

STRATEGIES AND THE ROLE OF TEACHERS IN SHAPING CHARACTER EDUCATION IN SCHOOL-AGE CHILDREN IN AN EDUCATIONAL ENVIRONMENT

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Abstract

Character education in the school environment is important. Character education is one of the issues that needs to be addressed by the Indonesian education system. The goal that will be achieved in the study is to find out various strategies or strategies in forming education with character at school age in an educational environment. The research design uses a literature study or literature review with a description approach. The literature search method uses keywords in Indonesian "Strategy", "Formation", "Character Education", "Schoolchildren", while the keywords in English are "Strategy", "Establishment", "Character Education", "School Children". The data bases used for reference in this study are Google Scholar, Garuda Portal, ERIC, and SINTA. The results showed that strategies that can be used in the application of character education to school-age children in the educational environment include integrating character into the curriculum. In addition, character can also be integrated into subjects, maintenance of intellectual priorities, self-development, local content, communication strategies, literacy programs, habituation, and the application of school culture. The implementation of character education is a reflection of the goals of national education. Character education can be applied either to the curriculum of educational institutions or extracurriculars through habituation methods. The purpose of character education includes being able to develop optimally regarding the potential, talents, interests, abilities, personality, cooperation, and independence of students who ultimately have good character.

Keywords: *Character Education, School Children, Strategy, Teacher.*

Abstrak

Pendidikan karakter di lingkungan sekolah merupakan hal yang penting. Pendidikan karakter merupakan salah satu isu yang perlu dibenahi oleh sistem pendidikan Indonesia. Tujuan yang akan dicapai dalam penelitian adalah untuk mengetahui berbagai strategi atau strategi dalam membentuk pendidikan berkarakter pada usia sekolah di lingkungan pendidikan. Desain penelitian menggunakan studi pustaka atau literature review dengan pendekatan deskripsi. Metode pencarian literatur menggunakan kata kunci dalam bahasa Indonesia "Strategi", "Pembentukan", "Pendidikan Karakter", "Anak Sekolah", sedangkan kata kunci dalam bahasa Inggris adalah "Strategi", "Pembinaan", "Pendidikan Karakter", "Anak Sekolah". Basis data yang digunakan sebagai referensi dalam penelitian ini adalah Google Scholar, Garuda Portal, ERIC, dan SINTA. Hasil penelitian menunjukkan bahwa strategi yang dapat digunakan dalam penerapan pendidikan karakter pada anak usia sekolah di lingkungan pendidikan antara lain dengan mengintegrasikan karakter ke dalam kurikulum. Selain itu, karakter juga dapat diintegrasikan ke dalam mata pelajaran, pemeliharaan prioritas intelektual, pengembangan diri, muatan lokal, strategi komunikasi, program literasi, pembiasaan, dan penerapan budaya sekolah. Pelaksanaan pendidikan karakter merupakan cerminan dari tujuan pendidikan nasional. Pendidikan karakter dapat diterapkan baik pada kurikulum lembaga pendidikan maupun ekstrakurikuler melalui metode pembiasaan. Tujuan pendidikan karakter antara lain dapat berkembang secara optimal mengenai potensi, bakat, minat, kemampuan, kepribadian, kerjasama, dan kemandirian peserta didik yang pada akhirnya berkarakter baik.

Kata Kunci: *Pendidikan Karakter, Anak Sekolah, Strategi, Guru.*

INTRODUCTION

Character education is the spearhead of a country's progress so that it becomes the core competency of education in Indonesia. Character education needs to be strengthened from an early age in the golden generation in realizing dignified and ethical human resources (Aswat et al., 2022). More broadly, according to Mawardi et al., (2021) character education is the development of cultural values and national character in students. So that students can apply cultural values and national character in social life. In addition, students can become national, religious, creative, and productive citizens. For this reason, in 2016 President Joko Widodo and his deputy Jusuf Kalla explained that character education would be a priority scale program. It was made clear by Nawa that the government will revolutionize the character of the nation through the movement to strengthen character education (PPK) (Aswat et al., 2022).

As a true identity or self, character is defined as the most basic value in behaving and interacting between people (Najmuddin & Aprilianty, 2020). A broader understanding according to Mukhlas & Hariyanto, (2017) that various kinds of characters are formulated as the value of living together based on the pillars of honesty, humility, peace, cooperation, happiness, tolerance, and responsibility. Character is the most urgent and prominent part of a person's life, including students in our homeland. In addition, character is an issue that has never been resolved for a long time and remains urgent to be built and discussed by every circle (Najmuddin & Aprilianty, 2020). Currently, the government is strengthening this form of education by involving various academic units, schools, communities, and families (Mawardi et al., 2021).

Character education is an important thing that must be instilled from an early age, especially in the educational environment. Character education is not only related to the problem of right and wrong, but also involves the cultivation of good habits. Character building of children is easier to do when they are still in school (Fathinnaufal & Hidayati, 2020). The development of character education will be important when the goal of education is not only to educate students but more than that students have good character and character (Fathinnaufal & Hidayati, 2020). Character building is easiest to do when children start to study at a lower level of education, namely in elementary school. For this reason, character education by the government is prioritized in elementary schools. At other levels of education is not paid the same attention, but it is just that for primary schools

it gets a more and slightly different portion of attention (Minister of National Education, 2010 in (Fathinnaufal & Hidayati, 2020).

Based on the Ministry of National Education, the purpose of character building is to improve the quality of education implementation and results in shaping the character or morals of students as a whole, integrated, and balanced (Ratnasari, 2019). Through the implementation of character building, students are expected to become individuals who live in line with the Indonesian ideology, Pancasila. Character education leads to the formation of an academic culture, which underlines the attitudes, traditions, customs and symbols practiced by all stakeholders of schools, colleges and universities and the surrounding community. (Ministry of National Education) (Ratnasari, 2019).

Character education is a national movement in creating schools, colleges, and universities that foster a young generation who are ethically good, caring, and responsible by modeling and teaching good character also through an emphasis on universal values that are shared. Educational institutions hold the main key in educating and shaping the character and morals of students (Sin & Cahyani, 2022). This is a deliberate and proactive effort by schools, districts and states to instill ethical values in learners. For example, availability, care, responsibility, honesty, and respect for yourself and others. To teach character values, character building requires a mobilizer (Ratnasari, 2019). Therefore, educators play an important role in teaching these values. Educators must be able to find ways to implement character building in the teaching and learning process. That way, through this character education, it is hoped that it can continue to provide motivation and guidance for future generations of Indonesians.

METHODE

This study uses a descriptive literature study that aims to illustrate strategies in instilling and improving character education in school-age children. This research can also be referred to as a literature study. Mestika Zed (2016) concluded that literature research is research carried out by reading several works related to the problem to be studied and recording important parts that have a relationship with the material to be discussed. Library research in carrying out its activities only focuses on materials contained in the library and does not require field research. The literature search method uses keywords in the Indonesian "Strategy", "Formation", "Character Education", "Schoolchildren", " while the keywords in English are "Strategy", "Establishment", "Character Education", "School

Children". The data bases used for reference in this study are Google Scholar, Garuda Portal, ERIC, SINTA, and SCOPUS. The articles analyzed must comply with the inclusion criteria, namely articles published in 2018-2022, *free full text*, there are publisher names, volumes, and *issues*. The analysis used is in the form of a narrative presented in the form of a description.

RESULTS AND DISCUSSION

Based on the results of literature reviews from several data bases such as Google Scholar, Garuda Portal, ERIC, and SINTA, 11 articles were obtained, 8 articles in Indonesian and 3 articles in English. Most of the samples in this study were mostly principals and class teachers. Then, all articles analyzed using qualitative descriptive methods, only in the research of Apriyanto and Mariana (2018) and Aswat et al., (2022) which used the literature review method. The results of the study can be seen in the table below:

Table 1. Review Analysis Results Related to Strategies in Instilling Character Education at the Age of Schoolchildren

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
1.	Heading: Strategies to Build Character for Elementary School Children After the Covid-19 Pandemic Writer: (Suhendro, 2022)	Sample: 15 teachers Method: Qualitative descriptive	Strategies that teachers can do in the school environment include: 1. <i>Labelling</i> 2. Become a listener 3. Have a gentle demeanor 4. Not comparing children 5. Give An example 6. Getting children engaged in activities 7. Limiting the use of electronic media 8. Agree on regulations together 9. Motivating children to have an independent attitude
2.	Heading: Teacher Strategies in Shaping Student Character through Honesty Values Writer:	Sample: Principals, teachers and students Method:	Strategies that teachers can do in the school environment include: 1. Starting the lesson by reciting the hadith of honesty

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
	(Munif et al., 2021)	Qualitative approach with types of research <i>Field Research</i>	<ol style="list-style-type: none"> 2. Trying to analyze student achievements in both academic and non-academic fields 3. Getting used to the character of behaving honestly at school 4. Have a responsible attitude in cultivating student awareness of the importance of school and education 5. Have a cooperative attitude and have an honest attitude in the school environment.
3.	<p>Heading: Analysis of Character Education Through School Culture in Grade 3 Madrasah Ibtidaiyah</p> <p>Writer: (Susilo & Ramadan, 2021)</p>	<p>Sample: Teachers, principals, schools, and students in the third grade of elementary school.</p> <p>Method: Qualitative descriptive</p>	<p>It was found that in implementing character education to students, one of them can create a school culture with three main focuses, including:</p> <ol style="list-style-type: none"> 1. The Friday Blessings program, is a culture that is often found in various schools that can be used in growing character 2. Distinctive character values are found in students in ibtidaiyah madrasahs 3. Challenges in the implementation of the program.
4.	<p>Heading: Application of Character Education Loves to Read through Literacy Programs in Elementary Schools</p> <p>Writer: (Priasti & Suyatno, 2021)</p>	<p>Sample: Principal representatives of homeroom teachers, and as well as students in grades 3 and 5.</p> <p>Method: Qualitative approach with case study method.</p>	<p>School Literacy Program that can be carried out through several phases, including :</p> <ol style="list-style-type: none"> 1. Habituation phase : habituation of reading for 10-15 minutes and other activities that can build a culture of literacy as well as conditioning of a literacy-friendly physical environment; 2. Development phase : development of literacy skills through various non-academic activities as well as the pursuit of a social and affective environment as a model of communication and literate interaction;

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
			3. Learning phase: learning is carried out using literacy strategies and strives for an academic school environment in a way that is as simple as developing professionalism.
5.	<p>Heading: Character Cultivation Loves to Read through School Literacy Activities in Grade III Elementary School Students</p> <p>Writer: (Yulianti et al., 2021)</p>	<p>Sample: Principal</p> <p>Method: Qualitative descriptive</p>	<p>School literacy program.</p> <ol style="list-style-type: none"> 1. The reading program in the classroom is very influential and has a good impact on the character of the students. 2. Getting used to reading in school can make students accustomed to reading anywhere and anytime.
6.	<p>Heading: Analysis of Teacher Strategies in Instilling the Value of Character Education in Grade IV Students of SDN 16 Cakranegara</p> <p>Writer: (Kusumayanti et al., 2021)</p>	<p>Sample: Teachers and leaders in schools (IVA class teachers and IVB class teachers) as primary data sources, as well as written documents as secondary data sources.</p> <p>Method: Qualitative descriptive</p>	<p>Teachers can carry out the following strategies in fostering character values in education:</p> <ol style="list-style-type: none"> 1. Creating a strategy in learning 2. Create a habituation, exemplary and strengthened program by creating a banner that states that the school is an educational institution that has a character 3. Additional activities such as extracurriculars
7.	<p>Heading: Implementation of the Principal's Strategy in Strengthening Student Character Education</p> <p>Writer: (Susanti et al., 2020)</p>	<p>Sample: Principals, teachers, and learners who</p> <p>Method: Qualitative descriptive</p>	<p>The principal can create a program that strengthens the character education of students as follows :</p> <ol style="list-style-type: none"> 1. Integrating character into intracurricular activities 2. Integrating characters into extracurricular activities 3. Getting used to the characters in school; <p>Strategies that can be implemented as follows:</p>

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
			<ol style="list-style-type: none"> 1. Incorporate character education into each subject or local theme and content; 2. Incorporating character education into extracurricular activities including scouts, little doctors, and drum bands through motivational and advice sharing strategies, rewarding rewards in the form of gifts or rewards for exemplary students and sanctions for students who are not exemplary.
8.	<p>Heading: Educational Games (Games) as a Character Education Strategy</p> <p>Writer: (Aprilianto & Mariana, 2018)</p>	<p>Sample: Secondary data</p> <p>Method: Literature review</p>	<p>Educational game tools (APE)</p> <p>Educational games can be used as a strategy in instilling character in students, for example: arranging blocks / legos / puzzles is useful in instilling patient and creative characters.</p>
9.	<p>Heading: <i>Communication Strategies of Teachers in Character Education</i></p> <p>Writer: (Purba et al., 2019)</p>	<p>Sample: Teacher, Homeroom Teacher and Guidance Counseling Teacher grade 2</p> <p>Method: Qualitative descriptive</p>	<ol style="list-style-type: none"> 1. Cultivating self-confidence is key in carrying out communication strategies that teachers can do in instilling character in the classroom. 2. Teachers can execute strategies that are not only done directly, but can also approach anywhere such as on social media.
10.	<p>Heading: <i>Teacher Managerial Strategy in Building Character Education During The Covid-19 Pandemic.</i></p> <p>Writer: (Aswat et al., 2022)</p>	<p>Sample: Secondary data</p> <p>Method: Literature review</p>	<p>The results showed that some of the managerial strategies of teachers in strengthening character education are:</p> <ol style="list-style-type: none"> 1. Choose a variety of methods that are applied online and offline. 2. Online character strengthening activities include involving various innovations in online learning methods through various interesting content, interactive multimedia <i>courseware</i>, portfolios, <i>whatsapp</i> class

No.	Title, Author, and Year of Research	Research Samples and Methods	Research Results (Strategy)
11.	Heading: <i>Teachers Strategies in Strengthening Character Education Based on Islamic Values in Online Learning During the Covid- 19 Pandemic</i>	Sample: Principals and teachers	groups, google classes, <i>sevima delink</i> , virtual applications such as zoom meetings, <i>google meetings</i> , <i>Televisi</i> , <i>Youtube</i> , social media management, e-learning system management, character control books (chacker characters), character games, establishing intense communication through mobile phones. Strategies that teachers can do in cultivating strong character in students during the COVID-19 pandemic include: <ol style="list-style-type: none"> 1. Learning method innovation 2. Exemplary 3. Habituation 4. Strengthening and sanctions 5. Assessment.
	Writer: (Mawardi et al., 2021)		

Based on the results of the study, it shows that there are many strategies that can be applied by teachers and schools in shaping and instilling character education in school-age children. Basically, in instilling character education, it can be through a reinforcement through a character building program for students in elementary schools by including character building programs into the learning curriculum as an effort to improve student intellectuality and self-development (Fathinnaufal & Hidayati, 2020). Character building can be done both at home by parents and in educational environments such as schools.

Various strategies that can be done in instilling character education at the age of children in the environment of educators. Suhendro (2022) strategies that can be done by teachers are to try to make strategies to maximize the approach with students, strategies that can be done include being a good listener, having a gentle attitude, in providing explanations included with examples, not comparing one student with another, in every activity always involving children, minimizing The use of electronic media such as gadgets, each activity agrees on a rule and encourages students to have an attitude of independence. This is in line with the research of Munif et al (2021) and Kusumayanti et al.

(2021) also said that the strategy that can be done is to carry out habituation activities such as being honest, helping others, helping each other between themes, and an attitude of supporting the realization of education.

The Strategy above shows the importance of teachers' ability to communicate to carry out character-based education for students. According to Purba et al., (2019) Communication strategies with students can be initiated by creating closeness and striving for students' sense of trust in the teacher. Teachers can communicate with students face-to-face or can also interact virtually through the use of social media. Research Purba et al., (2019) supported by Oleh Aswat et al., (2022) who also said that in conducting character education on students, it can be done through the formation of group whatsapp class, google class, *sevima delink*, virtual applications such as zoom meeting, *google meeting*, *television*, *youtube*, social media management. This strategy also shapes students in applying the importance of wise and good use of social media, especially when used in communicating with other people.

In the research of Kusumayanti et al., (2021) student habituation activities in instilling character education are also supported by the existence of learning strategies, banner and banner climbing, as well as conducting extracurricular activities. The research of Kusumayanti et al., (2021) is in line with Mawardi et al., (2021) Yung stated that the strategy that can be done by teachers is to innovate learning methods and not to instill an attitude of resilience and provide in their character education programs. This method that teachers may be able to do as an effort to strengthen the character values of students in terms of religiosity, nationalist me, integrity, independence and help (Mawardi et al., 2021).

CONCLUSION

Based on the results of the study, various strategies were obtained that can be carried out to form and support the application of character education in school-age children in the educational environment. These strategies include the integration of character with the school curriculum, the integration of subjects, intellectual development priorities, student self-development, increasing local content activities, communication strategies, literacy programs, habituation, and application of school culture, activities extracurricular, and developing innovative learning methods. The implementation of character education is one of the implementations of the implementation of national

education goals, namely by applying into the curriculum of educational units or extracurricular activities through habituation methods that aim to develop the potential, talents, interests, abilities, personality, cooperation and independence optimally of students who ultimately have character which is good. From the various strategies above that have been discussed, it is hoped that it can be a solution and alternative for teachers or educators in Indonesia in the application of character building to school students throughout Indonesia.

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