

The Evaluation Of Character Education In Promoting Students At Sd Negeri 78 Palembang

Tita Bela Hisri

Abstract: The objective of this study was to find out how to evaluate character education and whether the result was effective in fostering students at SD Negeri 78 Palembang. The method used was a qualitative descriptive method that was used to process, search and present data that was interesting, and easy to read. Observation and interview data were in the form of qualitative. Based on the analysis results of observation and interview data showed that this success could be seen from the attitudes and children's behavior which were reflected in the results of the observation sheet in the form of; religious attitude, honesty, discipline, caring for the environment. The average score of students 'answers on "civilizing" behavior was 54.06% and students' scores on "starting to develop" behavior was 33.44%, while the answer on "began to appear" was 9.38%, and the answer on "has not been seen" there was 3.13%. The results of this study were expected to be useful for teachers, students and parents, and can enhance the character education program by maximizing and producing student output with character so that it is useful for religion, society and the nation.

Keywords: Evaluation, Education, Character

INTRODUCTION

Elementary School (SD) with an age range of 06-12 years which is an important stage in the application of character education, even a fundamental problem for the success of the character growth of students. Dwi (2007), states that elementary school children experience physical and motoric growth, including the growth of personality, morals, intellectual, language, character and morals that grow rapidly. Supposedly, character education starts from childhood and elementary school age. The role of the teacher is very important in terms of developing the character of students, which can be carried out with the learning process in the classroom. Teachers must be able to provide examples and examples to students in behaving well. If not, students will easily imitate what they see and what they hear. The most ideal education is education that mixes intellectually, emotionally, and spiritually. Because of that, education is not only focused on students, but also a good example and is fostered for those who educate in this case the teacher is the teacher. But, in fact what is happening in Indonesia is that there are still many educational values that cannot be transformed by educational institutions. This can be seen from students who are still cheating, being lazy, getting caught in drug cases, free association, low awareness of others, and lack of respect for parents (Dwi, 2007). The real condition in Palembang State Elementary School located in the market area is the initial observation for researchers about religious studies and habituation of other positive things to foster the character of students, in this case there are students who are inconsistent in terms of the habit of reading prayers before and after the lesson, the habitual thing is just a compulsion to do it, not based on sincerity. In addition to the application of discipline, starting from uniforms, the accuracy of entering the classroom, throwing garbage in places where it has been facilitated by the trash can, has not been as expected in the formation of character of students. This shows that there are still forms of disciplinary violations. All negative behaviors carried out among the students above are proof of the fragility of the character that is quite severe. This happens because the character development is not optimal in formal education and the conditions of the informal environment are not supportive. The implementation of character education still faces many obstacles. Based on the results of the interview on 30 July 2018 with Mr. Drs. HM Harip, as the head of the Seberang Ulu I Sub-district (Regional Service Unit), obtained data that most of the elementary schools in Seberang Ulu I

Sub-district basically carried out character education, especially Palembang Elementary School 78 which was seen from the character education values that had been applied there. However, there are some teachers who still do not know about the implementation of character education, in addition there are assumptions from some teachers who state character education is a stand-alone subject. The implementation of character education actually concerns the overall component of education, starting from the government as the national education system policy makers, managerial principals, teacher competencies, infrastructure, curriculum and community support. But the most influential factor is the teacher. Teachers must work hard to foster students to become human beings who have character and character. Teachers are expected to have personality competencies to implement character education in Palembang Public Elementary School, so that they become faithful and pious and noble. Teachers in Palembang Public Elementary School 78 in general have applied character education to students. Especially in the subjects of Islamic Religion, but not yet thoroughly and completely or still half-hearted, this can be seen from the symptoms, as follows 1) In the process, the teacher only uses the assessment form as a tool to evaluate the character, even though the instrument is very much and various; 2) There are still teachers who are not comprehensive, not continuous, less objective, and less referring to goals; and 3) From the results of interviews with one of the PAI teachers in 78 Palembang Public Elementary School Ibu Kartini, S.pd.I on August 13, 2018, she acknowledged that it was difficult to implement this character education in teaching activities in schools. In Law No. 20 of 2003 concerning the National Education System, national education has the function of building capacity and forming national character and civilization that has the dignity to educate the life of the nation. Then in Law No. 14 of 2005 concerning the national education system (sisdiknas) article 3, argues that national education has a function to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation. Then the education must be able to develop the potential of students to become human believers, devoted, knowledgeable, capable, creative, independent, berakhlak and become citizens of a democratic and responsible country (Elfindri, 2012). Based on this explanation, it is important to have character education in schools, especially in elementary level education. Because the

number of students who behave deviant and not in accordance with the rules. The phenomenon of character damage will be faster when the use of technology is not utilized properly. For many students, the value of technology has shifted, from tools to facilitate and make life comfortable a part of social conditions and social class symbols. So, it is not surprising that there are the latest technology products, especially gadgets for most people and students want to have them so that they are not considered old school by their friends. Education as an illuminator in the formation of morals and morals so that being a character with character needs an effort to change the pattern of character education in the world of education. Character education will be one of the last defenses in saving the nation from destruction. Character is very important to be applied in the realm of education, especially in schools. The implementation of character education in schools must be implemented immediately and optimized to stem the moral degradation of students in particular and generations of the nation in general. To improve the quality of students in the field of character education, Islamic education is used as a solution, through Islamic learning the emphasis on moral education is expected to build Islamic values so as to be able to implement the moral values and realize their attitudes and behaviors starting from the participant's self students and are expected to be continued into the social environment of students. Based on the above background in order to foster learners to be better, especially at 78 Public Elementary Schools in Palembang City, researchers felt the need to research further regarding "Character Education Evaluation in Fostering Students in Palembang Public Elementary School 78".

Results of the Study

1) Character Education

Character education can be interpreted as the deliberate use of all dimensions of school life to promote optimal character development is our deliberate effort from all dimensions of school life to help develop character optimally. This means that to support student character development must involve all components in the school both aspects of curriculum content (the content of the curriculum), the learning process (the process of instruction), relationship quality (the quality of relationships), handling subjects (the handling of discipline), the implementation of co-curricular activities, and the ethos of the entire school environment (Zubaedi, 2011). Alwisol (2006), states that character as a description of behavior that highlights the true and false values, good and bad, both explicitly and implicitly, Florence Litteur describes four basic human characteristics, namely 1) Sanguinis or popular; 2) Cholers or strong ones; 3) Melancholy or perfect; and 4) Plegmatic or peaceful. The four characters each have a positive and negative value, humans do not only have one character model, often a combination of two, three, or even these four characters. What distinguishes one from the other is which characters are more prominent or dominating. The explanation of each character above is as follows (1) Sanguinis are groups who tend to be popular, others like to be liked. His life is full of colors they love to talk. His emotions were explosive and transparent. Sanguinis are a little forgetful, difficult to concentrate, tend to think short, and live irregularly; (2) Koleris is a group that likes to regulate and govern people. As a result of this nature most of them have no friends. Koleris

are challenges and adventurers; (3) Melancholy is a group that tends to be neat, orderly and scheduled and arranged according to the pattern. They like facts, data, and do everything in depth. If at a meeting sanguinis dominate the conversation, melancholy people tend to analyze, think about, and consider; and (4) Plegmatists are groups who do not like conflict, therefore anything will be done, even if they do not like it (Alwisol, 2006).

2) Urgency of Character Education

Character education is an important aspect for human success in the future. Strong characters will form a strong mentality as well. While strong mentality will create a strong spirit, never give up, dare to experience a long process, and hit the storm of change. Strong character is a prerequisite for becoming a winner in the field of strong competition like now and in the future, known as the competitive era. For someone who has a weak character, there will be no chance to become a winner, but only becomes a loser, alienated, and marginalized in the community (Asmani, 2011). Therefore, character education is very important for the nation to develop mentally for the younger generation. Regarding facts about school education, so far it can be said to fail in the aspect of character formation. Schools are too tempted by academic targets, so they forget character education. This reality makes creativity, courage to face risk, independence, and resilience through various life tests to be weak which results in children becoming frustrated, easily giving up, and losing their fighting spirit to the point of death (Asmani, 2011). By seeing that reality, character education is very important to be carried out in schools. In its implementation by optimizing the role of the school as a pioneer who gets support from other parties such as family, society, and elements of the nation to succeed in character education in building a winning mentality for future generations.

3) Basic Character Education

The development of character education comes from religion, Pancasila, culture, and the objectives of National Education. In addition, the legal basis for educational development is a) the 1945 Constitution; b) Law Number 20 of 2003 concerning the National Education System; c) Government Regulation No. 19 of 2005 concerning National Standards; d) Minister of Education Regulation No. 39 of 2008 concerning Student Development; e) National Education Minister Regulation No. 22/2006 concerning Standard Content; f) Minister of Education Regulation No. 23 of 2006 concerning Competency Standards; g) Medium-term Government in 2010-2014; and h) Ministry of National Education 2010-2014 (Zubaedi, 2011). Character education oriented to the formation of human beings who are noble and noble personalities. The basis of character education is in the National Education System Law No. 20 of 2003 which leads to a Value Education System that has a function as a standard and the basis for the formation of conflict and decision making, the basic motivation of self-adjustment and the basis of self-realization.

4) Character Education Objectives

Character education has a very important role in human life which has a position as an individual creature and at the same time also being a social being is not just independent of its environment. Education is an effort to treat human beings to achieve their intended life goals. The purpose of character

education in school settings according to Kesuma (2011), as follows 1) Strengthening and developing life values that are considered important and necessary so that they become the personality of the ownership of students as typical as the values developed; 2) Correcting students who are not in accordance with the values developed in the school; and 3) Establishing a harmonious connection with family and community in acting out the shared character responsibilities. Relating to the objectives of character education, both internal and external, the purpose of education in general is the same. Means the purpose of education must be able to make people to be better and can develop all their abilities. The objectives of character education above will be achieved if school components can work together to achieve these goals consistently. Achieving the goals of character education of students in schools is a staple in the implementation of character education in schools.

5) Principles of Character Education

Character education is based on the following principles 1) Promoting basic ethical values as character-based; 2) Identify characters comprehensively so that they include thoughts, feelings, and behavior; 3) Using a sharp, proactive and effective approach to character building; 4) Creating a school community that has care; 5) Give opportunities to students to show good behavior; 6) Having coverage to a meaningful and challenging curriculum that respects all students, builds their character all for success; 7) Trying to grow self-motivation in students; 8) Functioning all school staff as moral groups who will share responsibility for character education and be loyal to the same basic values; 9) There is a division of moral leadership and broad support in building character education initiatives; 10) Functioning the family and community members as partners in building character; and 11) Evaluating school character, function of school staff as character teachers, and positive character manifestations in learners' lives (Asmani, 2011). The principle of character education can be used as a guideline for all principals and teachers in developing character education in schools so they can detect each problem and find a solution.

RESEARCH METHOD

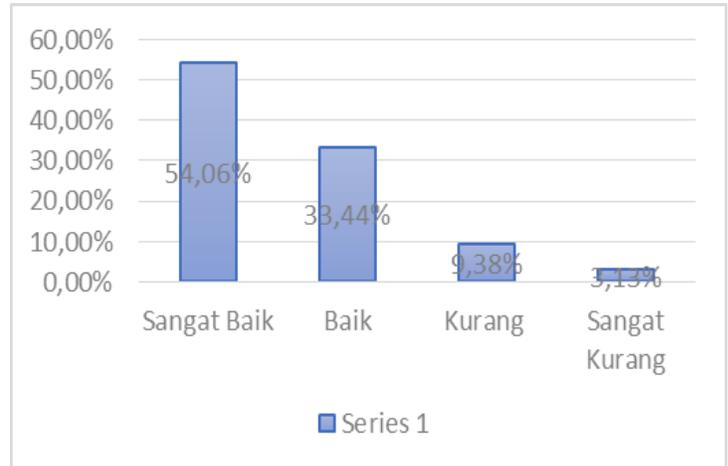
This study uses descriptive qualitative research, as the opinion of Sugiyono (2011) about descriptive research is a study that is sought to provide an overview of the object under study through sample data or population as it is, which is used in this study, namely a qualitative approach, as Sugiyono's opinion (2011) that qualitative research is a research method based on the philosophy of positivism, used to examine natural object conditions, (as opposed to experiments) where the researcher is a key instrument, the technique of data collection is triangulated (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize more meaning than generalization (Zuriani, 2016). So in this study trying to describe a study which is a phenomenon or relationship that is related to the implementation of good values through evaluating character education in fostering students in the Palembang Elementary School 78.

RESULTS AND DISCUSSION

In the implementation of character education in the Palembang elementary school 78 there are several things that are applied namely habituation and example. This was revealed by the

mother of Rukmilyuli as the Principal in Palembang Elementary School 78 g as follows: "The implementation of our character education has exemplary and refraction. In exemplary entrance the School starts at 6:45. For example there is a late rule and sanctions that must be accepted by the teacher or student at school. In the classroom the form of planting character education through the learning process has been planned in writing and unwritten, so the class teacher is responsible." In addition to the results of interviews with some of the speakers above which showed the successful implementation of character education in Palembang Elementary School 78, to strengthen the validity of the results of the research, the researchers also gave observation sheets to students totaling 5 students. The observation sheet is 16 items which each variable contains four indicators. The observation sheet that the researcher gave to the students was a type of open observation sheet by checking (√) in the answer column in the form of. The researcher can convey that for the 16 questions of the observation sheet given to 20 respondents, the frequency distribution of the "Cultivate" answer is 30.43%. The answer "Start Growing" has 27.17%, starting to look 38.04%. While those who answered "haven't seen" 4.35%. Next to see the results of the respondents 'answers on an indicator or item can be seen in the distribution of respondents' answers, namely. The observation sheet with religious attitude variables with four indicators can be seen below. a) Indicator of praying before doing something, from 20 students who answered "there are 0 students cultivating or 0%, while for answers; starting to develop there are 0 students or 0%, starting to look there are 0 students or 0%, while the answers do not seem to exist; b) Indicators of praying five times, from 20 students who answered "there are 20 students cultivating or 100%, while for answers; starting to develop there are 0 students or 0%, starting to look there are 0 students or 0%, while the answers do not seem to exist; c) Indicators of praying in congregation, from 20 students who answered "there are 20 students cultivating or 100%, while for answers; starting to develop there are 0 students or 0%, starting to look there are 0 students or 0%, while the answers do not yet appear to be absent.or 60%, while the answers do not appear to be nonexistent.; and d) Indicators say greetings to other people, out of 20 students answer "there are 20 students cultivating or 100%, while for answers; starting to develop there are 0 students or 0%, starting to look there are 0 students or 0%, while the answers do not seem to exist. Furthermore, the observation sheet with variable attitudes and student behavior that reflects honesty contains four indicators, namely; do not cheat when working on tests, return items, do not lie, and do not take things or things that are not their rights. The results of the variables and indicators can be seen in the table below. Then the observation sheet with an honest attitude variable with four indicators can be seen as below a) The indicator does not cheat, from 20 students who answered "there are 7 students cultivating or 35%, while for answers; starting to develop there are 12 students or 70%, starting to look there is 1 student or 5%, while the answer does not seem to exist; b) The indicator returned the found items, from 20 students who answered "there are 6 students cultivating or 30%, while for answers; starting to develop there are 14 students or 70%, starting to look there are 0 students or 0%, while the answers have not seen 0 students or 0%; c) Indicators do not lie, of the 20 students who answered "there are 3 students cultivating or 15%, while for answers; starting to

develop there are 16 students or 80%, starting to look there is 1 student or 5%, while the answers have not seen 0 students or 20%; and d) Indicators do not steal, from 20 students who answered "there are 4 students cultivating or 20%, while for answers; there are 15 students starting to develop or 75%, starting to appear there is 1 student or 5%, while the answers have not seen 0 students or 0%. Furthermore, the observation sheet with variable attitudes and student behavior that reflects discipline contains four indicators, namely; come on time at school, don't play truant, do homework, and do assignments. then the observation sheet with attitude and behavior variables that care for the environment with four indicators can be seen as follows 1) Indicators of disposing of garbage in its place, from 20 students who answered "there are 9 students cultivating or 45%, while for answers; starting to develop there are 7 students or 35%, starting to look there are 4 students or 20%, while the answers have not seen 0 students or 0%; 2) Indicators maintain class cleanliness, from 20 students who answered "there are 11 students cultivating or 55%, while for answers; starting to develop there are 7 students or 35%, starting to look there are 2 students or 10%, while the answers have not seen 0 students or 0%; 3) Indicators maintain environmental sustainability, from 20 students who answered "there are 11 students cultivating or 55%, while for answers; starting to develop there are 6 students or 30%, starting to look there are 3 students or 15%, while the answers have not seen 0 students or 0%; and 4) Indicators warn friends to keep clean, from students 20 students who answer "civilize there are 0 students or 0%, while for answers; starting to develop there are 2 students or 40%, starting to look there are 2 students or 40%, while the answers have not seen 1 student or 20%. The matter of caring for the environment can be said to be successful because of the habit of disposing of garbage in its place according to the classification of waste, gardening habits and cleaning the garden, pickets to dispose of garbage and washing tubs or trash bins after school. So that the hadith is cleanliness in part of faith. Based on the results of the answers from the student collections above, the results of the research can be obtained in the teaching of characters in Palembang State Elementary School which is implemented in character education. This success can be seen from the attitudes and behaviors of the desired child in the results of collecting observations consisting of; religious attitude, honesty, discipline, caring for the environment. the average score reached the answer on the policy of "civilizing" 54.06% and the score of students at the time of "starting to develop" 33.44%, while the answer "Starting to look" was 9.38%, the answer "already seen" there were 3, 13 %, Looking at the results of the above observations, the implementation of character education is successful.



(Figure Tabulation of Character Education Results Scores)

So, the positive behavior of students as reflected in the character education goals that are expected to be higher than the Minimum Completion Value (KKM) in Palembang State Elementary School is 87.50%. However, there are still some students who have not achieved the expected character level, this is influenced by students' social and economic background, students' willingness and interests, residential environment and the level of education of parents. The observation sheet document is in the appendix of this study. Results of Character Education Evaluation in Palembang Elementary School 78. The summary of the success of character education carried out in the Palembang State Elementary School above is based on the results of interviews with principals, teachers, school committees, and students reinforced by the results of the observation sheets that the researchers gave to students whose results were as follows. "It is necessary to evaluate the development of students and understand well about the habits of students so that there will be 1 character of students in school"

1. Students' attitudes and behaviors that show on the religious side are attitudes and behaviors that are in accordance with religious guidance. The average percentage of success or completeness of the four character indicators is expected from 20 students / respondents, who answer "Cultivate" there are 100%, which answer "Start Developing" there is 0%, answer "Start Visible" there is 0% and "Not Visible" there is 0%. Thus it can be concluded that the planting of religious attitudes in students is successful.
2. The attitude and behavior of students who uphold honesty values on the average percentage of success of the four character indicators expected from the 20 number of students/respondents, who answered "Cultivate" there were 25%, who answered "Starting to Grow" there were 71.25% , answer "Start Visible" there are 3.75% and "Not Visible" there are 0%. Thus it can be concluded the planting of characters about honest behavior in students is successful.
3. Students' attitudes and behaviors that show the character of discipline the average percentage of success of the four expected character indicators are four expected character indicators 20 number of students / respondents, who answer "Cultivate" there are 46.25%, who answer "Start Developing" 33.75

%, answering "Start Visible" there are 16% and "Not Visible" there are 0%. Thus it can be concluded planting character about discipline in students succeed.

4. The attitude and behavior of students who show concern for the environment the average percentage of success of the four character indicators that are expected from the 20 number of students / respondents, who answered "Cultivate" there are 45%, who answered "Start Growing" there are 28.75 %%, answered "Start Visible" there were 13.75% and "Not Visible" there were 12.5%. Thus it can be concluded the planting of characters about the behavior of students who care about the environment succeed.

This success can be seen from the attitudes and behavior of children which are reflected in the results of the observation sheet in the form of; religious attitude, honesty, discipline, caring for the environment. the average score of students' answers to the "civilizing" behavior was 54.06% and the students' scores on "developing" behavior were 33.44%, while the "Starting to look" answers were 9.38%, there were 3 "no seen" answers. 13%, Seeing the results of the observation sheet at the top, then the implementation of character education is successful. Thus the positive behavior of students as reflected in the character education goals that are expected to be higher than the Minimum Completion Value (KKM) in Palembang State Elementary School is 87.50%.

CONCLUSION

Based on data from the results of research and discussion in CHAPTER IV, the researcher can conclude a number of things as follows. Students' attitudes and behaviors that show on the religious side the percentage of success or completeness of the four indicators that answer "Cultivate" are 100%, those who answer "Start Developing" have 0%, answer "Start Visible" there are 0% and "Not Visible" there are 0 %. Thus it can be concluded that the planting of religious attitudes in students is 100% successful. The attitudes and behavior of students who uphold honesty values on the average percentage of success of the four character indicators, which answer "Cultivate" there are 25%, who answer "Start Developing" there are 71.25%, answering "Start Visible" there are 3, 75% and "Not Visible" there are 0%. Thus it can be concluded the planting of characters about honest behavior in 96.25% students and was declared successful. Students' attitudes and behaviors that show the character of discipline the average percentage of success, who answered "Cultivate" there were 46.25%, who answered "Start Developing" there were 33.75 %%, answered "Starting Visible" there were 16% and "Not Visible" "There is 0%. Thus it can be concluded that the planting of characters about discipline in 80% of students was declared successful. The attitude and behavior of students who show concern for the environment the average percentage of success, who answered "Cultivate" there are 45%, who answered "Start Growing" there are 28.75 %%, answering "Start Visible" there is 13.75% and "Not yet Seen" there are 12.5%. Thus it can be concluded the planting of characters about the behavior of students who care about the environment succeeded in 73.75% was declared successful. This success can be seen from the attitudes and behavior of children which are reflected in the results of the observation

sheet in the form of; religious attitude, honesty, discipline, caring for the environment. the average score of students' answers to the "civilizing" behavior was 54.06% and the students' scores on "developing" behavior were 33.44%, while the "Starting to look" answers were 9.38%, there were 3 "no seen" answers 13%.

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