

SCHOOL STRATEGY IN SHAPING THE CHARACTER OF GRADE V STUDENTS AT ELEMENTARY SCHOOLS (SDN 012 PASIR PENYU) DISTRICT INDRAGIRI HULU REGENCY

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Abstract. This study aims to determine the school's strategy in shaping the character of fifth grade students at elementary schools (SD Negeri 012 Pasir Penyau), Indagiri Hulu Regency through the formation of religious, disciplined and caring character for the environment. The method used in this study is descriptive with a qualitative approach with steps of observation, interviews and documentation. The results of the study concluded that the school's strategic planning in shaping the character of fifth grade students seen from the planning was good, starting from activities inside and outside the classroom, adequate facilities and infrastructure to support the implementation of school strategies in shaping student character through the formation of religious characters, discipline and care for the environment.

Keywords: strategy; elementary; student; character

I. INTRODUCTION

Based on the contents of Law no. 20 of 2003 Education is a conscious and planned effort in the mentoring and learning process to ensure that each individual becomes an independent, responsible, creative, knowledgeable, healthy and noble human being. There are 18 versions of the character values of the Ministry of National Education that need to be instilled in individuals, including religious, fair, tolerant, hard working, creative, independent, democratic, curiosity, national or national spirit, love for the homeland, respect for achievement, communicative, love peace, likes to read, cares about the environment, cares about the community, is responsible. The national policy emphasizes that the development of the nation's character is an important factor in the nation and state process. Since the beginning of independence, the Indonesian people have been determined to make the development of national character an important element and cannot be separated from nation building. Moreover, it must be remembered that the nature of education is clearly mandated by Law Number 20 of 2003 concerning the National Education System [1] namely Article 3 states that national education is aimed at developing capabilities and shaping the character and civilization of a nation that is with dignity in the context of educating the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, capable, creative, independent, and become democratic and responsible citizens..

The problem that is currently the focus is the character of the nation's successor. Problems that we often see in various media and directly show that some students seem less familiar with character education, where students

still lack the value of decency, curses that are often thrown at friends and even teachers, many students always want to win themselves, and students lack grades. honesty.

At this time it can be observed various facts of a moral crisis that is unwittingly happening and this nation is on the brink of collapse. Seeing the various facts of the morality crisis that we see today, without us realizing that this nation is on the brink of collapse. This is in accordance with Lickona's opinion [1] which states that there are 10 signs of the times that are now happening and must be watched out for because they will bring the nation to the brink of destruction. The 10 signs of the times are: (1) Increasing violence among youth/community, (2) Using deteriorating language and words, (3) Increasing influence of peer groups (gangs) in violence, (4) Stronger behavior that can be self-destructive, such as drug use, alcohol abuse and free sex, (5) The more blurring of good and bad moral guidelines, (6) Reduced professional ethics, (7) Low respect for parents and teachers, (8) Low sense of belonging individual and group responsibilities, (9) a culture of lying or dishonesty, (10) mutual suspicion and hatred.

Based on the initial observations that the researchers made on Tuesday, December 2020 at SDN 012 Candirejo, Pasir Penyau District, Indragiri Hulu Regency, that the school has implemented a fairly good strategy to shape the character of students, especially in forming religious, disciplined, and caring characters for the environment. Religious character is formed through prayer activities after and before lessons begin, regularly reading Surah Yasin every Friday morning, infaq every Friday, and commemorating major Islamic holidays. The character of discipline is formed by the school in various ways, such as dressing neatly if there will be no sanctions, and also

haircuts that must be neat. The character of caring for the environment is formed by the school by inviting students to work together to clean up the school and classroom environment, providing enough trash cans so that students get used to throwing garbage in its place. However, the researcher found that there were still students who did not show character values, where there were still students who mocked each other between friends, there were still some students who were not disciplined such as arriving late, not doing assignments, and littering.

This problem is certainly a concern for the school. However, these problems can be overcome by implementing various character building strategies properly. By implementing these various character building strategies, it is hoped that they can build a new generation that is better and with character. The importance of forming the character of students who are religious and disciplined because as the nation's successors this is needed for the progress of the nation and state in the future. The implementation of character education is carried out by educators in every teaching and learning process, this forces educators to have basic abilities or knowledge about student character education [2].

States [3], usually strategies include basic guidelines for actions to be taken to achieve predetermined goals. In terms of education, strategy is used to organize tactics to achieve goals well. In other words, an educational strategy can be interpreted as a plan, which includes a series of activities aimed at achieving educational goals. Strategy in the context of education leads to more specific things, especially learning. Therefore, strategies in the context of education and strategies in the context of learning have different interpretations.

Kemp [3] explains that learning strategies are educational activities carried out by teachers and students to achieve effective learning goals. Dick and Cerey (in Suyadi 2013) explain that learning strategies include all components of learning materials and all stages of learning activities that are used to help students achieve learning goals. From the various definitions above, it can be concluded that learning strategies are steps taken by teachers using existing learning resources to achieve learning objectives effectively and efficiently.

The Ministry of National Education, hereinafter referred to as the Ministry of National Education [3] describes 18 character values that need to be instilled in students to form the nation's character. The 18 character values are: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) The spirit of nationalism or nationalism, (11) Love for the homeland, (12) Appreciating achievement, (13) Communicative, (14) Peace-loving, (15) Loves to read, (16) Care for the environment, (17) Social care, (18) Responsibility.

There are 5 main character values that need to be developed as a priority [4]. The five values of the national character in question are: (1) Religious. (2) Nationalist. (3) Independent. (4) Gotong Royong. (5) Integrity. Integrity

sub-values include honesty, love of truth, anti-corruption, responsibility, and example. From the various explanations above, it can be concluded that there are 18 character values that need to be instilled in students to form the nation's character, but of the 18 character values, there are 5 characters that are a priority to be developed.

Sri Narwati [5] explains that character building is an effort that has been realized as a result of an action. Harapan, Wijaya and Sinaga (2019) state that the formation of the character of students aims to create someone who has character, character, morality and obeys existing regulations. According to Lickona [6] there are seven goals for character building, namely: (1) Is the best way to ensure students have a good personality in their lives. (2) It is a way to increase academic achievement. (3) Some students cannot form a strong character for themselves in other places. (4) Prepare students to respect others and to live in a diverse society. (5) Departing from the root problem related to moral problems such as impoliteness, dishonesty, violence, and a low work ethic (learning). (5) Is a good preparation for the behavior in the workplace. (6) Teaching cultural values is part of the work of civilization.

Character building is an important thing to be applied in schools. [7] describes several stages in forming character, including: (1) Knowledge Stage. (2) Implementation Phase. (3) Habituation Stage. Character is not only instilled from knowledge and practice, but also must be cultivated. Because people who have knowledge may not necessarily be able to apply their knowledge if they are not used to it. [8] mention, to form a character cannot be done in an instant. Character building requires example, patience, habituation and repetition. There are three stages in character building, namely: (1) Moral Knowing. (2) Moral Feeling. (3) Moral Action. How to turn moral knowledge into action. This moral action is the outcome of the previous two stages and must be repeated. From the explanation above, it can be concluded that character building requires several stages and cannot be done in an instant. Character formation is not only through knowledge, but also how students can love good behavior and always apply it in everyday life.

There are many factors that influence the formation of human character. Of these many factors, experts classify them into two parts, namely internal factors and external factors [1]. (1) Internal Factors consist of; (a) Instinct or Instinct. According to Ahmad Yamin [1] instinct is a trait that can foster actions that convey the goal by thinking first towards that goal and not being preceded by the practice of that action. Every human action is born from a will that is driven by instinct. Ya'kub [9] explains that instinct is a character that is innate from birth which is an original trait. (b) Custom or custom. One of the important factors in human behavior is habit, what is meant by habit is an action that is always repeated so that it is easy to do. This habit factor plays a very important role in shaping character, therefore humans should force themselves to repeat good deeds so that they become habits. (c) Will or Desire. Willingness is the will to carry out all ideas and all that is intended, even though it is accompanied by various obstacles

and difficulties, but at times does not want to submit to these obstacles. One of the forces that hide behind behavior is the will or willpower (azam). That is what moves and is the force that pushes people seriously to behave (morally), because from that will a good and bad intention is formed and without will all ideas, beliefs, beliefs, knowledge, become passive, there will be no meaning or influence on life. . (d) Inner Voice or Inner Voice. The inner voice serves to warn of the dangers of bad deeds and try to prevent them, in addition to the urge to do good deeds. Conscience can continue to be educated and guided so that it is always at the level of spiritual strength. (e) Descendants. Heredity is a factor that can influence human actions. In life we can see children who behave like their parents and even their ancestors, even though they are far away.

(2) External Factors. In addition to internal factors that can affect human character, there are also external factors including the following: (a) Education. Education has a great influence on the formation of a person's character so that the good and bad of a person's character is very dependent on education. Education participates in maturation of the human personality so that his behavior is in accordance with the education that has been received by a person, both formal, informal and non-formal education. (b) Environment. Humans are always in contact with other humans or with the natural surroundings. That is why humans have to get along and in that association they influence each other's thoughts, characteristics and behavior. The environment is divided into two parts. [10] mentions that there are several factors that can influence the formation of the character of students, namely environmental factors including family and friends and electronic media. The obstacle is that parents allow their children to play freely, the environment is one aspect of the success of a student other than parents and schools. From the explanation above, it can be concluded that there are several factors that can influence the formation of the character of students. While the most influential factors are environmental factors, both family and friends. In addition to family factors, education is also an important factor because the instincts contained in a person can be built properly and directed.

To shape the character of students can be done with various integration strategies. The strategies carried out are integration in daily activities, and integration in programmed activities [11], some of these strategies include: (1) Integration in daily activities by doing the following ways; (a) Exemplary or example. (b) Spontaneous activity. (c) Reprimand. (d) Environmental conditioning. (d) Routine activities. (d) Integration in programmed activities. The following table is an example of integration in programmed activities. According to [12], Western countries usually use several strategies to carry out character education, including cheerleading strategies, praise and rewards (praise-and-reward), define and train (define-and-drill). , enforcement of discipline (forced-formality), and also the behavior of this month (traits of the month). From the various definitions above, the strategy that is usually applied in Indonesian schools is through integration in daily activities carried out

by example, spontaneous activities, reprimands, environmental conditioning and routine activities. Character formation is an effort to help the development of the child's soul both physically and mentally. Character is a system of inculcating good character values to all those involved as school members so that they have the knowledge, awareness, and actions to instill these values. The duties and roles of schools are not only limited to conveying knowledge, but also educating and shaping the character of students. Through the programs carried out by the school, it is hoped that students can instill character values in everyday life.

II. RESEARCH METHODS

This study uses a descriptive method with a qualitative approach, at the stage of determining the focus of the research, observations are made of the location that will be the object of research, in this case the researcher will conduct observations at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency. This stage needs to be done so that researchers can understand the background of the research to be carried out. The focus of research in this study is how the strategy, strategy implementation and the results of implementing school strategies in shaping the character of students at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency.

The next stage is the implementation of research, this research was carried out at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency through observation, interviews and documentation steps. By involving school principals, teachers and students as well as supporting documents in the research at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency.

Sources of data in this study are divided into two parts, namely: (1) Primary Data. Primary data is the main data obtained directly from the respondent's information, in this case is through interviews and direct observations about school strategies in shaping the character of students at SDN 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency. (2) Secondary Data. Secondary data is data obtained in the form of existing documents. The data is in the form of important documents regarding school data.

In this study, the researcher uses the Miles and Huberman analytical technique model to interactively carry out qualitative data analysis activities and continue to complete it so that it saturates the data. The activities carried out in the Miles and Huberman model are as follows:

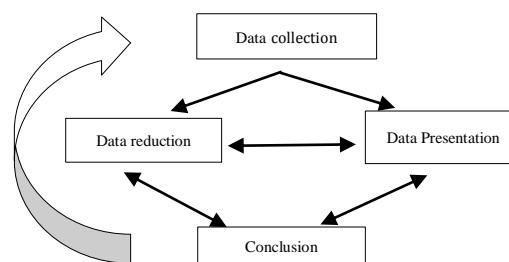


Figure 1. Miles and Huberman concept [13]

III. RESULTS AND DISCUSSION

This research was carried out starting on Monday, March 22, 2021, which coincided at SD Negeri 012 Candirejo, Pasir Penyu District, Indragirid Regency. This research was conducted using three data collection techniques, namely interviews, observation and documentation to find out how the school's strategy in shaping the character of students. On Monday, March 22, 2021, the researchers began to conduct interviews with the first data source, namely teacher 1, on Tuesday, March 23, 2021, the researchers conducted interviews with the data source of teacher 2. Then on Wednesday, March 24, 2021, the researchers conducted interviews with the Principal as the second data source, on the same day the researcher also made the first observation of class VA . students On Tuesday, March 30, 2021, the researcher continued the interview with the third data source, namely student 1 and on Wednesday, March 31, 2021, the researcher continued to observe II on the students in class V.B. Then, on Thursday, April 1, 2021, the researcher continued the final interview with the data source, namely student 2. After the interview process with the principal, 2 teachers and 2 students and 2 observations were completed. Researchers began to focus on document review, starting from Monday, April 5, 2021, researchers conducted a document review at the school until Friday, April 9, 2021, the document review was completed. The school profile of SD Negeri 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency, is as follows:

Table 1. Research Object Profile

School name	SDN 012 CANDIREJO
NPSN	10494125
Status	NEGERI
Accredited	A
School address	JL. AHMAD YANI N0.03, CANDIREJO, PASIR
Principal	HJ. BUDI SUPARTI, S.Pd

Strategies to Shape Student Character

Based on the results of research that has been carried out using interview data collection techniques with school principals, teachers and students, then observation and documentation twice. During the research, the implementation of school strategies in shaping the character of fifth graders has been seen with various school activities which are considered quite good so that this strategy in character building is carried out. Based on the results of interviews conducted with the Principal on Wednesday, March 24, 2021 and interviews with teachers on Monday, 22 and 23 March 2021, they said "Every planning and implementation of activities must have results". The results of the interview with the principal said "In planning and implementing school strategies in shaping the character of fifth grade students in this school, the results are quite good where students have applied the existing character values, especially religious characters, discipline and love for the environment". Researchers have also made observations I and II with teachers and students, that the results of planning

and implementing these strategies are like students who have implemented these character values such as praying after and before learning, arriving on time, getting a neat haircut, doing homework. , throw the canoe in its place etc. Based on the explanation above, at SD Negeri 012 Candirejo, Pasir Penyu District, Indragiri Hulu Regency, the results of the implementation of the strategy in shaping the character of fifth grade students are quite good where students have implemented these character values both inside and outside of learning.

In forming religious character, discipline, and caring for the environment, there are several important aspects, namely a special daily/weekly schedule, using the 2013 curriculum, school regulations/rules, vision-mission related to character values. Where all these aspects are interrelated and mutually support each other in this school. The school prepares a weekly/daily schedule for the implementation of activities, and makes regulations/rules as well as a vision and mission so that it can be implemented by students and teachers both inside and outside the classroom.

The application of religious character in this school has been paid attention to in various ways through activities in schools such as routine imtaq and infaq every Friday morning, reading prayers after and before learning, reading short suras before studying, participating in celebrating religious holidays, of course these activities. This activity can become a habit so that it can be successfully implanted in students

The application of the character of discipline in this school is implemented through activities in the classroom and outside the classroom through school rules or regulations that have been made such as arriving on time, dressing neatly, etc. This program is emphasized to students to become an example or habituation that is embedded in students.

The implementation of environmental care character values in this school is instilled with students' empathy for their environment by protecting the school environment and classroom environment, so that the value of caring for the environment can be successfully instilled in students. Activities that build a sense of caring for the environment are carried out both inside and outside the classroom. Some of the results of documentation about things that schools do in the form of student characters can be seen in the pictures below:



Figure 2. School motto

In the picture above, as an effort to build students' character, in front of the school it is clearly displayed by

setting the motto "Grow a Culture of Shame", it is intended that every student who comes to school, they see clearly and can continue to carry out these mottos in their daily lives. in teaching and learning activities.



Figure 3. Cultivation of Religious Character

In Figure 3 above, it can be seen that before carrying out teaching and learning activities, students are instructed by the teacher to pray, this is an effort to build religious character.



Figure 3. Discipline Planting

In Figure 3 above, it shows the shape of a neat haircut and it must be done by all male students as a form of discipline.



Figure 5. Efforts to Formation of Environmental Care Character

From Figure 4 above, it can be seen that the school environment is beautiful, where students are required to keep the school environment clean every day by cultivating a culture of throwing garbage in its place, and raising awareness that a beautiful environment is a comfortable place to learn.

Character Building Strategy Planning

As stated in the school's vision and mission, namely "The realization of human resources who are devoted, cultured, masters science and technology and cares about the environment, gives birth to students who are science-minded in science and technology, improves the professional abilities of teachers in every subject, excels in the arts, creates a beautiful environment in accordance with the guidelines of the school. K, discipline based on character, then we can see that character values in the school are important to shape the character of students. In determining the strategy for the formation of student character, there are several sub-indicators in it, namely the existence of a special daily/weekly schedule, designing lesson plans related to character values, school rules/rules, and the school's vision and mission.

Based on the results of interviews conducted with fifth grade teachers on Monday, March 22 and interviews with the Principal on Tuesday, March 24, 2021, the school has several strategies to shape student character. In this study, researchers focused on school strategies in shaping three characters, namely religious, disciplined, and caring for the environment. The school's strategy in shaping students' character is to arrange daily/weekly schedules, make school rules, and incorporate character values into the school's vision and mission. And where the daily/weekly schedule, order, vision and mission are related to character values that are implemented into learning activities inside and outside of learning. Then, researchers have also made observations and it has been seen that the daily/weekly schedule, rules, school vision and mission that have been made and designed are implemented and run according to the existing schedule every day and are carried out by students both in class and outside the classroom. Then, based on the results of observations I and II that have been carried out with teachers and students, for the process of activities in the classroom using the 2013 curriculum. And it can be seen that the 2013 curriculum used includes these 3 character values, namely religious (looks like praying before and after studying, reading the Koran, being honest and tolerant with friends in class, discipline (looks like neat clothes and haircuts, coming and going home). on time), care for the environment (looks like the availability of sufficient trash cans, routine class picket schedules, various plants that grow around the school yard). Every school must have its own rules/regulations. For this school, the regulations are very close to three character values, namely religious, disciplined, and loving the environment. School regulations are certainly important things in a school. At this time it is very necessary to instill character values in students, and character can be instilled one of them through rules / regulations and also the school's

vision and mission made with character, so that all activities in the classroom and outside the classroom are What is done at school is based on the existing character values and is adjusted to the existing regulations in the school.

Implementation Stage

Formation of Religious Character

Religious character includes the value of obedience in understanding and implementing one's own religious teachings and having a tolerant attitude to live together among adherents of other religions. Based on the results of interviews that have been conducted with 2 teachers on Monday, March 22 and March 23, 2021 and with 2 students on Tuesday, March 30, 2021 and Thursday, April 1, 2021. Researchers have also conducted observations I and II with the teacher and students that religious values are implemented through learning activities in the classroom and outside the classroom, such as getting students to pray according to their respective beliefs both before and after learning, besides that there are also some teachers who ask students to read short suras before learning begins. Tolerance towards differences in beliefs is also very visible when religious activities take place, routine activities on Fridays where Muslim students carry out imtaq and collect infaq and non-Muslim students are in the library to carry out their activities as well. Then, when religious subjects take place, Muslim students in the class study with the religion teacher and non-Muslim students study religion in the library with the teacher.

One of the religious activities that is also carried out by the school is always commemorating religious holidays, an example of religious activities carried out is to commemorate Isra' Mi'raj, where all Muslim students are gathered in the school field to listen to lectures delivered by Ustad. Ramadhan school also asks high-class students, namely grades 4,5,6, to visit the mosque and record in their books what lectures they listen to while they come to the mosque. Of course this is intended so that students have a religious character in themselves. In accordance with Sri Narwati's opinion [5] that character building is an effort that has been realized as a result of an action. In line with research from [14][15][16] that the formation of religious characters must be formed from an early age in the school environment so that religious morals are embedded from an early age and carried over to future life.

Discipline Character Building

Discipline character is a habit or behavior that is in line with applicable regulations. Based on the results of interviews conducted with 2 teachers on Monday, 22 and 23 March 2021 and with 2 students on Tuesday, 30 March 2021 and Thursday, 01 April 2021. Researchers have also conducted observations I and II with teachers and students that the values of the discipline are implemented through learning activities in the classroom and outside the classroom. The formation of the character of the discipline includes entering class and returning home on time, starting learning on time, and taking breaks on time. In addition, the

school also makes rules or regulations relating to the value of disciplined character, where students must dress neatly according to existing provisions, haircuts must be neat for male students, collect assignments on time, and if not carried out properly then must accept the consequences of the punishment that has been mutually agreed upon.

In addition to strengthening in implementing school rules or regulations, it is necessary to involve teachers who also follow existing regulations, so that they can be examples for students, just like students, of course teachers must also come to school on time, enter and leave class on time. , and also dress neatly and politely. Based on the results of interviews and observations that researchers got, teachers at SDN 012 Candirejo, Pasir Penyus District, Indragiri Hulu Regency participate in obeying the existing regulations. In line with research from [17][18][19] that the character of discipline is instilled and accustomed to in the school environment so that students can practice it in everyday life, and according to the results of [20][21] that the character of discipline can be formed in everyday life at school so that students are accustomed to discipline in all aspects involved. regarding life and behaviour.

IV. CONCLUSION

Based on the results of research that researchers have done about school strategies in shaping the character of fifth grade students at SDN 012 Candirejo, Pasir Penyus District, Indragiri Hulu Regency, it can be concluded that the school's strategic planning in shaping the character of fifth grade students seen from the planning is good, starting from activities in inside and outside the classroom, adequate facilities and infrastructure to support the implementation of the school's strategy in shaping the character of students, and supported by teachers with extraordinary integrity. Then, the implementation of school strategies in shaping the character of fifth grade students at SD Negeri 012 Candirejo, Pasir Penyus District, Indragiri Hulu Regency has looked quite good, of course with collaboration between school principals, teachers and parents / guardians of students to implement character building strategies through learning activities in the classroom and outside the classroom, supported by various routine school activities in accordance with applicable regulations. The implementation of the school's strategy in shaping the character of grade V students certainly requires the teacher as a role model in instilling character values both inside and outside the classroom by habituation to the environment around students. As well as parents / guardians of students who help in implementing character values in their social environment.

The teacher's role in implementing school strategies in shaping the character of fifth graders is very important. It is undeniable that the teacher is the key to the success of students in applying the existing character values, for that the teacher is expected to be a role model for students so that students can imitate, have various ways so that the strategies that have been designed to shape the character of students are better can be carried out.

The implementation of school strategies in shaping student character, of course, is aimed at students and students are the main object. Students are expected to be able to become the next generation of a better nation in the future. The current era of globalization is a big challenge for students in accepting all existing technology, for that it is necessary for students to control themselves against negative things that can have a bad impact on their own future.

Student character building strategies are carried out to be able to shape and build better student characters. Character is a very important thing that must be embedded in a person in order to become a person of character. In the future, further researchers should be able to develop their research with various types of characters and their implementation in Elementary Schools in Pasir Penyuh District, Indragiri Hulu Regency with more varied methods so that we as prospective educators can better master and know how the existing characters form. At school, what are the strategies that must be done to be able to develop these character values, and what are the obstacles that occur as well as positive and negative values that occur in the field.

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