



SCHOOL STRATEGY IN FORMING STUDENT CHARACTER IN ELEMENTARY SCHOOLS

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Abstract

The purpose of the research is to learn how the elementary school uses the development of religious, orderly, and environmentally conscious characters to mold the character of its children. This study used a descriptive qualitative methodology that included the processes of conducting interviews, observations, and documentation. The study's findings indicated that the implementation of the school's strategy for developing students' character through the development of religious character, discipline, and environmental care was supported by good planning, beginning with activities inside and outside the classroom, adequate facilities, and infrastructure.

Keywords: *Strategy, Elementary School, Student Character.*

A. Introduction

Because what kids learn in the classroom is relevant to the real-world experiences they have, education and daily living are inextricably linked. Every student views education as a necessity for life for him or herself, for society, for the country, and for the state. Education should be prepared to give pupils the moral, creative, and intellectual understanding they need in today's more modern world so they are ready to meet the challenges of the day. This is directly related to how well an education is provided.

(Amin & Mirza, 2020) In the mentoring and learning process, educators make a deliberate and planned effort to guarantee that each

student develops into a human being who is self-reliant, accountable, creative, informed, healthy, and of high moral character. The reality of difficulties that are currently emerging, such as a lack of tolerance and a lack of Pancasila principles, changes in ethical norms in national and state life, a loss of awareness of national cultural values, and a thinning of national independence, motivates the effort of education. There are 18 different types of character values that should be instilled in people, according to the Ministry of National Education. These values include religious, fair, tolerant, hard work, creative, independent, democratic, curiosity, national or national spirit, love of the motherland, respect for achievement, communicative, love of peace, likes to read, cares for the environment, and others.

(Lee et al., 2012) The growth of national character, according to wisdom national, is a crucial step in the process of establishing a nation and state. The Indonesian nation has been committed to make the development of national character an essential component that cannot be divorced from national growth since the country gained independence. Furthermore, it is important to keep in mind that Law Number 20 of 2003 concerning the National Education System explicitly mandates the nature of education (morals), stating in Article 3 that the purpose of national education is to foster capability development and the formation of a dignified national character and civilization in order to educate the nation's life. aims to maximize pupils' ability to become morally upright, physically fit, capable, autonomous human beings who believe in and fear the Almighty.

The personality of the country's successor is the issue that is currently in the spotlight. Problems that we frequently observe in various media and which clearly demonstrate that some students appear to be

less familiar with character education, where students still do not value decency, where profanity is frequently directed at friends and even teachers, where many students always want to win alone, and where students do not value anything. honesty. It appears that our country has lost the regional knowledge that has long characterized its culture. The younger generation, in particular, seems to have little concern for morals, which is the reality of society.

Every form of influence aimed at pupils to aid in their comprehension and adaptation to environmental demands is part of efforts to instill the value of discipline in schools. In addition, discipline is crucial for addressing any requests that students may have for their surroundings. The best way to teach pupils how to develop healthy lifestyle habits that will benefit both them and their environment is through discipline.

(Timmermans et al., 2019) Based on early research findings, it appears that the school has done a respectable job of molding students' character, particularly in the areas of religion, discipline, and environmental concern. Prayer sessions after and before classes start, regular Yasin surah reading on Fridays, infaq on Fridays, and observance of Islamic holidays all help to shape one's religious character. Schools instill a sense of discipline in students through a variety of means, including having tidy haircuts and dressing nicely to avoid receiving punishment. Schools encourage students to work together to clean up the school and classroom environment, provide enough trash cans so that kids become accustomed to putting their rubbish in them, and instill in them a sense of environmental responsibility.

The school should be concerned about this. But, by appropriately putting numerous character building tactics into practice, these issues can

be resolved. It is anticipated that through putting numerous character-building tactics into practice (Dahlani et al., 2015), a new generation will be better and have better character. The development of a person's character might take place in school. The primary objective of schools in the sphere of education has always been to create intelligent individuals who are also of excellent moral character. Schools assist parents in establishing morality, religious and cultural values, as well as excellent practices. Children's cognitive, affective, and psychomotor potential are all developed in schools. Character is created as a result of one's perspective, attitude, and behavior as seen in day today interactions. Character can be a quality, trait, or attribute of an individual or a group of individuals.

According to theory, this research is anticipated to contribute to the advancement of science, inform policy decisions regarding the issue of character development, and both. One of the predicted outcomes of this research is that it will serve as a resource for teaching students how to develop their character. It is hoped that this research would serve as a resource for formulating tactics for improving student character. Students are expected to understand the significance of ingraining character values inside themselves and be able to apply them to daily life after completing this research.

Five character values that must be prioritized development (Setiawan, 2017). (1) Religion is one of the five national character qualities in consideration. Religious character traits show an attitude of fidelity to one's religious convictions, respect for religious diversity, and tolerance of other religions' traditions. Religious character values take into account three dimensions: one's relationship with God, one's relationships with people, and one's relationship with the universe. Nationalists (Bell, 2008).

(2) The thinking and doing patterns that show devotion, care, respect for culture, language, environment, and national politics are indicative of nationalist character values. Nationalist sub-values include valuing one's own culture, protecting one's country's wealth, being willing to make sacrifices, loving one's motherland, and respecting variety in culture, ethnicity, and religion. (3) Individual. An attitude with independent character does not constantly rely on others. Hard effort, toughness, fighting spirit, professionalism, creativity, courage, and being a perpetual learner are the sub-values of independent character. (4) Mutual Assistance. value of cooperation and working together to solve issues and help those in need is expressed in this attitude. The sub-values of gotong royong include volunteerism, solidarity, mutual aid, and consensual deliberation. Integrity (no. 5) Character values are those that show up in trustworthy actions and words. Honesty, love of the truth, opposition to corruption, responsibility, and exemplary behavior are integrity sub-values. being resilient, professional, creative, brave, and having a thirst for knowledge.

Environmental elements, such as family and friends as well as technological media, can have an impact on how kids develop their character (Zhao et al., 2021). The problem is that parents let their kids play unsupervised. In addition to parents and school, the environment also plays a role in a learner's success. It is clear from the previous description that a variety of things can affect how students' characters develop. Whereas environmental influences, as well as those of family and friends, have the most influence. Education plays a significant role in addition to familial considerations since it allows a person's innate impulses to be well-developed and guided.

For Several integration tactics can be used to mold pupils

personalities. One of the ways used is integrating into daily activities by using the following techniques: (a) Exemplary or example. Another strategy is integrating into programmed activities. Students' attitudes and behaviors develop as a result of their imitation of instructors' attitudes and behaviors in their capacity as educators at school, as well as of all other adult school personnel, such as canteen staff, school security officers, school guards etc. Students can use examples such as the teacher's and principal's neat attire to demonstrate how members of the school community should behave in this situation. Examples include not smoking, being methodical and orderly, never being late for class, showing care and affection, being polite and honest, and being used to working hard. (b) Unplanned activity. spontaneous or immediate In some situations, as while visiting sick or disaster-stricken friends or gathering aid for natural disaster victims. Rebuke (c). To help pupils modify their conduct, teachers should correct misbehaving students, remind them not to do it again, and encourage them to uphold moral principles. (c) Conditioning of the environment. Establishing the conditions necessary for the execution of character education, such as giving teachers' and principals' desks, clean restrooms, enough garbage cans, and schools free of cigarette butts. (d) Usual pursuits. Student participation in this activity is ongoing. One illustration would be the Monday morning flag-raising ritual, greetings at the school entrance, class pickets, prayer before and after class, lining up for class, etc. Integration into planned activities (d). The values that will be incorporated into particular actions are first planned before implementing this technique.

B. Method

Research is conducted using a qualitative and descriptive methodology. This study illustrates how elementary schools' strategies for developing the character of fifth-grade children. 1) Initial observations made by one of the teachers were the starting point for the researcher in this study. This phase is required so that researchers can comprehend the context of the intended study problem. 2) Specify the issue. Once the researcher had made the initial observations, she then developed the appropriate issue in line with the topic she had chosen and the findings she had already made. 3) carrying out the research by conducting interviews, observations, and documentation. By including the principal, teachers, and students in this study, as well as any supporting materials, so they can address any issues that the researchers addressed. In this study, the researcher interactively carried out qualitative data analysis tasks and continued to complete them in order to saturate the data using the Miles and Huberman analysis technique models.

C. Finding and Discussion

1. Result

A number of crucial factors go towards developing religious character, discipline, and environmental stewardship, including daily/weekly special schedules, the 2013 curriculum, school regulations/rules of conduct, and the vision and goal related to character values. In this school, all of these factors are interconnected and mutually supportive. The school creates a vision and purpose statement, rules and regulations, and a weekly/daily timetable for carrying out activities so that students and teachers can put them into practice both within and outside

the classroom. Rules serve as a technique for establishing student discipline. Discipline is when students' attitudes, demeanor, and behavior are in line with the standards, rules, and regulations that are in place at school and in the classroom, no matter where they are.

Values education in schools includes character development; this great goal must be urgently accomplished. In fact, if we are talking about the future, schools need to produce students who thrive not just in identification, character, and personality, but also in science and technology. Schools should foster a culture of character by organizing character education-related tasks as habitual behavior, giving pupils the chance to practice excellent character traits, and having teachers act as role models for their charges while also providing constant encouragement.

If we are talking about the future, schools must produce students who thrive not only in identification, character, and personality but also in science and technology. Schools could foster a culture of character by organizing character education-related tasks as habitual behavior, offering opportunities for pupils to demonstrate positive character traits, and having instructors who are role models for their charges and who always provide encouragement.

Based on the findings of research using interview data collection techniques, observation, and documentation with school principals, teachers, and students, it can be concluded that during the research process, the implementation of school strategies in forming the character of fifth grade students has been observed with various kinds of school activities that are deemed good enough so that the strategies in the formation of this character are implemented.

2. Discussion

Planning Character Building Strategy

In accordance with the school's stated vision and mission, which are to "realize Human Resources who are pious, cultured in the nation, mastering Technology Education Science and caring for the environment, giving birth to students who are knowledgeable about Technology Education Science, increasing the professional abilities of teachers in every subject, achieving in the arts, creating a beautiful environment in accordance with the guidance, and discipline based on manners. There are a number of sub-indicators that help determine the approach for developing student character, including the existence of a unique daily/weekly schedule, the creation of a Learning Plan focused on character values, school rules/regulations, and school vision and mission (Kellogg, 2008).

According to the findings of interviews with teachers and school administrators, schools use a variety of tactics to mold students' character. Researchers in this study concentrated on how schools may help students develop three types of personalities: religious, disciplined, and environmentally conscious. The school uses daily/weekly timetables, school rules, and the integration of character values into the school's vision and mission as part of its strategy for developing student character. The vision-mission order is related to the character values that are incorporated into learning activities both inside and outside of the classroom, and where the daily/weekly timetable is concerned. Also, researchers have conducted observations and found that students carry out daily and weekly schedules, rules, and the school's created and intended vision and mission every day, both inside and outside of the classroom, in accordance with the established timetable. After that,

activities in the class utilizing the 2013 curriculum will be planned based on the findings of observations made with teachers and students. Also, it is clear that the 2013 curriculum incorporates three character values religion, discipline, and environmental stewardship into its lessons.

Implementation Stage of The Formation of Religious Character

Character Religion includes the importance of submission in comprehending and carrying out one's own religious beliefs as well as having a tolerant mindset to live in peace with followers of different religions. Religious character is a component of human personality that cannot exist in isolation; as such, it is interconnected with other components of personality and needs to be instilled in children as early as possible to avoid impeding their ability to complete other developmental tasks.

According to the findings of teacher and student interviews and observations, these religious values are taught to students through both inside and outside of the classroom learning activities. For example, some teachers have their students pray before and after class, according to their respective religious beliefs. When religious events take place, such as the regular Friday activities where Muslim students perform and collect infaq while non-Muslim students also conduct their activities there, tolerance for those who have different views is also quite evident. When discussing religion in class, Muslim students work with Muslim professors, and non-Muslim students work with non-Muslim teachers in the library.

Forming Character Discipline

Character A habit or conduct that adheres to the rules is considered discipline. Every human has the ability to be a disciplined

person before they are even born, but this potential needs to be consistently nurtured through socialization and education beginning at a young age. These disciplinary norms are put into practice through learning activities both within and outside of the classroom, according to the findings of teacher and student interviews and observations. The development of disciplined behavior includes arriving at school and leaving on time, beginning lessons on time, and taking breaks on time. Also, schools establish guidelines or policies about disciplinary character norms, such as requiring pupils to adhere to current dress codes.

that in order to strengthen the implementation of school rules or regulations, it is important to include teachers who also abide by the rules in order to set an example for students. Teachers must, of course, come to school on time, enter and leave class on time, as well as dress neatly and politely. For pupils to develop moral behavior, teachers need to serve as mentors and role models. According on the findings of researchers' observations and interviews with elementary school instructors

Character The character of discipline can be developed in daily life at school so that kids are used to being disciplined in all areas linked to life and behavior. Discipline is instilled and acclimated in the school environment so that students can exercise it in everyday life.

Forming Character of Caring for the Environment

An attitude and behavior known as caring environment always work to safeguard and preserve the environment in which it exists. Every level of education in the schools must incorporate the nature of environmental stewardship. By enhancing environmental quality, raising student knowledge of the value of environmental protection, and putting out steps to prevent environmental harm, all school personnel are

required to show a caring attitude toward the environment. The importance of protecting the environment is taught through learning activities both within and outside of the classroom, according to the findings of interviews and observations with teachers and students.

The school offers enough trash cans so that kids get used to disposing of rubbish in its place, and there are activities to clean the environment every Saturday. These programs help students develop a character that values the environment by taking care of it and preventing damage to it. Students can demonstrate empathy by calling attention to friends who continue to litter. Every day, the homeroom instructor also creates a class picket schedule by pairing up male and female pupils to clean the classroom and yard. Also, children use the given toilet to urinate and defecate, and they clean it afterward.

D. Conclusion

Based on the findings of the research that the researchers conducted regarding the school's strategy for developing the character of fifth grade kids, it can be said that the approach, as seen from its planning, is good and begins with both inside- and outside-the-classroom activities. When it is put into practice, children who break rules or regulations at school must receive punishments that have been decided upon by both parties. When character qualities are instilled both within and outside of the classroom through habituating the environment surrounding pupils, the learning process in elementary schools runs easily and successfully. With the assistance of school administrators, the school's strategy for developing the character of fifth-graders appears to be working out rather well.

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