

IMPROVING TEACHER CAPABILITY IN IMPLEMENTING STRENGTHENING CLASS-BASED CHARACTER EDUCATION THROUGH WORKSHOP IN NOMPOREJO STATE PRIMARY SCHOOL

Suratinem

SD Negeri Nomporejo, D.I. Yogyakarta, Indonesia
suratinemeko67@gmail.com

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ABSTRACT

The not optimal application of character education in learning has an impact on reducing student character. This can be seen in the results of the Student Self-Evaluation (EDS) which show that most teachers have not integrated strengthening character education into learning materials. This requires school principals to carry out new innovations in improving teacher abilities in implementing class-based strengthening character education through workshops. The purpose of this research is to describe how to improve teachers' abilities in implementing classroom-based strengthening character education through workshops at SD Negeri Nomporejo. This research method is in the form of classroom action research. The results of this study indicate that the steps of the workshop through the process of planning, implementing, reflecting and assessing and evaluating have increased success rates. Workshops can improve teachers' abilities in implementing classroom-based strengthening of character education at Nomporejo Kapanewon Galur Public Elementary School for the 2021/2022 Academic Year. This can be seen in the comparison of teachers' abilities in implementing strengthening character education in Pre-Action, Cycle I, and Cycle II. The teacher's ability to apply Strengthening Character Education increased by an average of 67.9% in Pre-Action with category D, increased to 72.35% in Cycle I with category C, increased again to 86.5% in Cycle II with category B.

1. INTRODUCTION

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 encouraging strengthening the character of education in schools so that students not only master science, but students must also have a strong basic character. Lickona (2012: 51) suggests that character education should lead students to cognitive recognition of values (moral knowledge), affective appreciation of values (moral feelings), and finally to real value practice (moral action).

Fundamental to the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 and Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, it is stated that Strengthening Character Education (PPK) is an educational movement under the responsibility of educational units to strengthen the character of students through harmonization of the heart, sports, thought and sports with involvement and cooperation between educational units, families and communities as part of the National Mental Revolution Movement (GNRM).

This is reinforced by the Kulon Progo Regent's Regulation Number 65 of 2017 concerning Guidelines for Implementing Strengthening Character Education in Education Units that Character Education is education that aims to form students who have a strong spirit of friendship, competitiveness, noble character, morals, tolerance, mutual cooperation. , patriotic in spirit, developing dynamically, oriented towards science and technology imbued with Pancasila, faith and devotion to God Almighty.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and deploying students on formal education pathways (Danim, 2010: 17). According to Mulyasa (2008:19), the role and function of teachers influences the implementation of education in schools. Among the roles and functions of teachers are as educators and instructors, as community members, as leaders, as administrators, as learning managers.

Nomporejo State Elementary School is an elementary school in Kulon Progo Regency which is trying to provide quality and characterful education in preparing its students to have provisions and be ready to take education to a higher level of education. The data obtained from the results of the School Self-Evaluation are not as expected. Most of the teachers at Nomporejo State Elementary School are not optimal in instilling strengthening character education and tend to only teach material so they can complete all the material in the curriculum. There are four class teachers who have not implemented strengthening character education in the classroom. Meanwhile, two other teachers have strengthened character education even though they have not integrated character education strengthening into all subject matter.

Based on the problems found in the field, the principal carried out new innovations to improve teachers' abilities in implementing strengthening class-based character education through workshops at Nomporejo State Elementary School with the problem formulation, namely: How to increase teachers' ability to implement strengthening class-based character education through workshops at State Elementary Schools Nomporejo Kapanewon Galur?

A workshop carried out in the world of education is an activity carried out to develop the ability to think and work together in groups or individually to discuss and solve all existing problems regarding both theoretical and practical problems with the aim of being able to improve the quality of pedagogical competence and teacher personality so that they can carry out them in accordance with their respective duties (Sahertian and Frans, 2000: 108)

Apart from that, according to Mulyasa (2007: 43) teacher development can be carried out by means of on-the-job training and seminars, workshops, panel discussions, meetings, symposiums, conferences, and so on. More specifically, Mulyasa explained, efforts to improve teacher performance in learning can be done through various training such as: learning model training, training in making teaching aids, training in developing syllabi, and training in making standard materials.

This research aims to describe how to improve teachers' abilities to implement strengthening class-based character education through workshops at Nomporejo Kapanewon Galur State Elementary School. Meanwhile, the benefit of this research is that students have increased character education in the implementation of learning and are ultimately able to improve the quality of character application in daily life, teachers have the ability to implement strengthening character education to improve the quality of student character in the classroom. In this research, the school principal limited the problem studied to the ability of teachers to implement strengthening class-based character education through workshops at Nomporejo State Elementary School.

2. METHODS

The research method used is using a School Action Research design 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. The second step is implementation (action). At the stage of implementing this action, observations are carried out. Next, analysis and reflection are carried out.

The flow of the school action research model can be described as follows:

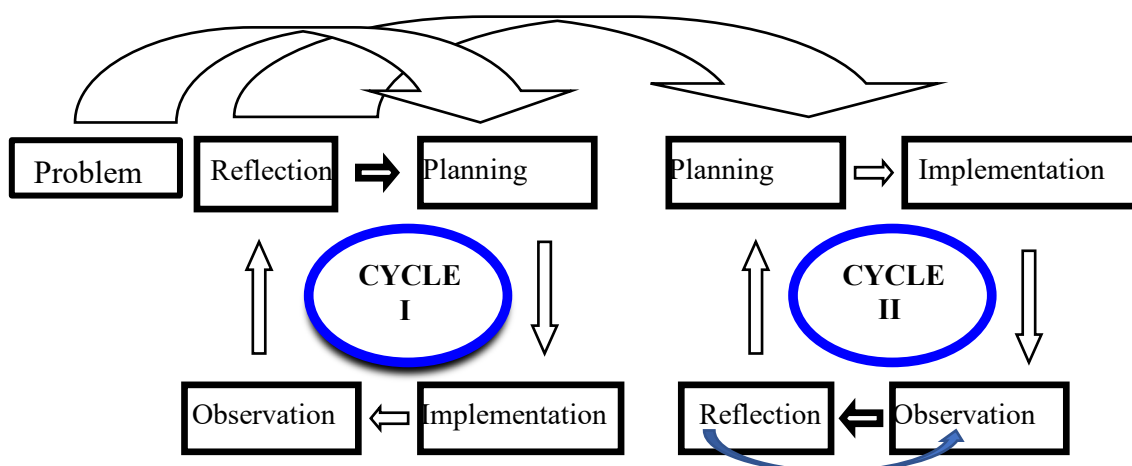


Figure 1. Kemmis and Mc Taggart Model School Action Research Cycle

The location of this school action research was the teachers of classes I-VI of SD Negeri Nomporejo, namely 6 people. The data in this research was obtained using observation techniques, documentation, field notes and instruments. The instruments of this research are the teacher competency supervision instrument in planning the implementation of strengthening character education, the teacher competency supervision instrument in implementing the implementation of strengthening character education, the teacher administration supervision instrument, the workshop instrument.

3. RESULTS AND DISCUSSION

3.1. Teacher Ability and Strengthening Class-Based Character Education

A teacher can carry out his duties well if he is supported by good abilities. According to Aqib (2002: 84-86), in carrying out his duties, a teacher should have the abilities and attitudes, namely: (1) mastering the curriculum, (2) mastering the material, (3) mastering learning methods and evaluation, (4) loyal to duties, and (5) discipline in the broadest sense. The basic ability of teachers is none other than teacher competence (Wijaya & Tabrani, 1994: 24). Based on this understanding, it can be interpreted that ability is a derivative of the term competency. Charles in Mulyasa (2008: 25), states that competence is rational behavior to achieve the required goals in accordance with the expected conditions. According to Syaiful Sagala (2011: 29), "Competency is the ability to carry out something that is obtained through education and training".

In Law no. 14 of 2005 Article 8 states "teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals". Furthermore, Article 10 paragraph (1) states "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education". Teachers' abilities in planning, implementing and evaluating learning are part of pedagogical competence.

Based on the views of experts, it can be concluded that teacher ability is a derivative of teacher competence, which is rational behavior to achieve the required goals in accordance with the expected conditions through education and training. Teacher abilities include pedagogical competence, personality competence, social competence, and professional

competence obtained through professional education. Teachers' abilities in planning, implementing and evaluating learning are part of pedagogical competence.

According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. and society. Ki Hajar Dewantara, as quoted by Alisuf Sabri, stated that education is guiding all the natural strengths that exist in children so that they become human beings and members of society and achieve the highest safety and happiness (Sabri, 2010: 5). Meanwhile, according to Driyarkara, education is an effort to humanize young people (Ihsan, 2005: 4). Meanwhile, according to Doni (2007: 80) education is a process of internalizing culture into individuals and society to become civilized. There are also those who define education as a process by which a nation prepares its young generation to live life, and to fulfill life goals effectively and efficiently.

With education we can be more mature because education has a very positive impact on us, and also education can eradicate illiteracy and will provide skills, mental abilities, and so on (Haryanto, 2012). Harahap and Poerkatja state that education is a deliberate effort by parents which is always interpreted as being able to give rise to moral responsibility for all their actions (Muhibbin, 2007: 11).

Character is a psychological trait, morals or manners that are characteristic of a person or group of people (Majid, 2010: 11). Character can also be interpreted as stable attitudes, habits, morals, personality as a result of a progressive and dynamic consolidation process (Yahya, 2010: 1). But in reality, not all humans are able to show themselves as perfect or civilized creatures. For this reason, education is needed that can shape humans to become more civilized, namely education that is related to human character itself (Munir, 2018: 4).

Kulon Progo Regent's Regulation Number 70 of 2021 concerning Character Education Based on Cultural Values explains that Character Education based on Cultural Values is implemented by optimizing the function of the tricentral Education partnership which includes: a. education units; b. family; and c. public. At elementary school level, character education is implemented through intracurricular, co-curricular or extra-curricular activities, which are carried out creatively and in an integrated manner. Meanwhile, character education in the family and community is carried out through joint activities and family involvement in the education unit, home and community environment.

Character education based on Cultural Values optimizes partnership functions implemented using an approach based on: a. class; b. education unit culture; and c. public. The class-based approach as intended is carried out by integrating the main values of character education and cultural values in the learning process thematically or integrated in subjects according to the curriculum content. A class-based approach also plans class management and learning/guidance methods according to student characteristics, carries out learning/guidance evaluations; and developing a local content curriculum based on cultural values in accordance with the needs and characteristics of the education unit and students.

The Director General of Basic Education stated that there are six basic components that can be used to improve the quality of learning, namely: (1) increasing the professionalism of learners; (2) development and management of educational facilities and infrastructure; (3) Improving school management; (4) supervision and evaluation; (5) development of learning evaluation tools; (6) improving school and community relations (Martinis Yamin, 2013: 233).

3.2 Implementation of Strengthening Class-Based Character Education Through Workshops at Nomporejo State Elementary School

The workshop steps to improve teachers' abilities in implementing strengthening character education through workshops at SD Negeri Nomporejo Kapanewon Galur are through planning, implementation, reflection and assessment and evaluation processes which have increased the level of success.

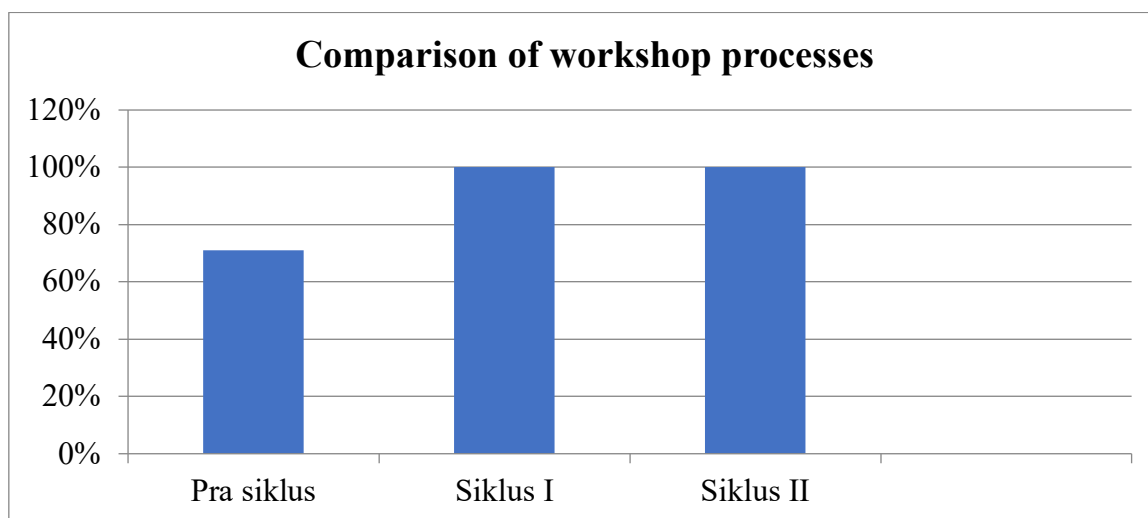


Figure 2. Workshop Process Comparison Diagram

In the Pre-Cycle, the researcher only briefly conveyed character education material during the meeting. In Cycle I, the researcher provided material on strengthening character education during the workshop, then the teacher presented a lesson plan which included strengthening character education. In Cycle II, the researcher used group dynamics in implementing the workshop. The teachers were made into groups and each gave an example of implementing strengthening character education in the classroom, then the teacher revised the lesson plan and presented it again. This can also be seen in the comparison of the workshop process from Pre-Cycle from 71% with category C to 100% in Cycle I with category A and remaining 100% in cycle II with category A.

3.3.Peningkatan Kemampuan Guru Dalam Penerapan Penguatan Pendidikan Karakter Berbasis Kelas Melalui *Workshop* Di SD Negeri Nomporejo

The workshop can improve teachers' abilities in implementing strengthening class-based character education at the Nomporejo Kapanewon Galur Public Elementary School. Increasing teachers' abilities in implementing strengthening class-based character education through workshops at Nomporejo State Elementary School can be described in the diagram below:

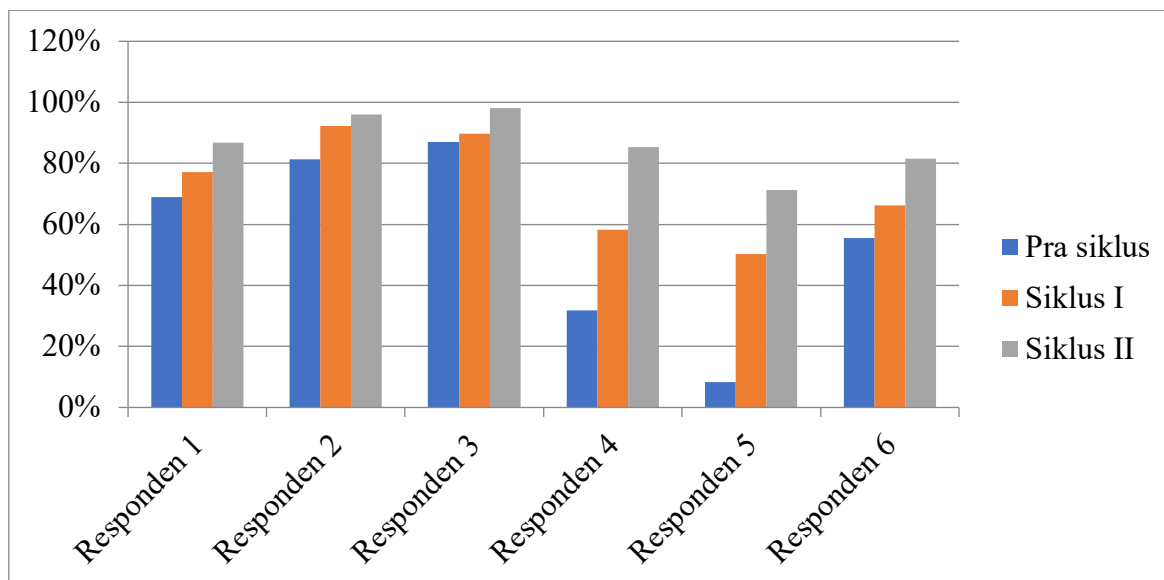


Figure 3 Diagram of Teacher Ability in Implementing Strengthening Character Education in Pre-Action, Cycle I, and Cycle II

From the diagram above, the teacher's ability to implement strengthening character education in Pre-Action, Cycle I and Cycle II is as follows: 1) Respondent I from an average percentage of ability of 69% with category C (fairly good) to 77.2% with category B (good)

increased again to 86.8% but was still in the B (good) category; 2) Respondent II from an average percentage of ability of 81.3% with category B (good) to 92.3% with category A (very good) increased again to 96% with category A (very good); 3) Respondent III from an average percentage of ability of 87% with category B (good) to 89.8% with category A (very good) increased again to 98.2% with category A (very good); 4) Respondent IV from an average percentage of ability of 31.8% with category K (very poor) to 58.3% with category D (not good) increased again to 85.3% with category B (good); 5) Respondent V from an average percentage of ability of 8.3% with category K (very poor) to 50.3% with category D (not good) increased again to 71.3% with category C (fairly good); 6) Respondent VI went from an average percentage of ability of 55.5% with category D (not good) to 66.2% with category C (fairly good) increasing again to 81.5% with category B (good).

4. CONCLUSION

The workshop steps to improve teachers' abilities in implementing strengthening character education through workshops at SD Negeri Nemporejo Kapanewon Galur are through planning, implementation, reflection and assessment and evaluation processes which have increased the level of success. The workshop process from Pre-Cycle went from 71% with category C to 100% in Cycle I with category A and remained 100% in cycle II with category A.

Teachers' abilities in implementing Strengthening Character Education increased by an average of 67.9% in Pre-Cycle with category D, increasing to 72.35% in Cycle I with category C, increasing again to 86.5% in Cycle II with category B.

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