



Pattern For Elementary School Character Education In Malaysia

Murniyetti, Engkizar, dan Fuady Anwar

Malaya University

Article details: Received:
Published: 31 August 2022



Abstract

This study aims to determine the pattern of character education for students conducted by four categories of superior elementary schools in the city of Padang, West Sumatra. This study uses qualitative methods through a case study approach (qualitative case study design). The source of research data was taken from twelve informants consisting of principals, class teachers, Islamic Education teachers, art teachers and selected sports teachers from four primary schools using a purposive technique. The research data was taken through in-depth interviews to all informants. The results of the study indicate that there are

eight important themes about the pattern of the implementation of effective character education carried out on students in these four schools. The eight themes are carried out through: (1) learning material; (2) school regulations (discipline, concern for the environment, responsibility); (3) science competitions between students (creative, fond of reading, curiosity); (4) award-winning events for students (respecting, racial work, democratic, caring); (5) warning of national day (national spirit, love for the homeland, respect, caring); (6) practices of worship and spiritual guidance (honest, religious, responsible); (7) Scouting activities (creative, socially concerned, hard work, honest, friendly, democratic peaceful love); (8) the existence of talent and music classes (creative and hard work, respect).

Keywords: patterns, character education, elementary school students

Author :
Murniyetti, Engkizar, dan Fuady Anwar

www.ijhes.com



Introduction

In an effort to educate students with character, there are eighteen character education values that must be named by a teacher. The eighteen character messages are: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, very national, loving homeland, appreciative, friendly / communicative, peace-loving, fond reading, environmental care, social care, responsibility (Kesuma, 2012: 32; Amri, 2012: 54; Mulyasa, 2012: 35; Daryanto, 2013: 43; and Anggraini, et. al. 2016: 76). Basically the concept of character education is not something new in the concept of education in Indonesia. The proof is that the founders of this country have clearly poured out these charismatic values as clearly seen in all the principles of the Pancasila as the basic state. According to Megawangi (2004: 35), Wolfgang, et.al. (2006), and Rawana, et. al. (2011: 76), character education is very important for the formation of students' personalities and is expected to be the main foundation in building a pious Indonesian human and ready to compete in the future.

Embedding character values with students as formulated in the 2013 Curriculum is an initial step to improve educational goals in Indonesia (Adisusilo, 2012: 36). Likewise, the cultivation of character education turns out to be able to educate students who are excluded from the aspects of knowledge, emotionally intelligent, and strong in personality (Lickona, 2006: 93; Milson, et. Al. 2010: 50; Les-lie, 2012: 208); and Darmayanti & Wibowo, 2014: 76). According to some of the most up-to-date studies such as those conducted by Lynn & Arthur (2007) it was stated that education in Indonesia in general is still oriented towards the results of the exam (exam test). Therefore, it is time for the Indonesian education system to be reformed because it has not been able to answer the needs of the times. Referring to the results of the research and findings, it is certainly necessary to empirically establish the results of the lack of proper direction of education so that the current generation tends to be fragile, emotionless and lose character as a generation.

From the various research results that the authors have gathered, there are currently a number of forms of moral decadence of the young generation of the nation. The decadence at least illustrates the fragility of Indonesia's young generation's personal character. First, drug abuse. There are 3.8 to 4.2 million drug users in Indonesia among students and students. Second, porography, 64% of students and students study sex through pirated porn and DVD movies. As a result, 39% of respondents aged 15-19 years and 25% aged 20-25 years have had sexual intercourse (KPAM, 2016). Third, free sex, 800 types of native pornographic videos produced domestically, 90% of the videos are played by students and students (KPAM, 2016). Fourth, abortion cases, almost 2.4 million occur every year or (700-800 thousand), and the perpetrators are teenagers (Komnas HAM. 2016). Fifth, prostitution, 150,000 children under the age of 18 become sex workers, half of sex workers are under 18 years of age, while 50,000 of them have not reached the age of 16 (KPAM, 2016). Sixth, student and student fights, in 2012 there were 139 brawls, even 12 of them caused death, and in 2011 from 339 cases of brawls, 82 died (KPAM, 2016). The seventh, motorcycle gang, gambling, motorcycle gang betting ranges from 5 to 25 million rupiah per wild race, as a result, around 60 people die each year (KPAM, 2016)



Method

This study uses qualitative methods through a case study approach (qualitative case study design). According to Yin (1993: 16) and Denzin & Lincoln (1994: 76) this method is right to use if researchers want to see and explore the results of a program or activity that has been carried out. Whereas Denzin & Lincoln (1994: 76) and Bungin (2003: 23) state that research designs such as this can help researchers understand problems in a deep and complex manner. The research data was taken from two informants consisting of school principals, class teachers, art teachers, sports teachers and Islamic Education teachers selected from four superior elementary schools using purposive techniques. According to Fantana (1994: 89), Creswell (2006: 54), and Sugiyono (2014: 89) the voting of informants must have at least four categories, namely: (1) understanding well the problems under study; (2) still active in the field under study; (3) have time to provide information to researchers, and (4) provide information in accordance with the facts that occur in the field.

The research instrument was a set of structured interview protocols, which were designed by Krueger (1994: 21). According to Krueger, so that the interview is neatly arranged and the informant easily understands the flow of conversation, the important researcher composes the interview protocol in several parts, namely the opening question, introduction, transition, key, and closing question. Researchers must continue to guide the discussion with information so that the data sought is in accordance with the research (Yin 1994: 65). All data collected through in-depth interviews are then thematically analyzed using Nvivo 8 software. Thematic analysis is one of the more flexible ways to identify, analyze, and report qualitative research data. Before all data is entered into the Nvivo 8 analysis tool, all the results of interviews with informants are carried out in a transcription process, then reduced, grouped into a theme to be reported in the form of dialogue or verbatim (Virginia Braun & Victoria Clarke, 2012: 23-31).

Result

Based on the results of the interviews with all the informants, the results of the study clearly found that there were eight important themes about the pattern of implementation of character education carried out for elementary school students in the city of Padang. The eight themes were carried out through learning materials, school rules, inter-religious science competitions, award-winning student events, national day commemoration, daily worship practices and spiritual guidance, scout activities, and the presence of talent and music classes. More clearly the description of the pattern of the implementation of character education for students can be seen in the first pattern, namely through learning material. According to the informant, in general this method is almost carried out by all schools because eighteen values of character education have been integrated directly with all subjects. This theme was conveyed by four school principals as informants 1, 2, 3, and 4, as shown in the passages presented in Table 1.



The second pattern is through school rules. According to informants, this method is also very effective in instilling character values such as discipline, caring about the environment, and responsibility for students. Because overall all students must have high discipline to obey school rules, such as how to arrive on time to school, ethics to teachers, adab to wear, maintain cleanliness, or how to maintain the cleanliness of the school environment. This theme was delivered by three class teachers as informants 5, 6, 7 as shown in the excerpt from the interview in Table 2.



Figure 2.

Description of Character Education Implementation Patterns for Elementary School Students in Malaysia

The third pattern is through student science competitions. According to the informant, the science competition between students was also routinely carried out by each school. In fact, these activities are not only in the field of science subjects, but also competitions related to religion, such as prayer competitions, tahfiz Alquran, al-asmaul husna, and sports competitions, writing poems and stories, parks, healthy classes, and creativity competition. According to the informant this is the cultivation of creative characters, fond of reading, and curiosity. This theme was conveyed by the principal

The fourth pattern is through an award-winning event for students. According to the informant, this method is also one of the patterns that can be implemented by the school. That is, the school has careful attention to students who have a passion and earnest in demanding knowledge. The message of character education contained in this pattern is how one must respect, democratic, and care about the achievements of others. In addition, this pattern shows how one must appreciate the hard work of a student who truly learns. The fifth pattern is through the commemoration of national days. According to the informant, every agenda of the national day commemoration of all elementary schools always commemorates it, this implementation



aims at naming character values in aspects such as the spirit of nationality, love for the homeland, respect, and care for students.

The sixth pattern is through the practice of daily worship and spiritual guidance. Based on the author's observations during the study, the four schools categorized as wounds involved in this study were very attentive to the routine activities of students both at school and at home. Practical activities are carried out by praying daily at school. As for controlling the worship activities in school parlors, a daily worship control book which includes prayer and reading the Koran is prepared. In addition, these four schools also routinely conduct religious guidance through religious friendship to students. The two patterns according to informants aim to strengthen students' understanding of Islamic teachings such as aqeedah, worship, and morals so that later students become religious, honest, and responsible children.

The seventh pattern is through scout activities. According to the informant, this method is also one of the patterns in naming character values to students. Because with scouting activities students can have creative values, care about social issues, work hard, be honest and friendly, peaceful and democratic. Based on observations in the schools involved in this study, scout activities were a favorite extracurricular activity for students at the school.

The eighth pattern is through the presence of talent and music classes. This eighth pattern is not found by many writers in elementary schools in the city of Padang. However, some of the superior schools involved in this study have opened talent classes and music classes to develop students' talents. According to some informants, this pattern can instill the values of creative characters, work hard, and appreciate students. In addition, this talent and music class is also one way to introduce the school from different aspects to the wider community

The results of the study also show that the application of various character education patterns to elementary school students in the city of Padang can at least convey eighteen character education indicators towards students who are religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship or co-municative, peace-loving, fond of reading, caring for the environment, social care, and responsibility.

For the school, the importance of implementing character education for students is not only fulfilling their duties and responsibilities in order to carry out the curriculum that has been charged, but the planting of character values is a counterweight to the knowledge possessed by a student. Character value is an effort to form students as a whole (holisik), which is to develop students from physical, emotional, social, creativity, and intellectual aspects optimally (Beachum, et. Al. 2015). The hope is that with these character values students can use their knowledge for positive things (Masnur, 2013: 23).

Meanwhile, Berkowitz & Hoppe (2009: 133), and Russell & Waters (2014: 163) reveal that character education is expected to be able to overcome the crisis that occurs in the character of global society and develop human potential optimally and develop human potential. the mindset and behavior of students who are responsible for carrying out religious, social, community and citizen roles. As also stated by Lickona (2006:56) and Walker, et. Al. (2013:84) that character consists of virtues that guide behavior. Character as a personality is formed from virtues which are used as the basis for thinking, acting and doing, including the character of independence which must be developed by students (Suheri et al., 2021).



Conclusion The level of lighting of the respondent's house in the non-eligible cases was 62.2% and in the control group 44.9%, and the humidity level of the respondent's house in the case group that did not meet the requirements was 65.2% and the humidity level of the respondent's house in the control group 50, 0%.

To reduce the risk of leprosy transmission to improve the condition of the house, open the window every morning so that sunlight can enter well into the house and increase efforts to create a clean and healthy home environment and familiarize the number of residents who meet health requirements to reduce the potential for leprosy transmission .

Conclusion

The importance of character education for students is a necessity that is undeniable. There is no standard rule and absolutely how to carry out character education. However, the school is required to design well and truly with a variety of patterns so that character values can become permanent behavior for students in the future. The various patterns that have been carried out by elementary schools in the city of Pa-dang certainly can be used as a reference for other schools. Other patterns can still be tried according to the style and character of the school and its students. However, the goal of character education remains the same, namely to deliver students to the personality and values of noble character, as religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, enthusiasm nationality, love for water, respect for achievement, friendship or communicative, peace of mind, love to read, care for the environment, social care, and responsibility.

The International Journal of Health, Education and Social (IJHES)



References

- Andrew J. Milson & Lisa, M., Mehlig. 2010. "Elementary School Teachers' Sense of Efficacy for Character Education". *The Journal of Educational Research*, Vol. 96, No. 1, hlm. 47-53.
- Anggraini, et.al. 2016. "The Implementation of Character Education Model Based on Empowerment Theatre for Primary School Students". *Journal of Education and Practice*, Vol. 7, No. 1, hlm. 26-29.
- Beachum, Floyd D., et.al. 2015. "Support and Importance Of Character Education: Pre Service Teacher Perceptions". *Journal of Education and Practice*, Vol. 11, No. 3, hlm. 34-42.
- Brian H. Smith. 2013. "School-based Character Education in the United States". *Journal Childhood Education*, Vol. 89, No. 6, hlm. 350-355.
- Creswell, J. W. 2006. *Research Design: Qualitative And Quantitative Approaches*. Thousand Oaks: SAGE Publication.
- Darmayanti, S., & Wibowo, U. 2014. "Evaluasi Program Pendidikan Karakter di Sekolah Dasar Kabupaten Kulon Progo". *Jurnal Prima Edukasia*, Vol. 2, No. 2, hlm. 223-234.
- Darmiyati, dkk. 2010. "Pengembangan Model Pendidikan Karakter Terintegrasi Dalam Pembelajaran Bidang Studi di Sekolah Dasar". *Cakrawala Pendidikan*, Vol. 2. No. 4, hlm. 22-24.
- Denzin, NK & Lincoln, YS. 1994. *Introduction: Entering the Field of Qualitative Research*. Thousand Oaks: Sage Publications.
- Ending, Ekowarni. 2010. Pengembangan Nilai-nilai Luhur Budi Pekerti sebagai Karakter Bangsa. *Cakrawala Pendidikan* Edisi Dies Natalis UNY.
- Krueger, R.A. 1994. *Focus Group: A Practical Guide For Applied Research*. Ed. Ke-2. Thousand Oaks: Sage Publications.
- Leslie, K., Grier. 2012. "Character, Social- Emotional, and Academic Outcomes Among Underachieving Elementary School Students". *Journal of Education for Students Placed at Risk (JESPAR)*, Vol. 17, No. 3, hlm. 201-216.
- Lickona, Thomas. 2006. "Eleven Principles of Effective Character Education". *Journal of Moral Education*, Vol. 25, No. 1, hlm. 93-100.
- Lickona, Thomas. 2014. "Educating for Character". *Journal of Moral Education*, Vol. 13, No. 3, hlm. 89-97.



- Lincoln, Y. & Guba, E. G. 1994. "Competing Paradigms in Qualitative Research". Dlm Denzin, N.K. & Lincoln, Y.S. (Eds.). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publication.
- Lynn, Revell & James, Arthur. 2007. "Character Education In Schools and The Education of Teachers". *Journal of Moral Education*, Vol. 36, No. 1, hlm. 79-92.
- Roslind, Thambusamy & Adzura, A. Elier. 2013. "Shaping the Bamboo From the Shoot: Elementary Level Character Education in Malaysia". *Journal Childhood Education*, Vol. 89, No. 6, hlm. 368-378.
- Saputro, H., & Soeharto, S. 2015. "Pengembangan Media Komik Berbasis Pendidikan Karakter pada Pembelajaran Tematik-Integratif Kelas IV SD". *Jurnal Prima Edukasia*, Vol. 3, No. 1, hlm. 61-72.
- Setyosari, P., Utaya, S., & RW, E. T. D. (2021). Adversity quotient among students at traditional moslem school. *Kasetsart Journal of Social Sciences*, 42(1), 191-196.
- Virginia Braun & Victoria Clarke. 2012. "Using Thematic Analysis in Psychology, Qualitative Research in Psychology". *Journal Metodologi Research in Psikologi*, Vol. 3, No. 2, hlm. 77-101.
- Walker, David I., et.al. 2013. "Towards a New Era of Character Education in Theory and in Practice". *Journal Educational Review*, Vol. 67, No 1, hlm. 79-96.
- William, B. Russell III & Stewart, Waters. 2014. "Developing Character in Middle School Students: A Cinematic Approach". *Journal the Clearing House*, Vol. 87, No. 4, hlm. 161-167.
- Wolfgang, Althof & Berkowitz, Marvin W. 2006. "The Moral Roots of Citizenship and Citizenship Education". *Journal of Moral Education*, Vol. 35, No. 4, hlm. 495-518.
- Yin, R. K. 1993. *Applications of Case Study Research*. Newbury Park: Sage Publications.

