

Strategies For Primary School Students Understanding Of Character Education Through The Active Role Of Teachers

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Abstract

Character education plays a vital role in the development of children's mature personalities. The lack of adequate character education strengthening in schools is an issue that requires attention. As facilitators, companions, and sources in the process of conveying knowledge to students about the importance of character education in elementary school, teachers must play a crucial role in the development of children's character. This study aims to analyze the role of teachers in assisting elementary schools in implementing strategies for improving elementary school students' understanding of character education in order to provide benefits in terms of understanding the obstacles in the application of character education in elementary schools and strategies that can be implemented, particularly for teacher-student communication. Using a literature review, this study determines the elements and tactics that can be implemented in primary schools to improve character education for pupils. Recommendations were made for schools based on the findings, including employing active learning techniques and incorporating character education values into all learning materials. Reflection and evaluation should also be conducted to assist students in comprehending and improving their character education-related behavior. To reach the true aims of character education, it is necessary to overcome obstacles such as schools' lack of preparedness, educators' lack of comprehension, and ineffective learning techniques.

Keywords: Character education, elementary school children, school strategies, active role of school teachers

Abstrak

Dalam dunia pendidikan, pendidikan karakter memegang peran penting dalam membangun karakter pribadi yang matang pada anak. Kurang optimalnya penguatan pendidikan karakter di sekolah menjadi hal yang perlu diperhatikan. Guru harus memainkan peran penting dalam membangun karakter anak, baik sebagai fasilitator, pendamping serta narasumber dalam proses transfer knowledge kepada siswa tentang pentingnya pendidikan karakter pada siswa sekolah dasar. Penelitian ini bertujuan untuk menganalisis peran guru dalam mendukung sekolah dalam menerapkan strategi dalam meningkatkan pemahaman Pendidikan karakter bagi siswa sekolah dasar sehingga dapat memberikan manfaat dalam mengetahui hambatan dalam penerapan Pendidikan karakter di sekolah dasar serta mengetahui strategi yang bisa diterapkan khususnya bagi komunikasi guru dan siswa di sekolah. Metode penelitian menerapkan literatur study dalam mengetahui factor penghambat dan strategi yang dapat diterapkan pada sekolah dasar dalam meningkatkan pendidikan karakter pada siswa. Hasil penelitian menunjukkan adanya rekomendasi bagi sekolah yaitu pendekatan pembelajaran yang menyenangkan dan menarik, memanfaatkan model pembelajaran aktif, dan mengintegrasikan nilai-nilai pendidikan karakter dalam setiap materi pembelajaran. Refleksi dan evaluasi juga harus dilakukan untuk membantu siswa memahami dan memperbaiki perilaku mereka dalam menerapkan nilai-nilai pendidikan karakter. Berbagai tantangan dalam menerapkan pendidikan karakter seperti kurang siapnya sekolah, kurangnya pemahaman tenaga pendidik, dan metode pembelajaran yang kurang memfasilitasi siswa harus diatasi untuk mencapai tujuan pendidikan karakter yang sesungguhnya.

Kata Kunci: Pendidikan Karakter, Anak Sekolah Dasar, Strategi sekolah, Peran Aktif Guru sekolah

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INTRODUCTION

In fact, character education has been implemented in Indonesia since the country's founding. Since the beginning of independence, the Republic of Indonesia has implanted noble principles in establishing the nation's identity through the Pancasila and national and character development concepts. In addition, the history of the development of Indonesian education reveals character-building efforts through ethics education, Guidelines for the Implementation of Pancasila, Pancasila Moral Education, Civic Education, and other subjects that can support students' comprehension of character education (Dini, 2022). This indicates that character education is not a novel concept in Indonesian education. In an endeavor to avoid conflict, it is anticipated that these diverse educational activities will be able to produce high-quality Indonesian human resources, namely a society that is rich in diversity and characterized by tolerance and collaboration (Tuhuteru, 2022).

Primary schools must prioritize character education because it provides a solid basis for the development and shaping of children's identities (Tuhuteru et al., 2023). Students develop positive attitudes and values, such as a feeling of responsibility, honesty, tolerance, and empathy, through character education (Pattiasina et al., 2022). It helps form a generation with strong morals and ethics, enabling them to become individuals who positively impact society and the nation.

Primary school is an essential component of a person's basic education. It is during this time that pupils develop the attitudes and behaviors that will last throughout their lives. Consequently, early character education is vital so that pupils can construct a solid foundation on which to grow and develop into good people. Well-executed character education will develop a generation of great individuals. Schools should be able to design techniques for enhancing the knowledge of character education among primary school children. To ensure that youngsters comprehend and cherish life's key values, it is necessary to develop character education strategies for primary school kids (Rizana et al., 2023). Character development in children involves considerable work. Implementing communication in a school will be fraught with numerous hurdles. Schools can develop character-building initiatives by emphasizing interactions between teachers and students (Abdullah, Poetri, et al., 2023). In this circumstance, teachers play a significant and active part in assisting kids to comprehend character education. Schools and teachers must be able to use a variety of learning methods or approaches, including the application of technology (Abdullah, Sastraatmadja, et al., 2023; Fauzi et al., 2023; Lestari et al., 2023), to facilitate the transmission of knowledge to primary school pupils in order to foster an appreciation for the significance of character education.

As role models in the classroom, teachers should be able to employ effective teaching strategies and inspire students to acquire and comprehend character education. They must guarantee that they comprehend the requirements and development of kids and have a character education program that is appropriate for the students' age and level of development. In terms of behavior and conduct, educators should also provide a positive example. They should ensure that they talk and act

respectfully toward students and others, and that they treat all students fairly and without discrimination (Tuhuteru, 2023). This will assist pupils comprehend character education and learn how they should communicate and interact with others. Instructors should utilize a number of effective learning tactics to ensure that pupils comprehend character education. They can employ a variety of tactics (Kahar et al., 2022; Phan et al., 2022), such as group discussions, games, and group tasks (Adnyana et al., 2019; Natalia et al., 2019; I. N. A. S. Putra, 2021; I. N. T. A. Putra et al., 2021; Sutrisno et al., 2018) to assist pupils comprehend and appreciate life's essential values. Instructors must also ensure that pupils comprehend how these ideals apply to daily life. They can accomplish this by demonstrating how these principles are implemented in everyday settings and by assisting students in comprehending how to apply them in their own life (Agnesiana et al., 2023; Cahyono et al., 2023; Suryowidiyanti et al., 2021). Instructors must also ensure that they assist kids in comprehending the significance of establishing positive relationships with others. They can accomplish this by assisting kids in understanding the emotions of others and teaching them how to talk and behave properly towards others. This will help kids develop positive relationships and become better individuals.

Based on the preceding explanation, the purpose of this study is to analyze the role of teachers in supporting elementary schools in implementing strategies for improving elementary school students' understanding of character education in order to provide benefits in knowing the obstacles in implementing character education in elementary schools and strategies that can be applied, particularly for teacher-student communication.

METHODS

One of the research methodologies that can be utilized to investigate ways for elementary school students' knowledge of character education through the active engagement of teachers is the literature review. This technique focuses on studying relevant sources such as journals, books, papers, and other publications (Sugiyono, 2017). The phases of performing a literature review are as follows: Create a research question: Formulate the research question precisely and clearly to assist the search for relevant sources. Look for sources: Search for relevant sources, such as scholarly journals, books, papers, and other materials. Choice of sources: The selection of information sources to be used in the research based on their relevance and quality (Sudipa et al., 2023). Data analysis: Evaluate the selected sources by reading and comprehending each source's content. Interpretation and synthesis of data: Interpretation and synthesis of data gathered from source analysis in order to draw findings and make suggestions pertaining to the study issue. In the final phase, judgments and recommendations are made. The literature review can provide a clear image of the primary school students' method for understanding character education through the active engagement of instructors, allowing for the development of ideas and solutions to improve students' knowledge of character education.

RESULTS AND DISCUSSION

The lack of adequate character education reinforcement in schools is one of the issues requiring attention. It is anticipated that these varied educational endeavors will be able to produce high-quality Indonesian human resources, meaning a society marked by tolerance and collaboration. Unfortunately, this cannot be demonstrated by available evidence. Often encountered are anarchist activities, social conflicts, and moral issues that permeate all aspects of community life (Tuhuteru, 2022). Developing a mature character involves a continuous and ongoing process throughout one's life. This process must begin at an early age since, during the stage of an individual's development, childhood is the optimal period to inculcate character values, which will serve as the foundation for future growth (Kartini & Putra, 2020; Kemal et al., 2023; Maspaitella et al., 2023).

According to (Darmayanti & Wibowo, 2014) research, the education of youngsters is crucial to a person's life. Being educational institutions for children, elementary schools are obligated to cultivate individuals with superior knowledge and values. Schools become an atmosphere that is directly in front of students and has the power to instruct their every thought, feeling, and action (Musa et al., 2023). Hence, it is expected that every educational unit, and notably primary schools, would have the commitment and integrity to strengthen the character of the nation's children through character education that is incorporated into the educational process.

According to (Triwardhani et al., 2020), education must develop children's abilities holistically. The child needs to grow. Instructors must go beyond cognition. Character development helps kids achieve education's true aims.

The research of (Kristiawan, 2016) describes the stages of character education in a model known as the components of good character, including (1) moral knowing or moral knowledge, which is how a person knows what is good and bad. The cognitive domain includes the dimensions of moral knowing, such as moral awareness, knowledge of moral values, point of view determination, moral logic, the courage to take a stand, and self-recognition; (2) moral feeling, is the strengthening of emotional aspects to become a human with character, including, among others, awareness of identity, self-confidence, sensitivity to the suffering of others, love of truth, self-control, and humility; Action is a moral action since it is the result of the two moral components outlined. To be encouraged to act morally, a person needs possess three characteristics: competence, desire, and routine. These three elements are crucial for leading a person to a moral life, as they constitute what is known as

moral maturity (Kristiawan, 2020).

In reality, implementing character education in elementary school children can use the strengthening of the Pancasila learner profile, as described in research by oleh (Sulastri et al., 2022), which focuses on the teacher's understanding of character education so that the teacher as a leader in the classroom should be able to: a) plan the project, namely planning the project, determining the flow of activities, implementation strategies, and project assessment; b) facilitate, namely facilitation of the project; and c) assess the project.

The difficulties in implementing character education in schools are described in research by (Jaelani & Asvio, 2019) in the evaluation of character education programs in elementary schools, which explains some of the obstacles, such as the lack of school readiness demonstrated in the management of facilities and infrastructure supporting character education, as well as the suboptimal utilization and maintenance. The majority of instructors lack a firm grasp of the character education program and its execution in schools (Ismaya et al., 2023) (Akbar et al., 2022). There are still a significant number of teacher-centered learning methods that do not encourage student participation [36]. Therefore, there is a need for learning media that can assist students in gaining a deeper grasp of their character, attitudes, and knowledge (Kartinah et al., 2018) (Aditama et al., 2019; Sudipa et al., 2022).

Among the comments and suggestions that may be made based on the findings of the literature review on the Strategy for Primary School Students' Knowledge of Character Education Via the Active Participation of Teachers are the following: Instructors should function as facilitators in the learning process, assisting students in understanding and applying character education values in daily life. Instructors should utilize enjoyable and engaging learning techniques to assist pupils comprehend and retain character education ideals. Instructors should employ active learning approaches, such as group discussions, role plays, and projects, to assist students in understanding and applying character education ideals. Instructors should strive to include character education concepts into all learning materials so that students may comprehend and apply these values in their daily lives. Reflection and evaluation: Instructors should promote the reflection and evaluation process in order to assist students in comprehending and improving their conduct in adopting character education values.

CONCLUSION

The research indicated that character education plays a crucial role in the development of quality human resources in Indonesia. Implementing character education in elementary schools can utilize interaction tactics between instructors and students to impart knowledge about the significance of character education for elementary school students. Nonetheless, there are still obstacles to integrating character education in schools, including a lack of school preparation, a lack of educator comprehension, and the prevalence of teacher-centered learning approaches that do not examine students' attitudes or character. The results of the research suggest that teachers play a crucial role in assisting students to comprehend and apply character education values through the use of engaging learning strategies, active learning models, the incorporation of character education values into learning materials, and reflection and evaluation. The research suggests that elementary school teachers should continue to learn and enhance their understanding and application of character education in order to offer kids with a solid foundation and assist them in developing strong character.

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