

## **Implementation Character Building of Love Homeland in Elementary School**

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### **Abstract**

*This study aims to find out the implementation of the educational character education in the SDN 1 Nglayang. The type of this research is qualitative descriptive research. The research data was collected with several techniques, such as observation, interview, and documentation. Triangulation technique is done by means of triangulation method, that is by checking the information result of interview with documentation and observation. The results of the discussion of the implementation of the love character of the homeland there are 2 points resulting from habituation (culture), namely: (1) Integration in self-development program; (2) Integration in subjects.*

*Keywords: Character Building, Elementary School*

### **INTRODUCTION**

Implementation of education is a process of culture and empowerment of learners that lasted for life. In the process, the role of educators who are capable and willing to become role models, ability building, and to develop the potential and creativity of learners. This principle led to a paradigm shift in the educational process from the teaching paradigm to the learning paradigm. This implies that learners occupy a central position that needs to obtain services and educational facilities in order to be able to develop the potential and creative power optimally.

The function of national education based on Pancasila and the 1945 Constitution is to develop the ability and form the character and civilization of the nation that is useful in order to educate the nation's life, aims to develop the potential of learners to become human beings who believe and pious, noble, healthy, knowledgeable, capable, creative Independent and become a democratic and

responsible citizen. To carry out the function, the government organizes a national education system as stated in Law No. 20 of 2003, concerning National Education System.

The love of the homeland is the sense of pride, belonging, respect, respect that everyone has in the country where he lives. The behavior of defending the homeland is, to protect and protect his homeland, willing to sacrifice for the benefit of the nation and his country, love the customs or culture that exist in his country and preserve nature and environment without destroying it.

Character education as a form of human activity in which there is an action that educates and is destined for the next generation. The purpose of character education is to shape individual self-improvement and to train oneself in the direction of a better life. (Kusuma, 2007: 3-5).

The love character of the motherland should bring learners to the recognition of values cognitively, appreciating values affectively, and ultimately to actual value practice. This is the design of character education (moral) which by Lickona (1991: 51) is called moral knowing, moral feeling, and moral action. Therefore, all the subjects that the learners learn in school must have character education that can lead them to be characterized as characterized by Lickona.

## **METHODS**

In this research, the method used is qualitative research method, this study is strived fundamental, deep, process-oriented and based on the assumption of dynamic reality (Muhajir, 1996: 38). Researchers act as instruments as well as data collectors. Researchers act as full observers and interviewers.

In this study used data collection techniques that refers to penelitain descriptive skin. Qualitative data is descriptive data in the form of sentences or data categorized based on the quality of the object under study. Data is collected with several techniques, namely observation, interview, and documentation method. Check the validity of data through techniques of credibility, transferbility, dependability, and confirmability. (Sudjana 2004: 69)

## **RESULTS AND DISCUSSION**

### **School profile**

SD Negeri 01 Nglayang was established on December 1, 1967, located at Jalan Diponegoro no. 55 Jenangan District, Ponorogo Regency. The majority

of the population around the school are Javanese. The ability of students of SD Negeri 01 nglayang can be relied upon in various non-academic fields, including sport especially soccer and futsal which able to carve achievement at sub-district and district level. In the academic field students of SD Negeri 01 Nglayang can pass 100% five years in a row. Meanwhile, from 10 education boards serving in SD Negeri 1 Nglayang meet the undergraduate qualifications.

Has facilities and infrastructure that support academic and non academic learning based on local and global excellence. The quality of school performance achieves satisfactory value. The participation of the community (the committee) is very good in supporting the program of improving the quality of schools, both facilities and non-facilities, including the quality of educator resources and education personnel. Self-development is packaged in "One Potential Self-Development Program". With the many support from various parties have an effect on the increasing of student achievement so that the expected learning goal can be achieved optimally. Nearly 80% of students went to higher education and 15% were admitted to favorite schools in Ponorogo district.

### **School Vision, Mission, and Purpose**

National education aims to develop the potential of learners to become human beings who believe and cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Furthermore, basic education aims to lay the foundation of intelligence,

knowledge, personality, noble character and skills to live independently and follow further education. Based on the purpose of basic education, the State Elementary School 01 Nglayang determine the vision and mission as the basic foundation of the implementation of educational programs.

### **School Vision**

Vision of SD Negeri 01 Nglayang is "The Realization of BEAUTY Being" (Skilled, Smart, Akhlaqul Karimah, Nasionalis, tough, Inovatif, Kreatif).

### **School Mission**

Berdasarkan Visi di atas, SD Negeri 01 Nglayang merumuskan misi sekolah sebagai berikut.

1. Developing the skills of educators, education personnel, and learners.
2. Growing the spirit of learning learners so as to achieve optimally according to achievements.
3. Growing a polite, ethical, and beresthetic awareness and personality.
4. Growing awareness of nationalism, patriotism, and maintaining the unity and unity of the nation within the framework of the Unitary State of the Republic of Indonesia.
5. Cultivate a firm and steadfast spirit in facing problems.
6. Cultivate the innovative power of learners.
7. Cultivate the creativity of learners to become qualified and highly competitive human beings.

### **School Purpose**

1. The purpose of SD Negeri 01 Nglayang is as follows.
2. The school is able to produce Document 1 or Curriculum of SMP Negeri 1 Tanggul which implements nation character education.

3. Schools are able to produce syllabi of all subjects and for all levels that have been integrated with the nation's character education.
4. Schools are able to produce RPP of all subjects and for all levels that have been integrated with the nation's character education.
5. Schools are able to meet the complete, up-to-date, and forward-looking curriculum tools.
6. School is able to meet the standard of learning process by implementing learning with strategy / method: CTL, complete learning approach, complete individual learning approach.
7. Schools are able to meet the competency standards of graduates well, resulting in qualified graduates, strong competitiveness, both academic and nonakademik.
8. Schools are able to produce standard educators and education personnel, including: all teachers are S1 minimum qualified.
9. Schools are able to meet the standard of school facilities / facilities including: all sapras, facilities, equipment, and maintenance meet the SPM so as to be able to support quality learning that characterize the nation.
10. Schools are able to provide adequate and creative educational funding.
11. Schools are able to meet relevant and comprehensive educational assessment standards so as to measure actual competencies to achieve the nation's character education goals.
12. Schools are able to develop self-potential and noble cultural values of schools so that the character education of the nation materialized.

### **Curriculum**

The curriculum structure of SD / MI includes the substance of learning that is pursued in one level of education for six years from class I of one level of education for six years from class I to class VI. The curriculum structure of SD / MI is prepared based on competency standard of graduates and subject competency standard with the following provisions.

1. The SD curriculum contains 8 subjects, local content, and self-development as outlined on
2. Local content is a curricular activity to develop competencies tailored to the characteristics and potential of the region, including regional excellence, whose material can not be grouped into existing subjects. The substance of local content is determined by the educational unit.
3. Self-development is not a subject to be cared for by the teacher. Self-development aims to provide opportunities for learners to develop and express themselves in accordance with the needs, talents, and interests of each learner in accordance with school conditions. Self-development activities are facilitated and / or guided by teachers, or educational personnel that can be done in the form of extracurricular activities. KTSP self-development activities for elementary school can be done through counseling services related to personal and social issues, learning, and career development of learners.
4. Learning in Class I, II, and III is done through thematic approach, while in Class IV, V, and VI is done through the approach of *matapelajaran*.
5. Learning hours for each subject are allocated as stated in the curriculum structure. The educational unit is

possible to add a maximum of four hours of whole-week learning.

6. The one hour learning time allocation is 35 minutes.
7. Effective week in one lesson year (two semesters) is 34-38 weeks.

### **Implementation Program Forming the Character of Cinta Tanah Air**

The planting of the character of love of homeland in SDNegeri 01 Nglayang implemented through the program:

1. Hold flag ceremonies every Monday. The flag ceremony teaches the child to respect the national flag and the heroes who have fallen.
2. Teach local songs and national mandatory songs in learning activities. With regional songs, students will understand that Indonesia is made up of diverse ethnicities with different customs and cultures. By teaching students to sing national songs, teachers have tried to instill a sense of love to their homeland.
3. Another effort is to create a conducive environment for students to learn Indonesian contextually. The importance of good and correct Indonesian language is based on the reason that Indonesian is the national language and union language that has been agreed upon since the Youth Pledge on October 28, 1928.
5. Get used to practice Pancasila through simple activities. For example, by inviting students to visit friends who are sick, to be in harmony and mutual respect, help each other if there are friends who are distressed, and so forth. By doing small virtues that seem invisible, the true practice of Pancasila has been implemented.

6. Holding various competitions when welcoming Indonesia Independence Day celebration. By August 17th, teachers can hold various competitions such as drawing, dancing, singing, tug of war, and so forth. The benefits of holding this competition are many, among others, develop students' creativity, train good cohesiveness among students, between teachers, as well as between students and teachers.
7. Linking the value of love of the homeland in the learning materials.

Based on the description above the implementation of character education can be implemented through self-development programs and integration in the subjects in the school. The various activities and lessons learned by the teacher should develop awareness of the importance of integration between hearts, minds, hands, creations, feelings and intentions in order to develop their own character.

#### **Achievement of the Implementation of the Character of Love of the Homeland**

Observations made by researchers at SD Negeri 01 Nglayang, the achievement of the formation of the character of love of the homeland is as follows:

1. School curriculum compiled by the curriculum development team SD Negeri 01 Nglayang has included the value of love of the homeland that shape the culture and the love of homeland towards the school.
2. Have a good control between the school components in instilling the character of love the homeland.
3. Students have the awareness of the importance of love value of the homeland.

4. The teacher of SD Negeri 01 Nglayang does not find it difficult to integrate the love value of the homeland in teaching and learning activities.

Based on the observations, the implementation of the love of the homeland in SD Negeri 01 Nglayang can be achieved well. So that requires follow-up either in the family environment in the community so that the value of the love character of the homeland in the student self is not simply destroyed.

#### **CONCLUSION**

After paying attention to the discussion and the description of the formation of love character of the homeland in SD Negeri 01 Nglayang can be concluded that the implementation of the formation of love character of the homeland is done through:

1. Integration in self-development programs in schools.
2. Integration in school subjects.

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