

Analysis of Character Education Through Learning Scope in Elementary School

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Abstract. This study discusses the character education of elementary school students through the scope of learning to develop an understanding of character. The main problem faced is the lack of integration and consistency in the implementation of character education in elementary schools, as well as minimal support from parents and the community. The purpose of this research is to analyze how the curriculum, learning methods, and other factors contribute to the development of student character. The research method used is a qualitative approach, with data collection techniques in the form of participatory observation, in-depth interviews, and documentation studies of the curriculum and teaching materials. The research results show that the integration of character values in the curriculum, the use of student-centered learning methods, and evaluations that consider character development can improve students' understanding and development of character. The discussion reveals that internal factors such as motivation and emotional intelligence, as well as external factors such as family, school and community environments, play an important role in forming students' character. However, obstacles such as lack of consistency in implementation and minimal parental support can hinder the effectiveness of character education. Proposed solutions include teacher training, transparent systems of rewards and consequences, and effective communication between schools and parents. In conclusion, character education in elementary schools requires strong integration in the curriculum and support from all related parties to create an environment that supports the development of positive character in students.

Keywords – Character education; learning scope; elementary school

I. INTRODUCTION

Education is an important process in developing students' character, intelligence and mastery in educational sciences. In an education system and the learning process will improve the character of students, there are several basic elements such as religion, independence, mutual cooperation and so on. By achieving this goal, educators also contribute to the development of character values, namely honesty, high tolerance, discipline, creativity, curiosity, responsibility, religiousness, which must be instilled in students from elementary school.[1]

Character education is very important at the elementary school level in order to achieve character in students and make learning significant or enjoyable. The character of students who are developed through the world of education has a significant relationship to the development of their creativity, religion and morals. In this context, it is very relevant to increase the understanding of students' character within the scope of elementary schools.

Analysis that is related to improving the quality of education and the character of students. Analyze the main characteristics that are important to assist students and teachers in developing more effective teaching strategies to improve student characteristics. The importance of character education at the elementary school level will increase public awareness about education in the education curriculum.

It is necessary to analyze student character based on theoretical and juridical reasoning. The first decision, no. 19 of 2005, concerning national education standards, states that educational progress must be achieved by considering students' needs, desires and values. Furthermore, theoretically speaking, in the process of teaching students, instructors can influence several factors, such as individual differences, social dynamics, culture, economics, learning styles, and the tenacity of each student. In an educational process, students are the main focus and all educational activities are aimed at them.

Interaction between educators and students will produce visible results from changes in behavior influenced by education and influenced by the learning process within the scope of elementary

schools. In a learning process, students develop various skills, abilities and results from a series of complex behaviors and behaviors that they experience. Therefore, educators also need to understand students' characteristics and their initial abilities when planning learning in the classroom. Initial analysis is a process for identifying needs and characteristics and is useful for establishing specifications and qualifications for behavior change.

II. METHOD

This research uses a qualitative approach to analyze student character education through the scope of learning in developing an understanding of elementary school students' character. A qualitative approach was chosen because it allows researchers to gain in-depth understanding about the phenomenon under study through collecting data from various sources and perspectives. The population in this study were all students and teachers at the elementary school which was used as the research location. The sample was selected using a purposive sampling technique, namely selecting participants who were considered to have rich information that was relevant to the research objectives.

Data collection techniques used include participatory observation in the school environment, in-depth interviews with teachers, students and related parties, documentary studies of the curriculum, syllabus and other supporting documents, as well as field notes to record important information during the research process. The research instruments used were observation guidelines, interview guidelines, and field note sheets. Data analysis was carried out inductively, namely identifying themes and patterns that emerged from the data collected, then drawing conclusions based on the interpretation of these findings.

III. RESULT AND DISCUSSION

Curriculum and teaching materials have an important role in developing student character in elementary schools. The curriculum currently used, including the 2013 curriculum, encourages the use of theme-based learning which incorporates character values into every teaching and learning activity. The aim of these teaching materials is to ensure that students not only learn academic knowledge but also character traits such as discipline, tenacity, responsibility, hard work, and tolerance through real-world examples of everyday life. The learning methods and strategies used by teachers also influence student character development. Student-centered learning methods, such as group discussions, projects, and problem-based learning, can help students develop critical thinking skills, communication abilities, and teamwork. Learning strategies that actively involve students, such as role playing, simulations, and outdoor learning, can increase curiosity, creativity, and awareness of the surrounding environment [3]. The learning media used also plays a role in developing student character. Visual media such as pictures, videos and films can be used to instill character values through the real examples presented. Interactive media, such as educational games and digital applications, can increase students' interest in learning and foster critical and creative thinking skills. Evaluation of the learning process is not limited to cognitive aspects, but also considers student character development. Authentic assessment, but portfolios, observations, and reflection journals, can assess the development of character values, but responsibility, honesty, and cooperation; as in. Teachers can also help students with self- and peer-evaluations to increase their self-awareness and confidence in their own abilities. By integrating character education into the curriculum, learning materials, teaching methods and strategies, teaching media, and learning evaluation, it is hoped that students in elementary schools will develop positive character traits and

become individuals who are disciplined, wise, knowledgeable and have strong moral principles. as a foundation for living a decent life in the future.

Student character development at school is influenced by several factors, both internal and external. Internal factors are traits that come from students themselves, such as motivation, encouragement, and emotional stability. Having strong character traits in their current field will make them more motivated to develop their potential, including in terms of character development. Moreover, good emotional intelligence also helps students recognize and control their emotions, as well as understand the feelings of other people, which is the basis for developing positive characters such as empathy and tolerance.



Picture 1. Student Character Learning

Meanwhile, external factors include the family, school and community environments in which students grow and develop. Family environment is an important factor in shaping students' character from an early age. Parental parenting styles, the values taught at home, and examples from other family members will influence the formation of students' character. In addition, economic conditions and family cultural background can also influence student perceptions and behavior. The school environment also plays an important role in the development of student character. School culture, curriculum, learning methods, as well as the teacher's example and consistency in instilling character values will influence the process of character formation in students. In addition, interactions with peers can have both positive and negative impacts on students' developing character. Factors related to the surrounding community and social environment also play an important role in shaping student character.



Picture 2. Student Character Development

The norms, values, and customs held by the general public may influence student perceptions and performance. Regarding mass media, be it electronic or print, exposure may also have a positive or

negative impact on a student's character development, depending on the content covered. Therefore, good synergy and teamwork is needed between schools, communities and students to develop positive traits in elementary students. All parties must be committed to setting an example and creating a conducive environment for the formation of good character in students [4].

Thus, by implementing the efforts seriously and continuously, character education in elementary schools provide a strong foundation for the formation of the nation's next generation who have noble character and are ready to face future challenges.

IV. CONCLUSION

Character education in elementary schools has a very important role in shaping students' personalities and morals from an early age. Through analysis of the scope of learning, it can be seen that the curriculum, materials, methods, strategies, media and learning evaluation can all be used effectively to develop positive character in students. However, the success of character education is also influenced by other factors such as the family, school and community environment. Therefore, good synergy and cooperation between all related parties is needed to create an environment that is conducive to the development of student character. Obstacles such as lack of consistency, parental support, and community involvement must be overcome with comprehensive solutions, such as teacher training, reward and punishment systems, good communication with parents, and collaboration with related institutions. With serious and continuous efforts, character education in elementary schools can provide a strong foundation for the formation of the nation's next generation who have noble character and are ready to face future challenges.

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