

The Implementation of Character Education in Learning Writing Story for Primary School Students Grade 5th

Cerianing Putri Pratiwi
Universitas PGRI Madiun
cerianing@unipma.ac.id

Abstract

The purposes of this study are (1) to describe the implementation of character education in the planning of learning writing story (2) to describe the implementation of character education in learning writing story (3) to describe the implementation of character education in learning writing story for 5th grade students. This study is kind of qualitative descriptive study. The data of this study is collected based on facts and information on the implementation of character education in learning writing story for primary school students grade 5th. In this study the sources of data are teachers and students. Data collection techniques which are used in this study consist of (a) observation, (b) interview, (c) test, (d) and documentation. Data analysis technique is done by using interactive model data analysis technique. The result of this study shows that the learning writing story for primary school students grade 5th has integrated with character education since the planning. In the process of implementation, integration of character education has been seen from the pre-activities, whilst, and post-activities. The assessment for the students is also implementing character education value.

Keywords: Character Education, Writing Story.

INTRODUCTION

The great development of the era, accessibility of knowledge, and the development of technology should be not only increasing level of intellectuality but also moral value. However, in fact, some phenomena such as mugging, kidnapping of children, murder, sexual violence to the children show that the erosion of moral value and nationality. The criminal cases are bad news for this country since children are the next generation

which will make this country to be better. Therefore, cognitive intellectuality should be balanced with good character and moral

Based on the phenomenon, giving character education to the children is important. Character building for children is needed as early as possible because early childhood is a golden age of children. It will make character building become easier to apply.

One effort to build children character is included the character in to

formal education. The development of character values is not specifically contained in a particular subject, but is inserted into every subject in the school, so that the students develop into a person who has good character and good intellectuality. Integrating character education in learning is the introduction of values and internalization of values into the behavior of learners through learning activities (Asmani, 2011: 58-59). Therefore, teachers should design in such a way from planning, implementation, and evaluation of learning. A teacher plans learning through lesson plan. In process of making lesson plan, teachers are asked to pay attention to the character values to be achieved. In the implementation of learning, a teacher runs what is already planned. After that, in the learning evaluation process, a teacher assesses the attainment of character education that is integrated in learning.

The implication of character values is expected to occur in all subjects, such as Bahasa Indonesia subject. Bahasa Indonesia is a lessons that can insert character values in students. This is in line with the opinion of Syamsuddin (1986: 2) which states that language is a clear sign of a good personality as well as a bad one, a clear sign of family and nation, a clear sign of humanity. Based on that understanding, it can be seen that language can show the character of a child.

As other language, subject of Bahasa Indonesia has four skills which have to be learnt. Those are listening, speaking, reading, and writing. One of

the skills that can be inserted character education is writing skills. According to Mastiah, et al (2015) writing can be used as a medium for character planting because writing is a creative productive process that makes students act honestly, wisely, responsibly and so on the written.

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Koesuma (2010: 80) argues the term of character is considered as a characteristic or style of a person based on what they was gotten from the environment. Character education is a positive thing that done by the teacher and influences the character of the students (Samani and Hariyanto, 2012: 41). Equal with Wibowo (2012: 36) who states that character education is developing good characters to the students, so students can have good character, apply and practice it in life, whether in the family, as members of society and citizen. Raharjo (2010: 233) states character education is a holistic education process that connects the moral dimension with the social sphere in the life of learners as a foundation for the establishment of a quality generation that is able to live independently and has a principle of a truth that can be accounted for. Based on the act of Ministitry of Education of Republic of Indonesia, (2010: 9-10) 18

values of character education are: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard working, (6) creative, (8) democratic, (9) curiosity, (10) national spirit, (11) love of the homeland, (12) respect for achievement, (13) friendly / communicative, (14) peace loving, 15) likes to read, (16) attitudes of environmental care, (17) social care, (18) responsibility.

Character values developed in formal education include honesty, responsibility, healthy living, discipline, hard work, confidence, entrepreneurial spirit, creative thinking, logical, innovative, independent, curious, love science, polite, tolerant, democratic, and nationalist (Asmani, 2011: 36-41). From those opinions above, it will be specified to character education for elementary students.

According to Ghazali (in Wahyuni, et al., 2012: 14-15), in planning character education, teachers are asked to analyze learning conditions, learning constraints, learning material resources, student characteristics, and competencies which will to be achieved. According to Wibowo (2012: 96-98), the assessment which measures the achievement of character education in implementation include the determination of indicators of agreed values, the preparation of assessment instruments, recording the achievement of indicators, analysis of assessment results, and follow-up of assessment results

Writing is a productive and expressive activity. According to Susanto (2013: 249) writing is basically the activity of someone put something

on a dimension of space that is still empty, after that the result of writing can be read and understood. Tarigan (2008: 3) found that writing is a language skill that is used for indirect communication, without face-to-face with others. Similar with the two opinions, Nurjamal et al., (2011: 69) explains "writing is a creative process of expressing ideas in the form of written language for the purpose, such as telling, convincing, entertaining". Based on the description above can be concluded, that writing is a human creative process in conveying ideas or ideas in the form of writing to others.

METHODS

This study is kind of qualitative study because it presents data in the form of words and language. The main purpose of doing descriptive research is to systematically describe the facts and characteristics of the object or subject in this study. This study aims to describe a situation, describe and illustrate the implementation of character education in learning writing story for primary school students grade 5th.

The data of this study is taken by taking note. The data which is collected in this study are facts and information in the implementation of character education in learning writing story for students of grade 5th sdn kedungputri 2 paron, ngawi. In this study the data sources are teachers and students.

Data collection techniques used in this study consist of (a) observation, (b) interview, (c) test, and (d) documentation. After making observations, interviews, and

assignments, the next steps are present and analyze the data. According Wiyono and Burhannuddin (2007: 90) data analysis is the process of compiling the data which will be interpreted and concluded. The data which have been collected should be checked to get the validity. Triangulation is a technique in checking the validity of data that utilizes something else outside the data for checking purposes or as a comparison against the data (Moleong, 2007: 330). This study applies triangulation theory for checking the validity of the data. For data analysis technique in this research is qualitative data analysis. Data analysis technique is done by using interactive model. The three main points of interactive data analysis model according to Miles and Huberman (1992: 19-20) are data reduction, data presentation, and conclusion or verification.

RESULT AND DISCUSSION

The result and the discussion of this study is in the form of a description of the implementation of character education in learning writing story for primary school students grade 5th. The results and the discussion will be described the planning, implementation, and evaluation of character education on learning writing story.

The data were collected at primary school Kedungputri 02, Paron, Ngawi. This learning is carried out on the students of grade 5th with competency standards expressing thoughts, feelings, information, and experiences in writing in the form of stories, invitation letters, and written

dialogues, while the basic competence used is to write stories based on experience with regard to word choice and spelling usage.

Based on the results of observation, interview, and document analysis can be stated that character education has been applied in learning writing story. The planning has already contained the character values. Character education values have been included in the planning of learning with the aim that no overlapping of the value of characters to be achieved. It is almost the same with Wibowo (2012) opinion that the character values to be achieved are included in the syllabus and the lesson made by the educator.

Planning in learning writing story is written through syllabus and lesson plan. Based on interview results, the teacher stated that the syllabus is made every semester. While the lesson plan is made by the teacher when it will teach. Character values are always included in the syllabus and lesson plan. When make learning plans, teachers sometimes find it difficult to sort out the values of characters that match the characteristics of students. However, teachers keep trying to keep the character values in the learning plan so that students can understand the character's values.

For analysis of the document is analysing the syllabus and lesson plan analysis. In the planning of learning compiled by the teacher has seen the values of characters that include religious, honesty value, responsibility, discipline, hard work, confident, creative thinking, innovative,

independent, curious, tolerance, courtesy. All the values of character education are character values developed in formal education. This is in line with the opinion of Asmani (2011: 36-41) which states that the values of character developed in formal education include the value of honesty, responsibility, healthy living, discipline, hard work, confidence, entrepreneurial spirit, creative thinking, logical, Innovative, independent, curious, love science, polite, tolerant, democratic, and nationalist.

Primary school Kedungputri 2, Paron, Ngawi has already applied character values. Based on observations and interviews with teachers, explained that the implementation of learning to write stories to students of class 5th already contains the character values. The value of character education is also given by teacher modeling. It was exposed with the opinion of Samani and Hariyanto (2012: 41) that character education is regarded whatever position done by the teacher and affect the character of students who taught.

Based on the observation, the implementation of learning to write a story in Primary school learning activities to write stories in grade 5th have actualized character education. Integration of character education value is done through learning activities consisting of whilst activities, core activities, and closing activities.

In pre-activity the teacher has implemented character value. It is politeness value. It is seen when the teacher opens the lesson. In addition, the pre- activities also appear to be

religious values, it appears when teachers and students say the prayer will begin learning. It is almost the same with the definition of character education according to Samani and Hariyanto (2012: 44) that as an education that develops the character of the good (good character) of learners by practicing and teaching moral values and decision-making that interconnects in relation to God. Not only that, in pre- activity is also still found the value of character that is curiosity. The value of this character appears when the teacher gives brainstorming.

In whilst activity is also has seen the character values. Some of the character values that arise are curiosity, responsibility, discipline, hard work, confidence, creative thinking, innovative. Based on the observation, it is in accordance with what is in the plan that is composed of syllabus and lesson plan.

At the implementation of the observation of learning writing story of the primary school students of grade 5th, then it can be seen that the character value came out. Teacher explains how to make a story. Master also explains the intrinsic elements of the story. Students look quite enthusiastic about the material presented by the teacher. After the teacher explains the material, many students ask about things that are still poorly understood. After that, the teacher explained again equipped with an example. Furthermore, teachers always remind students to be disciplined, then the teacher gives the task of student to write a story based on the experience ever experienced. Duty

is an individual task. It is done to grow self-reliance, hard work, and responsibility to students. At the time of writing the story, students are calm because the teacher always reminds always discipline. At the time of writing the story came the value of the character of hard and creative work. Student writing activities are conducted for 45 minutes. Most students are able to complete their writing. However, some students still have not finished writing the story.

The next learning activity is closing learning activities. Based on observation, the post-activities include learning evaluation, prayer, and closing. Evaluation is done to know student learning result. Praying activity is carried out to the religious values of the students. So in the closing activities there are religious values and politeness values.

Based on the results of interviews, the assessment of learning writing story for primary school students grade 5th reflected through cognitive aspects, affective aspects, psychomotor aspects. Assessment is done by test and non test. This is in line with the opinion of Kesuma, et al. (2011: 138-139), which states that character education assessments can be done through tests or non-tests. Cognitive aspects are done by giving tests to students. The test is in the form of question and answer students and teachers to the material that has been taught. In the affective aspect, assessment is done by using observation at the time of learning takes place. In the psychomotor aspect, the assessment is done by writing a story

writing skill. Character education assessment is done to know the character of students. This is in based on opinion from Kesuma, et al. (2011) which explain that character education assessment aims to know the progress of character possessed by learners, know the shortcomings, and the advantages of learning planning and know the effectiveness of the learning process.

CONCLUSIONS

Based on the results of research and discussion it can be concluded that character education in learning to write stories on students of grade 5th primary school Kedungputri 2, Paron, Ngawi has been integrated in learning planning, implementation of learning, and assasment of learning outcomes. At the planning stage the character values are listed on the syllabus and the lesson prepared by the teacher. In the lesson plan has been stated values of religious values, honesty, responsibility, discipline, hard work, confident, creative thinking, innovative, independent, curious, tolerant, polite. In the implementation, the values of characters that arise are polite, religious, curious, responsibility, discipline, hard work, self-confidence, creative thinking, innovative. The assessment of learning writing story for primary school students grade 5th reflected through cognitive aspects, affective aspects, psychomotor aspects. Assessment is done by test and non test.

It is expected that with the education of characters inserted in learning to write a story, then it can

balance between intellectual intelligence with the character and morals are praiseworthy, so that formed smart and dignified human. It is suggested to the teacher to always give the modeling to the students as well as to grow the character values on the learning.

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