

IMPLEMENTATION OF CHARACTER EDUCATION IN INDONESIAN LEARNING AT SMA NEGERI 2 TOLITOLI

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ABSTRACT

This study aims to describe the implementation of character education in Indonesian language learning. This research is a descriptive study with a qualitative approach. The subjects of this study were Indonesian language teachers at SMA Negeri 2 Tolitoli. Data collection was obtained from the results of document analysis interviews, and through observations. The analysis to determine the results of the study is according to the problems in the research. Data collection was obtained from the results of document analysis interviews, and through observations.

Keywords: character education, learning Indonesian.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan karakter dalam pembelajaran bahasa Indonesia. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Subyek penelitian ini adalah guru bahasa Indonesia di SMA Negeri 2 Tolitoli. Pengumpulan data diperoleh dari hasil analisis dokumen wawancara, dan melalui observasi. Analisis untuk menentukan hasil penelitian sesuai dengan permasalahan dalam penelitian. Pengumpulan data diperoleh dari hasil analisis dokumen wawancara, dan melalui observasi.

Keywords: character education, learning Indonesian.

PENDAHULUAN

Character education is everything that educators do to influence the character of students. Educators help the process of forming the character of students in schools. The form of implementation is by providing an example, good speech or communication ethics, delivering good material, instilling a spirit of tolerance, and so on. (Asmani, 2011). The character of each individual can be instilled with a patriotic spirit and love for the homeland through education. However, sometimes things don't go as expected. This can result in not forming a nation's character who loves the homeland. Therefore, the cultivation of character for students in the world of education is better directed so that they have the expected character.

According to Mu'in (2013: 27), building one's character is accompanied by giving good examples, one of which is the basis for character building through increasing literacy culture, namely the culture of reading and writing for students. Literacy culture is competence in language. The ability to read and write is the basis for language skills in students. The teacher's role is expected to be able to realize this literacy culture, especially teachers in Indonesian language subjects. With the ability to be armed with knowledge of language and how to communicate well in order to implement it in the classroom.

The challenge given to teachers of Indonesian subjects is a good thing in increasing literacy culture for students. Many violations were found in the norms of language both spoken and written on social media and directly. This is a reflection of a negative attitude in a person's character. According to Abidin (2012:47) this challenge becomes a strong basis considering that there are many people who don't love their own language because they often violate these

linguistic norms. Based on the challenges that must be faced by teachers of Indonesian subjects above, is the teacher in question ready to shape the character of students through the implementation of character education in the lessons they teach.

METHOD

This research method is classified as descriptive qualitative research. Furthermore, the data collection technique is by using the interview method, document analysis, and observation. Furthermore, document analysis was carried out to obtain data as well as to complement the data obtained through interviews and observations. Documents used as material for analysis are syllabus, lesson plans, and other supporting documents used by subjects in the learning process, especially those related to character education. This research was conducted in March 2022. This research further examines the implementation of character education in Indonesian language learning at SMA Negeri 2 Tolitoli.

RESULTS AND DISCUSSION

The results of the research on the implementation of character education in Indonesian language learning at SMA Negeri 2 Tolitoli were obtained through interviews, document analysis, and observations. Observations were made by observing the learning process, especially in the implementation of character education in the classroom on an ongoing basis to find a fixed pattern or no significant changes were found. Document analysis is carried out on the syllabus, lesson plans, and other supporting documents. The interview used was a guided interview using an interview guide.

Based on the formulation of the research problem, the results of this study include whether character education has been implemented in Indonesian language learning, the form of implementation of character education used, steps for implementing character education, obstacles to implementing character education, and efforts to overcome obstacles to implementing character education.

a. Character Value

1) Honest

Honest character until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 70%. The implementation form is that the teacher urges students to be honest when given assignments, as well as during exams.

2) Religious

Religious values up to the 10th observation, the implementation of teacher character education in Indonesian language learning reached 9.5%. The implementations include: (a) the teacher leads the prayer at the beginning and end of the lesson. (b) the teacher invites students to always be grateful to God. (c) The teacher does not discriminate between the religious backgrounds of students. (d) the teacher inserts a religious theme in the learning material.

3) Tolerance

The tolerance value reached the 10th observation, the implementation of teacher character education in Indonesian language learning reached 60.5%.

The implementation forms include: (a) the teacher divides the student discussion groups based on mutual agreement with the students. (b) the teacher assigns students to discuss conductively in groups. (c) the teacher invites students to listen to the presentations of other students and gives awards in the form of applause and praise or constructive criticism/suggestions after the presentation is complete. (d) the teacher does not discriminate between the religious backgrounds of students

4) Discipline

Discipline attitude until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 69.5%. The implementation forms include: (a) the teacher urges students to always be on time in collecting assignments. (b) the teacher urges students not to be late for class.

5) Hard work

The hardworking character reached the 10th observation, the implementation of teacher character education in Indonesian language learning reached 70.1%. The implementation forms include: (a) the teacher urges students to use their time as well as possible in doing assignments. (b) the teacher urges students to be enthusiastic and not easily discouraged.

6) Creative

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 93%. The form of implementation includes (a) the teacher gives assignments to students to produce a text or presentation material. (b) the teacher stimulates students to be able to solve a problem.

7) Independent

Independent attitude until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 40%. The implementation forms include: (a) the teacher gives individual assignments to students. (b) the teacher stimulates students to be able to solve a problem on their own.

8) Democratic

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 50%. The implementation forms include: (a) the teacher divides the student discussion groups based on mutual agreement with the students. (b) the teacher assigns students to discuss conductively in groups. (c) the teacher invites students to listen to the presentations of other students and gives awards in the form of applause and praise or constructive criticism/suggestions after the presentation is complete.

9) Curiosity

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 90%. The implementation forms include: (a) the teacher stimulates students to dare to ask questions about material that has not been understood to the teacher or fellow students. (b) the teacher stimulates students to be able to solve a problem

10) Love the homeland

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 32.1%. The implementation forms include: (a) the teacher always urges students to always use Indonesian as the language of unity properly and correctly. (b) the teacher inserts the theme of nationalism in the learning material

11) Appreciating Achievements

The attitude of appreciating the achievement of students until the 10th observation of the implementation of teacher character education in Indonesian language learning reached 73%.

The implementation forms include: (a) the teacher invites students to listen to the presentations of other students and gives awards in the form of applause and praise or constructive criticism/suggestions after the presentation is complete. (b) the teacher gives added value (points) openly to students who dare to convey the results of the assignment voluntarily or without having to be appointed.

12) Friendly/Communicative

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 56.5%. The implementation form is that the teacher urges students to use polite and easy-to-understand language in learning such as in discussion forums or presentations.

13) Like to read

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 70%. The implementation forms include: (a) the teacher gives assignments to students to explore learning materials from various sources. (b) the teacher stimulates students to be able to solve a problem.

14) Environmental care

The attitude of caring for the environment until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 68%. The implementation forms include: (a) the teacher inserts the environmental theme in the learning material. (b) the teacher invites students to study outside the classroom observing the physical environment around them.

15) Social care

The attitude of caring for each other until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 35.5%.

The implementation forms include: (a) the teacher inserts a social theme in the learning material. (b) the teacher invites students to study outside the classroom observing the social life around them.

16) Responsibility

Until the 10th observation, the implementation of teacher character education in Indonesian language learning reached 87.1%. The implementation form is that the teacher urges students to always be responsible for the assignments given.

Based on observations, it can be seen that not all character values are implemented simultaneously in every one meeting. A maximum of 40, only 71.2% of the total 16 character values are implemented. The frequency of implementation of the character values itself based on the results of the study showed that the values of religious character and curiosity were found in every lesson. This is inversely proportional to the value of the character of love for the homeland which has the smallest frequency among other character values.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, it was found that the implementation of character education had been implemented in learning Indonesian at SMA Negeri 2 Tolitoli. There are 18 values of character that are implemented, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for social, and responsibility. In its implementation, these values are integrated with teaching materials and adapted to the needs and conditions through various methods and approaches.

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