

Teacher Strategy to Invest Education Value Characters in Thematic Learning in Students Class V Sdn Langkap Situbondo

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Abstract: Learning strategies are the teacher's way of helping students to develop basic concepts and to fulfill various objectives learning. The learning strategies used by the deep fifth grade teachers instill the value of character education, namely the direct learning strategy and cooperative. The inculcation of character values in students is inseparable from the role of a teacher, in charge of giving instruction so that students understand all the knowledge well that has been conveyed. The formulation of the problem in this study are: What learning strategies which is used by teachers to instill the value of character education in students grade V of SDN Langkap in Situbondo Regency and what are the character values implanted by the teacher to students of class V of Langkap Regency SDN Situbondo. The purpose of this research is to describe learning strategies used by teachers and the value of characters that are teacher implanted in class V students of SDN Langkap.

Keywords: Learning Strategies; Education Value Characters; Teacher Strategy; Thematic Learning

1. Introduction

Instilling the value of character education is now a frequent topic discussed among educators. Important aspects in advancing a nation namely improving the quality of human resources (HR) in a way Instilling the value of character education from an early age. Ideally formation characters start from children so they can be embedded until they are adults. Formation of characters will be easier if applied in elementary school age it is believed that they have not been much influenced by outside cultures, as well as still are easy to give input to have a positive character.

The impact of globalization can make Indonesian people forget how important it is to instill the value of character education. This is proven with many events such as student brawls, educational facilities that was damaged, juvenile delinquency, until the killing of fellow students who have shows how low the character of the successor to the Indonesian people. Planting character values becomes increasingly urgent to apply in educational institutions remember a variety of non-behavioral education has now penetrated into the realm of education like students who do not there are manners, the phenomenon of violence, sexual harassment and abuse - authority that occurs in schools. A problem that often arises occur in the world of education namely practices such as lies cheating on exams to plagiarism.

Character education is very important to be held in the world education in accordance with the direction of President Susilo Bambang Yudhoyono, who delivered his speech at the National Education Day commemoration in 2010 emphasizes how important character building is for learners on every level of education. Character values are very important that participants have educate and be integrated into learning. Government through The Ministry of Education and Culture mentions character values including: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) patriotism, (12) appreciating achievement, (13) being friendly / communicative, (14) peace loving, (15) like to read, (16) care about the environment, (17) care about social, (18) responsibility answered (Ministry of National Education, 2010).

The reality of student behavior that is not in accordance with the contents of 18 character values can be seen from the habits of students who raised their hands with their left hand when answering teacher questions, fights or quarrels between students, and the style of speaking that is not polite to other students. Suyadi (2013: 19) states that the strategies used by teachers must be able to instill character values into students' veins and become ingrained so that the knowledge gained in the school bench is a good character for him. A teacher is said to be right in choosing a learning strategy, if the message of knowledge or character instilled in students can be conveyed properly.

2. Theoretical Review

2.1 Learning Strategies

David (2011: 18-19) argues that strategy is a shared means to achieve long-term goals. Pearce II and Robinson (2008: 2) state that strategy is a plan that has a large scale, oriented to the future in order to interact with competitive conditions to achieve goals. In

conclusion, strategy is a tool for achieving goals that must continue to have developments. Strategy in the world of education is defined as planning which contains a series of activities designed to achieve certain educational goals.

Reigeluth (1983) states that learning is an activity of people who are already professional and care about learning which consists of the main activities of designing, developing, implementing, managing, and evaluating.

Arends (2007) states that learning strategies are ways teachers help students obtain and develop the basic concepts needed for further learning and higher-order thinking. Eggen & Kauchak (2012) state that learning strategies are general approaches to teaching that apply in various fields of material and are used to meet various learning objectives. so a learning strategy is the teacher's way of helping students to develop basic concepts and to meet various learning objectives.

Eggen & Kauchak (2007), a direct learning strategy is a learning strategy in which there is a sequence of presentation of material with an explanation (expository) provided by the teacher and through examination (interrogatory) on the concept and many provide illustrative examples in the final activity. Slavin (2009) states that direct learning strategies are learning in which the teacher conveys information directly to students and learning is goal-oriented and is organized by the teacher. Joyce & Weil (2009) states that there are five phases that are owned by the direct learning strategy namely the orientation phase, the presentation or demonstration phase, the structured training phase, the guided training phase, and the independent training phase.

In the orientation phase, before presenting and delivering new learning material, students will be helped if the teacher prepares a learning material framework. The forms of orientation can be described as follows.

- 1) Preliminary activities are useful for knowing knowledge related to the knowledge possessed by students.
- 2) The teacher informs the learning objectives.
- 3) The teacher explains the activities to be carried out.
- 4) The teacher informs the material to be learned and the activities to be carried out.
- 5) The teacher informs the framework of the learning material.

In the presentation phase, the teacher presents learning materials in the form of concepts or skills. Presentation of material can be described as follows.

- 1) The teacher presents the material with small steps so students can take over the material in relatively short time.
- 2) The teacher gives examples of concepts.
- 3) The teacher demonstrates the skills by means of demonstrations or explanations of the steps in the work towards the task.
- 4) The teacher explains again the difficult things.

The structured exercise phase, students are guided by the teacher to do the exercises. The important role of the teacher in this phase is to provide feedback on student responses and provide reinforcement to student responses that are correct and correct student responses that are wrong.

The guided exercise phase, students are given the opportunity by the teacher to practice concepts or skills and monitor and provide guidance if needed. Santrock (2004) suggests that teachers can provide assistance in direct learning in the form of instructions, warnings, encouragement to describe problems in other forms so as to enable students to become independent.

Finally, the independent training phase in which students carry out independent training activities. Students are said to have succeeded through this phase if they had mastered the stages of assignment 85-90% in the guided phase.

Related to the inculcation of character values, Hidayati (2016) states that the direct learning strategy is an activity of character implementation that is carried out spontaneously at the same time. Usually this activity is carried out when the teacher spontaneously reprimands students for doing bad deeds. For example, students littering, yelling that interferes with learning activities, yell, fight, behave rudely, steal, and dress neatly.

Research Thinking Framework

The essence of learning is not merely conveying subject matter, but is interpreted as a process of character building. The learning strategy used by teachers in instilling the value of character education is very necessary to shape the character of students in

accordance with the demands of the 2013 curriculum.

3. Methodology

4.1 Research Types and Design

This type of research uses descriptive research because it discusses the strategies carried out in instilling the value of character education. Masyhud (2016) states that the type of descriptive research is research that describes a situation scientifically in order to obtain a clear picture without connecting other variables.

The design of this study is qualitative research. Kaelan (2012: 5) qualitative research design is a study that uses procedures to observe a person or behavior that produces descriptive data in the form of written words. Afrizal (2015: 12) that qualitative research is a type of research in which the findings are not obtained through statistical procedures or other calculations. This study aims to understand a problem in depth.

The conclusion that can be drawn from the explanation above is that descriptive-qualitative research has the aim to describe a symptom or condition scientifically in the form of words or sentences, not the measurement results.

4.2 Data and Data Sources

The data in this study were drawn from observations, interviews and documentation. This observation is done by observing the character of students during class and around the school environment. Interviews in this study were conducted to teachers about what learning strategies were used to instill character values in students. data obtained.

Through documentation in the form of a list of class V names of students and activities that show the character of students when in class and around the school. The data sources in this study were students and class V teachers of SDN Langkap Situbondo Regency in the academic year 2019/2020.

4.3 Method of collecting data

Researchers used 3 techniques that are commonly used in descriptive qualitative research for data collection as follows.

a. Observation, one of the main ways of collecting data in assessing social situations that are used as objects of this study is by using participatory observation techniques, where researchers interact fully in social situations with research subjects. This technique is used to observe, understand events, carefully, deeply, and focus on research subjects in both formal and relaxed settings. In this case the researcher made direct observations and made notes that were used as material. This observation uses a type of passive observation that has the meaning of research present on the scale of action but does not interact or participate. So in this case the researcher came to the place of the activity of the person being observed, but was not involved in the activity.

b. Interview, to obtain adequate data as a cross-check, researchers also use interview techniques with subjects involved in social interactions that are considered to have knowledge, explore the situation and find out information to represent the object of research. Interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic. Esterberg (2012) suggests several types of interviews as follows.

1) Structured interview, used as a data collection technique if the researcher or data collector already knows for certain what information will be obtained. In conducting interviews the data collectors have prepared a research instrument in the form written questions that have alternative answers already prepared.

2) Unstructured interviews are free interviews where the researcher does not use interview guidelines that have been arranged systematically and completely for the collection of data. This method is used to collect data through interviews.

c. The documentation study is examining references that relate to the focus of the research problem. The documents in question are personal documents, official documents, references, photographs and cassette tapes. This data can be useful for researchers to test, interpret and even predict the answers to the focus of research problems, in qualitative research documentation studies, researchers can search for and collect text or image data.

4. Conclusion

Based on the results of research that has been done regarding the strategies carried out by teachers to instill the value of character in 5th grade students, it can be concluded as follows.

1. The strategies used by the teacher in instilling character value to 5th grade students are direct learning strategies and cooperative learning strategies.

2. Character values instilled in 5th grade students are religious character values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, valuing achievement, friendship and communicative, peace-loving environmental care, social care, responsibility. The value of reading fondness is still not seen in grade 5 students of SDN Langkap so it needs to be improved both from the habituation of teachers and from school facilities.

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