, religion, discipline and responsibility which are applied in habituation, learning and culturalization activities in SDN 2 Tukmudal. The importance of character building is one of the efforts to improve the nation's civilization because good character will also affect the nation's character as expressed by Budimansyah (2010) that the character of society determines the identity of the nation itself.

Strengthening character education at SDN 2 Tukmudal Sumber District is more dominant using the value transmission model. The basic philosophy of value transmission refers to the philosophy of perennialism. These values are internalized through school programs and class programs at SDN 2 Tukmudal. The purpose of habituation at SDN 2 Tukmudal is to stimulate or convey messages of values from individuals who do not know values until they are accustomed to behaving in accordance with the values applied, including the values of Religion, Nationalism, Discipline and Responsibility. In addition, the purpose of coaching according to Hakam, K. A dan Nurdin (2016: 100) is that habituation is a practical way of forming children's character. Habituation also teaches children behaviorally to think and behave in accordance with the rules that apply in the school environment.

In the theory of the internalization of values applied through habituation, the initial stage in the habituation program is the information stage. Information is an activity to introduce someone to the values that must be applied. The information conveyed by the school to students will be responded to cognitively and affectively by students. After going through these stages, students will believe in the values instilled through a habituation program so that these beliefs can influence student attitudes and behavior (Hakam, K. A dan Nurdin, 2016: 7-9).

In this habituation, SDN 2 Tukmudal uses a method of forming behavior so that it is in accordance with the expected goals. The methods applied to discipline students to follow school rules include positive reinforcement and negative reinforcement. The positive reinforcement that appears in habituation includes when the child obeys the rules of not using plastic when snacking. Students who comply with these rules will be given positive reinforcement in the form of praise, and also rewards. While negative reinforcement is when students are caught using plastic or not bringing their own places to eat and drink, they will be subject to sanctions in the form of fines or sanctions for cleaning the trash. Hakam, K. A dan Nurdin (2016) explain positive and negative

reinforcement, which explains that positive reinforcement is needed when a response is followed by something pleasant or strengthens and increases behavior because of the presentation of the desired consequence. Meanwhile, negative reinforcement is needed when a response is followed by stopping or withdrawing something unpleasant or strengthening and increasing behavior due to the use of unwanted consequences, or the purpose and withdrawal of unwanted consequences.

The theory of the stages of value internalization

Referring to the value internalization model initiated by Hakam, K. A and Nurdin (2016) which includes 6 stages namely; 1) Moral information (Moral information level); 2) Moral belief (Moral belief level); 3) Moral attitude (Moral Attitude level); 4) Moral value (Moral value level); 5) Moral character/personality (Moral character/personality level); 6) Moral dignity level.

Hakam (2016) says that the process of internalizing values usually begins with the delivery of information, namely introducing someone to the idea of the values to be internalized. The notion of value can be in the form of standards, rules, laws, formulas or propositions that are normative in nature, or formulated in the form of problematic stories (moral dilemmas) as a stimulus that requires a value-laden response or solution, or a factual situation or condition or even an opinion. examined from a value standpoint. When value information is conveyed to a person or group, the information will be responded to cognitively and affectively by the person concerned. Value information conveyed to someone, in time will affect the recipient's belief. The belief in question is one's belief in value information. Value information will quickly be believed by the recipient if it is in line with existing beliefs, or can be accepted by his rational logic, so that the information can broaden or strengthen his beliefs.

The series of value information that has become an individual's belief will influence a person's attitude in acting. This attitude will be reflected in his choices. Therefore, a person's choices and decisions, reflect his beliefs. Every day, each individual is always faced with these choices and decisions. Over time, the beliefs that drive his attitudes and decisions are increasingly patterned, formed and institutionalized, so that these beliefs become important principles in his life, even become the standard for determining good and bad and right and wrong as well as the standard of whether an action is appropriate or not, so that belief has become his value. .

Values that continuously become self-principles and are institutionalized within oneself through a process of interaction with the environment (family, community, organization) are actualized in life both in the form of words and deeds. The institutionalized nature of the self becomes a person's character or personality. Everyone has their own character (nature or temperament). The character of a person based on values that differentiate him from others is called personality. Personality is a distinctive character possessed by someone who differentiates himself from others. When values have become a person's personality, then these values become an identity, a personal characteristic of the person concerned, not only known by himself but also known by others, so that we often find the term "he is disciplined, he is clean, he is religious" as well as other terms that indicate character. somebody. Values that have become beliefs, as well

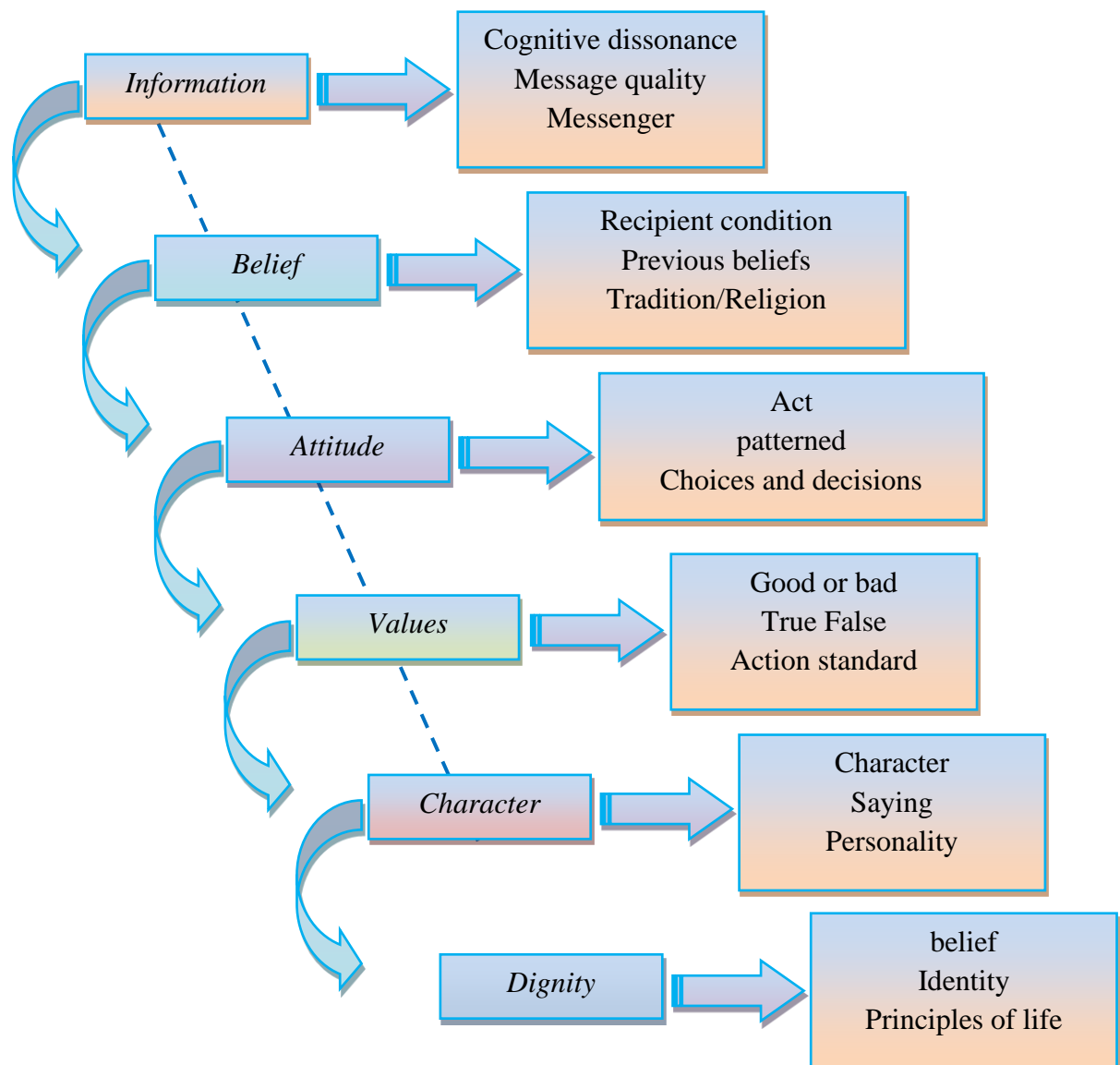


Chart 1. Stages of Internalization of Hakam (2016)

It can be concluded that the character cultivation internalized at SDN 2 Tukmudal uses a value transmission model. The stages start from information, belief to the attitude stage which must be internalized by students based on the rules applied at SDN 2 Tukmudal. Referring to the value internalization model initiated by Hakam, K. A dan Nurdin (2016) which includes 6 stages namely; 1) Moral information (Moral information level); 2) Moral belief (Moral belief level); 3) Moral attitude (Moral Attitude level); 4) Moral value (Moral value level); 5) Moral character/personality (Moral character/personality level); 6) Moral dignity level.

The concept of micro habituation at SDN 2 Tukmudal

As we know that strengthening character education must be carried out continuously and continuously as expressed by Budimansyah (2010) that character does not instantly stick in students, for this there needs to be a long process so that character can be internalized properly. Budimansyah added that in order to have an optimal impact on character, there are at least 4 ways to educate students' character including the stages of habituation, understanding, application, and

meaning which are reflections of values. If the four processes are exceeded then character education will be embedded in students.

Habituation as strengthening character education in the micro background of character education according to Budimansyah books (2010)) there are 4 pillars of character education namely; 1) in the classroom; 2) through school culture; 3) in extracurricular activities; 4) activities outside of school. Here's the visualization;



Gambar 4

Latar pendidikan karakter mikro, (Sumber: Budimansyah (2010))

Referring to the micro background that emerged at SDN 2 Tukmudal was through the school culture/culturalization program. The aim of culturalization is to make the atmosphere of character education familiar in the school environment so that students can follow whatever is the habit and culture that needs to be applied in school. The hope is of course that positive habituation in the school culture can be applied by students in everyday life outside of school. Thus, the character education that is implemented at SDN 2 Tukmudal is carried out with a habituation process that is applied in the school culture so that it will become entrenched in the students.

As previously explained, in general, the cultivation of character at SDN 2 Tukmudal takes a value transmission theory that emphasizes and focuses on the rules of morality that students must obey in order to learn and accept rules and standards of good behavior such as following school rules, being disciplined and being on time (Bleazby, 2019: 7).. This is certainly good if applied to get the desired moral education results. However, on the other hand, a moral education model that involves the transmission of coercive moral values tends to persuade students to adopt certain values.

Indeed, all teaching aims to influence students, but not all teaching must involve indoctrination. As expressed by Snook (1972) that instilling values by means of indoctrination to

students is the development of a belief model into the thinking of others, especially through the use of non-rational methods. Snook expressed his opinion that moral education must use psychological power to construct students' thinking, not only limited to the doctrine of moral values because it will hinder students' ability to think openly. The effect of indoctrination is also vulnerable to being controlled excessively by others. In line with Snook, Kohlberg (1981) criticized approaches that emphasized indoctrination because they failed to teach students skills in reasoning needed to solve moral problems so that they made students passive and uncritical, and hindered students' capacity to solve problems independently (Bleazby, 2019: 3-4) (A. Faiz, 2023).

CONCLUSION

Cultivating character through school activities is an obligation, each school has its own values in implementing character education. As the results of research conducted at SDN 2 Tukmudal Sumber Cirebon, the school has planted and strengthened character education with the Let's reduce waste program as a form of instilling the value of caring for the environment. Not only that, in its implementation there is also a strengthening of the values of nationalism, religion, discipline and responsibility which are applied in habituation, learning and culturalization activities in SDN 2 Tukmudal. It is hoped that strengthening character education will produce graduates who have a strong character foundation as potential successors to the Indonesian nation.

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