

# Teacher Strategy for Embed Character Education Value in Thematic Learning In Class V Students of Langkap Elementary School Situbondo District in the Academic Year 2019/2020

**Nur Diana Kholifah, Muhtadi Irvan, Dyah Ayu Puspitaningrum**

Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Jember (UNEJ), Jln. Kalimantan 37, Jember 68121  
E-mail : [Nurdiana.kholifah08@gmail.com](mailto:Nurdiana.kholifah08@gmail.com)

**Abstract :** *Learning strategies are the ways used by teachers to deliver material with the aim of making it easier for students to accept and understand learning material. Direct and cooperative learning strategies are used by class V teachers to instill the value of character education to students. This research was conducted at Langkap Elementary School in Situbondo Regency on 17,18,20,21 and 22 February 2020. This type of research is a qualitative descriptive study, which is to describe: (1) learning strategies used by teachers to instill the value of character education, and (2) the character value implanted. Data collection methods used are observation, interviews and documentation. Data analysis techniques include data reduction, data presentation and conclusion drawing. Based on research conducted in class V of Langkap Elementary School Langkap that is, teachers have instilled 18 character in students, but students still have not applied the character likes to read outside of class time. For example, researchers do not see any students reading their favorite books during recess.*

**Keywords :** learning strategies, character building, teacher strategy, thematic learning

## 1. PRELIMINARY

Learning Strategy is a learning process to achieve the learning objectives that have been determined through a combination of the sequence of activities, how to organize the lesson material learners, time, equipment and materials (Suparman, 1997).

The government through Depdikbud mentions the values of such characters: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) spirit of nationality, (11) patriotism, (12) appreciate achievement, (13) friendly / communicative, (14) peace, (15) fond of reading, (16) care for the environment, (17) social care, (18) responsibility (Ministry of National Education, 2010).

Sariyono (2013:6) argues that the 2013 curriculum emphasizes more on the aspect of skill, psychomotor and affective character. Education not only emphasizes the cognitive aspect alone, but education also seeks to encourage learners to familiarize themselves with the attitudes, behaviors and other praiseworthy deeds.

Suyadi (2013:19) stated that the strategy used by the teacher should be able to instill character values up to the student's nerves and ingrained the science so that the knowledge gained by the school became a good character for her. A teacher is said to precisely choose a learning strategy, when the message of knowledge or character implanted in the student can be conveyed well.

With regards to the above explanation, it is necessary to do the research "teacher strategy for embed character education value in thematic learning in class v

students of langkap elementary school district in the academic year 2019/2020"

## 2. RESEARCH METHODS

This research uses qualitative descriptive research. Masyhud (2016) states that the type of descriptive research is a study describing a scientific state in order to obtain a clear picture without linking any other variables. Afrizal (2015:12) that qualitative research is a type of research that in its findings is not obtained through statistical procedures or other counts. In conclusion qualitative descriptive research is a study used to describe a state in accordance with the facts.

The collection of this research data uses observation methods, interviews, and documentation. Observation aims to observe the strategies that teachers use to embed their character and students ' characters during their learning and beyond learning. The interviews made to class teachers is a free interview to know the strategy teachers are using when instilling their characters. Documentation includes activities that demonstrate students ' character both in the learning process and beyond learning.

The data analysis techniques used in this research consist of 3 stages of data reduction, data presentation, and data verification. Data reduction is an activity summarizing the activities summarizing, choosing the fundamentals, focusing on the important things, and looking for themes and patterns related to the strategy of teachers in embedding characters to students. Data presentation is performed after data is reduced through coding, data describing, data interpretation and subject matter drafting. The final phase is

the withdrawal of conclusions or verifications depicting the whole of the character planting activity to students.

The main instruments of the research are researchers themselves, while supporting instruments in the form of data collection instruments and data analysis instruments. Table-shaped data collection instruments with the aim of making it easier to group words, sentences and paragraph containing students' character during the learning process. Data analysis instruments are used to analyse the data obtained.

This research was conducted at Langkap Elementary School in Situbondo. The implementation of this study in the even semester of the 2019/2020 school year, precisely in February 2020. The subject of this study is teachers and students of V-grade Langkap Elementary School. The total number of students in class V is 35 consisting of 18 male students and 17 female students.

### 3. RESULTS AND DISCUSSION

The Data taken in the form of teacher strategy and grade 5 student character Langkap Elementary School was conducted in the even semester of lesson 2019/2020. The strategies teachers use in learning are direct learning strategies and cooperative learning strategies. Joyce & Weil (2009) stated that there are five phases that are held by direct learning strategies that is orientation phases, presentation or demonstration phases, structured training phases, guided training phases, and self-training phases. The orientation phase on teacher's direct learning imparts religious character through prayer and disciplinary character by strengthening the importance of discipline for students. Guru presents lesson materials in the presentation phase or demonstrations that interspersed the character planting curiosity, discipline, national spirit, love of homeland, and hard work. The structured training phase of the teacher provides training to students to find and write raw and unraw vocabulary in which there is the character planting of responsibility, friendly and communicative likes to read, and democracy. The training phase is guided by the teacher to guide the students who have difficulty learning interspersed with honest and independent instilling. Self-training phases students are required to work on their duties independently. Cooperative Learning (Cooperatif Learning) is a learning strategy in which small groups are formed with a group of 3-5 people. Cooperative learning has 6 steps in which there is the planting of peaceful love characters, tolerance, social care, creative, caring environment, rewarding achievements.

#### Percentage rating

Sugiyono (2013) to get a percentage of assessment of observations of children's disciplinary attitudes using the following formula.

$$P = \frac{\sum A}{\sum B \times \sum C} \times 100\%$$

Description:

P: Percentage

A: Item category specified (DAE, VWD) B: Number of aspects observed

C: Number of children

The above formula also applies to looking for other character scoring percentages. Following are the assessment criteria

DAE : Develop according to expectations

VWD: Very well developed

Student Percentage Table

No.	Code	Cri Teria	Meeting				
			1	2	3	4	5
1.	RE	DAE	0	0	0	0	0
		VWD	100	100	23	100	94
2.	HO	DAE	34,3	32,9	4,3	18,6	20
		VWD	60	58,6	18,6	81,4	80
3.	TO	DAE	28,6	20	4,3	12,9	7,1
		VWD	67,1	80	18,6	85,7	87,1
4.	DI	DAE	12,9	15,7	2,9	12,9	1,4
		VWD	87,1	84,3	20	85,7	87,1
5.	HW	DAE	28,6	22,9	4,3	24,3	17,1
		VWD	71,4	77,1	18,6	75,7	77,1
6.	CR	DAE	7,1	22,9	1,4	15,7	22,9
		VWD	2,9	15,7	18,6	18,6	45,7
7.	IND	DAE	38,6	42,9	11,4	54,3	57,1
		VWD	14,3	11,4	11,4	12,9	18,6
8.	DE	DAE	84,3	35,7	11,4	75,7	55,7
		VWD	14,3	14,3	11,4	22,9	38,6
9.	CU	DAE	77,1	68,6	1,4	50	45,7
		VWD	18,6	27,1	21,4	41,4	44,3
10.	SN	DAE	88,6	82,9	22,9	77,1	71,4
		VWD	0	0	0	0	0
11.	PTR	DAE	85,7	74,3	11,4	62,9	54,3
		VWD	14,3	25,7	11,4	37,1	45,7
12.	AA	DAE	85,7	78,6	22,9	74,3	71,4
		VWD	11,4	18,6	22,9	25,7	28,6
13.	FC	DAE	55,7	51,4	2,9	50	38,6
		VWD	44,3	48,6	20	50	55,7
14.	PE	DAE	67,1	64,5	8,6	62,9	58,6
		VWD	32,9	35,7	11,4	37,1	40

No.	Code	Cri Teria	Meeting				
			1	2	3	4	5
15.	CE	DAE	62,9	80	14,3	75,7	74,3
		VWD	14,3	15,7	7,1	21,4	21,4
16.	SC	DAE	74,3	68,6	4,3	64,3	57,1
		VWD	25,7	31,4	18,6	35,7	37,1
17.	RSP	DAE	60	47,1	5,7	45,7	40
		VWD	40	52,9	17,1	54,3	54,3

Description:

1. Religious (RE)
2. Honest (HO)
3. Tolerance (TO)
4. Discipline (DI)
5. Hard Work (HW)
6. Creative (CR)
7. Independent (IND)
8. Democratic (DE)
9. Curiosity (CU)
10. Spirit of Nationality (SN)
11. Patriotism (PTR)
12. Appreciate Achievement (AA)
13. Friendly / Communicative (FC)
14. Peace (PE)
15. Care for the Environment (CE)
16. Social Care (CE)
17. Responsibility (RE)

Based on the table above, it can be known to bring the religious character of 5th graders to the 5th meeting with very well developed criteria (VWD) as much as 94% due to the number of students present, while at 1,2 and 4 meetings are constant with very well developed criteria (VWD) as much as 100%. Honest characters of students ride down from day to day seen at a very well developed 1st meeting (VWD) as much as 60%, 2nd meeting that very well developed (VWD) as much as 58.6 and 5th meeting of Very well developed (VWD) as much as 80%. The character of increased tolerance and discipline is seen in the very well developed criterion (VWD) as much as 87.1%. The character's hard work is increased in the 5th meeting of very well developed criteria (VWD) as much as 77.1%. Creative character increased in view at the 5th meeting with very well developed criteria (VWD) as much as 45.7%. Self-reliant characters are seen at the 5th meeting with very well developed criteria (VWD) as much as 18.6%. Democratic characters are increased in view at the 5th meeting with very well developed criteria (VWD) as much as 38.6%. The curiosity character increased in the 5th meeting with the very well developed criterion (VWD) as much as 44.3%. The character of the national spirit is increasingly declining today in the 5th meeting which only reached the criteria of Develop according to expectations (DAE) as much as 71.4%.

The love of homeland characters is increased at the 5th meeting with very well developed criteria (VWD) as much as 45.7%. The characters appreciate the increased achievement seen at the 5th meeting with the very well developed criteria (VWD) as much as 28.6%. Friendly and communicative characters are increasing at the 5th meeting with the very well developed criteria (VWD) as much as 55.7%. Peaceful love characters increased in sight at the 5th meeting with very well developed (VWD) as much as 40%. The environmentally caring character increases in the 4th and 5th meetings with the very well developed (VWD) criterion of 21.4%. Social caring characters are increased in view at the 5th meeting with the very well developed criteria (VWD) as much as 37.1%. The character of responsibility increased in view at the 4th and 5th meetings with the very well developed criteria (VWD) by 54.3%.

Conclusions that can be taken based on the tables and graphs above that the characters of Grade 5 students seen during learning and beyond learning are Honest Tolerance, Discipline Hard Work, Creative, Independent, Democratic, Curiosity, Spirit of Nationality, Patriotism, Appreciate Achievement, Friendly / Communicative, Peace, Care for the Environment, Social Care, and Responsibility. As for reading is not visible due to the low interest read students. The factors cause students do not love to read that the students are more interested in playing and to the cafeteria when vacant hours or breaks, libraries that are not open every day due to lack of school staff and minimya the availability of the reading room in the class.

#### 4. THE CONCLUSION

Based on the results of the strategy research that teachers use in embedding character values to grade 5 students are direct learning strategies and cooperative learning strategies. The characters implanted in Grade 5 students are character Honest Tolerance, Discipline Hard Work, Creative, Independent, Democratic, Curiosity, Spirit of Nationality, Patriotism, Appreciate Achievement, Friendly / Communicative, Peace, Care for the Environment, Social Care, and Responsibility. The value of reading is still not seen in grade 5 students at Langkap Elementary School so that needs to be upgraded from both teachers and school facilities.

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