

TEACHER CAPACITY ENHANCEMENT IN THE IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION THROUGH IN HOUSE TRAINING AT KRANGGAN STATE ELEMENTARY SCHOOL KAPANEWON GALUR

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ABSTRACT

This study aims to implement In House Training steps in an effort to improve teachers' abilities in implementing strengthening character education and increasing teachers' abilities in implementing strengthening character education through In House Training at Kranggan Kapanewon Galur Public Elementary School. This research was conducted at SD Negeri Kranggan Kapanewon Galur, Kulon Progo Regency. This research is a School Action Research. The research subjects were Class I-VI teachers at SD Negeri Kranggan Kapanewon Galur, Kulon Progo Regency. Research procedures through planning, implementation, observation or observation, and reflection. Data collection techniques through observation, documentation, field notes and research instruments. Data analysis techniques using qualitative analysis. The results of the study show that the In House Training steps to improve the ability of class teachers in implementing strengthening character education at SD Negeri Kranggan Kapanewon Galur are through a process of planning and implementing which has increased the success rate of 91,6% with category A in Cycle I and 100% with category A in Cycle II. Teacher's Ability to Apply Strengthening Character education increased by an average of 72.35% in Cycle I with category C, increased again to 86.5% in Cycle II with category B.

ABSTRAK

Penelitian ini bertujuan untuk menerapkan langkah-langkah *In House Training* dalam upaya meningkatkan kemampuan guru dalam penerapan penguatan pendidikan karakter dan meningkatkan kemampuan guru dalam penerapan penguatan pendidikan karakter melalui *In House Training* di SD Negeri Kranggan Kapanewon Galur Penelitian ini dilaksanakan di SD Negeri Kranggan Kapanewon Galur Kabupaten Kulon Progo. Penelitian ini merupakan Penelitian Tindakan Sekolah. Subjek penelitian adalah Guru Kelas I-VI SD Negeri Kranggan Kapanewon Galur Kabupaten Kulon Progo. Prosedur penelitian melalui perencanaan, pelaksanaan, observasi atau pengamatan, dan refleksi. Teknik pengumpulan data melalui observasi, dokumentasi, catatan lapangan dan instrumen penelitian. Teknik analisis data menggunakan analisis kualitatif. Hasil penelitian menunjukkan bahwa Langkah-langkah *In House Training* untuk meningkatkan kemampuan guru kelas dalam penerapan penguatan pendidikan karakter di SD Negeri Kranggan Kapanewon Galur adalah melalui proses perencanaan dan pelaksanaan yang mengalami peningkatan tingkat keberhasilan dari 91,6% dengan kategori A pada Siklus I dan 100% dengan kategori A pada Siklus II. Kemampuan Guru dalam Penerapan Penguatan Pendidikan Karakter meningkat dengan rata-rata 72,35% pada Siklus I dengan kategori C, meningkat lagi menjadi 86,5% pada Siklus II dengan kategori B.

1. INTRODUCTION

Education is one of the most important programs and receives more attention than other government programs. The government hopes that with a large budget, education in Indonesia will be more advanced so that it can realize the goals of national education, namely 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 (UU No. 20 of 2003 concerning the National Education System). Education is a conscious effort taken by humans in order to acquire new knowledge. The Director General of Elementary and Basic Education states that there are six basic components that can be used to improve the quality of learning, namely: (1) increasing the professional competence of learners; (2) development and management of educational facilities and infrastructure; (3) Improved school management; (4) supervision and evaluation; (5) development of learning evaluation tools; (6) improving school and community relations (Martinis Yamin, 2013: 233).

The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the teaching and learning process in the classroom. However, along with the rapid development of science, the government is also promoting the strengthening of character education in schools so that students do not only master science, but students must also have a strong foundation of character. Education in Indonesia has undergone curriculum changes and innovations in order to achieve national education goals. One of the educational innovations is the cultivation of national character education through various educational processes. Lickona (2001: 51) argues that character education should lead students to cognitive value recognition (moral knowing), affective appreciation of values (moral feeling), and finally to real value practice (moral action). Based on Lickona's statement, all subjects in schools must contain character values which will produce students who are not only smart but also have character.

Teachers as educators are the main actors in instilling character education in schools. However, most teachers at SD Negeri Kranggan sometimes forget to instill strengthening character education and tend to only teach material so that they can complete all the material in the curriculum. Teachers should be able to further increase the cultivation of strengthening character education to students with various activities, one of which is by instilling character education through textbooks and habituation. Muhammad Yaumi (2014: 141) states that the strategy for developing textbooks based on character education is a way of compiling and making textbooks by integrating character values in textbooks and learning activities in class. Training on the implementation of strengthening character education for SD Negeri Kranggan teachers through In House Training is one solution that can be used to train teachers in assembling character education-based learning activities and applying them to classroom learning. This is intended so that learning by applying strengthening character education can be used to improve student character which is ultimately expected to be able to produce quality and good character students.

In the School Self-Evaluation (EDS) at SD Negeri Kranggan it was found that the total number of class teachers was 6 teachers, a portion of the total number of class teachers, namely three teachers, rarely implemented strengthening character education in class. Meanwhile, three other teachers have provided strengthening character education, but not all subject matter has included strengthening character education for students. For this reason, it is necessary to increase the ability of teachers in implementing strengthening character education through In House Training so that teachers can improve the quality of learning in class and improve the quality of student character in class.

In order to improve the ability of teachers to implement strengthening character education, the Principal of SD Negeri Kranggan conducted In House Training activities for all teachers at SD Negeri Kranggan. In House Training is a training program conducted in schools to improve teachers' abilities in implementing strengthening character education at SD Negeri Kranggan. The formulation of the problems in this research are: 1) What are the steps of the In House Training to improve the ability of teachers in implementing strengthening character education at SD Negeri Kranggan Kapanewon Galur. 2) Can In House Training increase the ability of teachers in implementing strengthening character education at SD Negeri Kranggan Kapanewon Galur. The aims of this School Action Research are: 1) Applying In House Training steps in an effort to improve teachers' abilities in implementing strengthening character education at SD Negeri Kranggan Kapanewon Galur. 2) Improving the ability of teachers in implementing strengthening character education through In House Training at SD Negeri Kranggan Kapanewon Galur.

2. METHODE

This study used the School Action Research design by following the model developed by Kemmis and Mc Taggart (1990:14), which was later described by Suharsimi Arikunto (2006:16) as follows: The first step that must be taken is planning (action planning). The second step is implementation (action). At the stage of implementing this action, an observation is made in it. Then do the analysis and reflection (reflection). If the method used is successful, conclusions can be drawn immediately. However, if the method used still needs improvement, improvements can be made in the next cycle of research. The research was conducted together with collaborators who acted as observers. The flow of the school action research model can be described as follows:

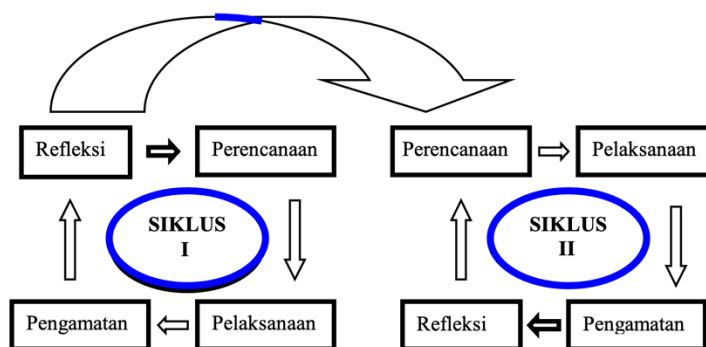


Figure 1. The Kemmis Model School Action Research Cycle and Mc Taggart

The method of collecting data in this study was obtained using the following techniques: This observation method aims to see the reality on the ground directly without going through an intermediary, because this observation method allows research symptoms to be observed closely. Sources of information field notes made by researchers as observers. According to Suyadi (2013: 63) observation is a tool for photographing how far the effect of the action has been achieved. The instruments in this study were used to obtain data regarding the making of teacher activity lesson plans and student activities as executors of actions in managing learning using instructional media, and teacher administration in implementing strengthening character education. Documentation. The documentation method is used to find data regarding matters or variables in the form of notes, transcripts, books, newspapers, meeting minutes, agendas and so on, can be done with a checklist (Arikunto, 2010: 274). The documentation in this study is more on lesson plans, documentation of action implementation, and teacher administration in the application of strengthening character education. Field Notes. Observation notes are statements about all the events experienced, namely what was seen, heard. Observation notes are records of who, what, when, where and how a human activity. This tells "who said" or did what "in certain situations (Maleong, 2000: 155). In this study, field notes were taken to obtain data during the In House Training process.

Research instruments are used to observe the process of planning, implementation and administration of teachers in In House Training. The level of success is marked by an increase in the ability of teachers if the percentage of teachers who have an ability value in implementing Strengthening Character Education in the good category has reached 80%, then the action is declared successful.

3. RESULT

The results of the actions taken by the researcher consisted of 2 (two) cycles, each cycle consisting of 2 meetings, namely Meeting 1 and Meeting 2. Cycle II also carried out 2 (two) meetings, namely Meeting 1 and Meeting 2.

Cycle I Research Results

Planning for In House training in Cycle I includes (1) The Principal prepares the In House Training schedule and materials to be carried out by the teacher. The principal and teachers have a discussion about the possible time for the implementation of In House training. (2) The principal discusses and selects the observation instruments used to observe the IHT process and the teacher's abilities. (3) The principal prepares an observation instrument to test the ability of teachers after implementing In House Training in Cycle I.

Implementation of In House Training in Cycle I teachers were briefed on the importance of implementing strengthening character education in classroom learning. In this briefing the Principal explains the meaning, examples and benefits of implementing strengthening character education, then continues with questions and answers and discussion. At the end of the meeting each teacher was given the task of filling out the observation checklist for the Process of In House Training Cycle I. The Principal made observations and analyzed the abilities of teachers with collaborators. The teacher is then given the task of implementing strengthening character education in planning lessons, learning processes and assessments first. The school principal provides guidance and assistance in implementing the strengthening of character education. The principal observes and analyzes the teacher's ability to implement strengthening character education in Cycle I.

Observation and Data Collection in the implementation of Cycle I actions were carried out by researchers together with collaborators. Observations were made to observe the Cycle I In House Training Process and the class teacher's ability to apply strengthening character education. Observation and data collection was carried out by giving a checklist at each point of the IHT process indicators and teacher abilities contained in the School Action Research instrument. Each incident experienced by the teacher while attending the In House Training was recorded in field notes to determine the level of the teacher's ability to implement strengthening character education. The results of observations and data collection of researchers and collaborators were then analyzed together to obtain conclusions based on the results of the implementation of observations and data collection.

The In House Training process in Cycle I includes planning and implementation. The data obtained from observations, the Principal only briefly explained the information and objectives of IHT in Cycle I. This can be seen from several indicator points that were implemented with percentages of 41.5% and 25%. The principal has not conveyed the purpose of using IHT. The Principal has determined the time allocation, designed the IHT (place, time, materials, media) and IHT steps. Based on observations from respondents, indicators of planning success in the IHT Cycle I process were in the good category with a percentage of 81.5%. The implementation of the IHT Cycle I process is included in category A (very good) with a percentage of 100%. The Principal has carried out all the steps in the IHT process such as giving appreciation, presenting material on the application of strengthening character education, presenting material in power point form via the

LCD. The school principal has also instructed teachers to practice strengthening character education, assist and guide teachers, and asked teachers who are able to help friends who cannot.

The ability of class teachers in implementing strengthening character education in cycle I, there were two teachers who had less ability or D in implementing strengthening character education. The percentage of the teacher's ability is 58.3% and 50.3%. There is one class teacher who has good enough ability or category C in the application of strengthening character education. The percentage of the teacher's ability is 66.2%. One teacher has the ability in the good or B category, namely with a percentage of ability of 77.2%. Meanwhile, two teachers have abilities in the very good category or A with a percentage of abilities of 92.3% and 89.8%. Based on the implementation of IHT, the application of strengthening character education in Cycle I, reflections were obtained which were the results of discussions between the Principal and collaborators, namely: (1) Teachers who had not been able to implement strengthening character education began teaching students in each lesson, but it was still carried out at the beginning of learning and at the end of learning, while in the core activities the teacher tends to forget to provide character strengthening to students, (2) Teachers have started to have better motivation in providing strengthening character education to students

Cycle II Research Results

Planning for In House training in Cycle II, namely: (1) The Principal prepares the schedule and materials for In House Training to be carried out by the teacher by looking at the reflections on Cycle I. The Principal and teachers hold discussions about the possible time for implementing In House training. (2) The principal discusses and selects the observation instruments used to observe the IHT process and the teacher's abilities. (3) The principal prepares an observation instrument to test the ability of teachers after implementing the In House Training in Cycle II.

Implementation of IHT In Cycle II Principals improve the IHT process including planning and implementation. The material for implementing character education reinforcement has been prepared in more detail, so that it is easier for teachers to follow the steps for implementing character education reinforcement. At the end of the meeting each teacher was given the task of filling out the observation check list for the Process of In House Training Cycle II. The principal observes the ability of teachers with collaborators. The teacher is then given the task of practicing the application of strengthening character education that has been prepared in the lesson plan made by the teacher. The teacher conducts discussions and questions and answers to further deepen and increase knowledge about the application of strengthening character education. The Principal provides guidance and assistance in implementing the practice of strengthening character education.

Observation and Data Collection in the implementation of Cycle II actions were carried out to observe the Cycle II In House Training Process and the ability of class teachers to implement strengthening character education. Observation and data collection was carried out by giving a checklist at each point of the IHT process indicators and teacher abilities contained in the School

Action Research instrument. Each incident experienced by the teacher while attending the In House Training was recorded in field notes to determine the level of the teacher's ability to implement strengthening character education. The results of observations and data collection of researchers and collaborators were then analyzed together to obtain conclusions based on the results of the implementation of observations and data collection.

The In House Training process in Cycle II includes planning and implementation. Data from observations of the In House Training process in Cycle II, the Principal has started to explain the information and objectives of IHT in Cycle II. This can be seen from an increase in the delivery of IHT goals to 91.5%. The school principal has determined the time allocation, although 75% of respondents stated that they had designed the IHT (place, time, material, media) and IHT steps. Based on the observations of the respondents, indicators of successful planning in the IHT Cycle I process were in category A (very good) with a percentage of 97.5%.

The IHT process in Cycle II was included in category A (very good) with a percentage of 100%. The Principal has carried out all the steps in the IHT process such as giving appreciation, conveying material on the application of strengthening character education. The school principal has also instructed teachers to practice strengthening character education, assist and guide teachers, and asked teachers who are able to help friends who cannot.

The class teacher's ability to apply strengthening character education in Cycle II at SD Negeri Kranggan Kapanewon Galur has increased. In the results of the study there was one teacher who had the ability in the sufficient category or C in the application of strengthening character education. The percentage of the teacher's ability is 71.3%. There are three class teachers who have good abilities or category B in implementing strengthening character education. The percentage of the teacher's ability is 86.8%, 85.3%, and 81.5%. Two teachers have abilities in the very good category or A, with a percentage of abilities of 96% and 98.2%.

Reflections which are the result of the principal's discussion with collaborators in Cycle II, namely: (1) The IHT process can run smoothly and well, (2) Teachers have started to have better abilities in making lesson plans by implementing strengthening character education. (3) The teacher's ability in Cycle II was more improved than the Teacher's Ability in Cycle I.

Pembahasan Hasil Tindakan

In House Training conducted by the Principal of SD Negeri Kranggan has steps that include planning and implementation. Comparison of the Process of In House Training Cycle I and Cycle II is as follows. Based on the data above, it can be concluded that there was an increase in the In House Training planning process in Cycle I and Cycle II. In the planning of IHT in Cycle I, the score was category B (good) with a percentage of 81.5%, and in Cycle II, the value was category A (very good) with a percentage of 97.5%.

Based on the data above, it can be concluded that the implementation of IHT in Cycle I has achieved category A (very good) with a percentage of 91.6%, and in Cycle II it also received category

A (very good) with a percentage of 100%. Based on the data obtained from the research results, the teacher's ability can be concluded that there is an increase in the ability to apply strengthening character education to each class teacher from Cycle I and increases in Cycle II. Comparison of increasing the ability to apply strengthening character education for each class teacher with Respondents I-VI in Cycle I and Cycle II are as follows: (1) Respondent I has an average percentage of ability of 77.2% with category B (good) increasing to 86.8% but still in category B (good); (2) Respondent II with an average percentage of ability of 92.3% with category A (very good) increased to 96% with category A (very good); (3) Respondent III with an average percentage of ability of 89.8% with category A (very good) increased to 98.2% with category A (very good); (4) Respondent IV with an average percentage of ability of 58.3% with category D (poor) increased to 85.3% with category B (good); (5) Respondent V from the average percentage of ability of 50.3% with category D (poor) increased to 71.3% with category C (good enough); (6) Respondent VI with an average percentage of ability of 66.2% with category C (good enough) increased again to 81.5% with category B (good).

4. CONCLUSION

Based on the results of the discussion on School Action Research entitled Improving Teacher Capacity in Implementing Strengthening Character Education Through In House Training at SD Negeri Kranggan Kapanewon Galur, it can be concluded as follows. The steps of In House Training to increase the ability of teachers in implementing strengthening character education through In House Training at SD Negeri Kranggan Kapanewon Galur are through the process of planning and implementation experiencing an increase in the level of success. In Cycle I, the researcher provided material for strengthening character education during the implementation of the In House Training and the teacher presented a lesson plan containing strengthening character education. In Cycle II the researcher used group dynamics in the implementation of IHT, the teacher formed a group and each gave an example of strengthening character education in class, then the teacher revised the lesson plan and presented it again. This can also be seen in the comparison of the In House Training Process from Cycle I Planning with a category B score (good) with a percentage of 81.5%, and in Cycle II a category A score (very good) with a percentage of 97.5%. The implementation of Cycle I was 91.6% in category A and increased to 100% in cycle II with category A. In House Training can improve the ability of teachers in implementing strengthening character education at SD Negeri Kranggan Kapanewon Galur. This can be seen in the comparison of the teacher's ability to apply strengthening character education in Cycle I and Cycle II. The teacher's ability to apply Strengthening Character Education increased by an average of 72.35% in Cycle I with category C, then increased to 86.5% in Cycle II with category B.

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