Discipline and Social Care Character Education Analysis in Class IV at Cilamajang State Elementary School

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Abstract
This research is motivated by the low character of discipline and social care possessed by fourth grade students at SDN Cilamajang. Of the 40 students, with 23 male students and 17 female students, 17 students obeyed the rules and 21 students disobeyed the rules. This study aims to determine the habituation of teachers at SDN Cilamajang in implementing disciplined and socially caring character education and to find out the supporting factors and inhibiting factors in habituating and implementing character education at SDN Cilamajang. The method used in this study is a qualitative method using observation, interview and documentation techniques. The subjects in this study were subjects based on student achievement, 2 high achievers, 2 moderate achievers and 2 low achievers with the assumption that they represented each student's characteristics. The results of this study state that the habit of teachers at SDN Cilamajang in implementing character education is carried out in daily habits. The inhibiting factor for the application of character education is discipline and social care, one of which is the habit of the teacher himself, while the supporting factors are because it is a program of the curriculum so that the teacher is obliged to educate students in negative matters. So it can be concluded that 3 out of 6 students have not been able to show good disciplinary character, and 1 out of 6 students have not been able to show good social care character. The family, school and community environment have the same obligation in implementing character education.
Keywords: Character Education, Discipline, Social Care

INTRODUCTION

Learning activities in schools refer to two activities, namely learning activities and teaching activities. Learning activities refer to the role of students, while instructional teaching activities are carried out by the teacher. That is, in the process of learning activities it refers to the role of students and teachers. As According to the National Education System Law No. 20 of 2003 states that: "Learning is assistance provided by educators so that there is a process of acquiring knowledge and knowledge, mastery, skills, and character, as well as the formation of attitudes and beliefs in students".

In the world of education, learning is one of the core activities that must be followed by students because of the benefits of learning itself to interact with other people and add knowledge for future provisions. In learning activities, students are the most important component for creating learning in schools. Without components that complement each other, learning cannot be created because it is these students who will gain knowledge and gain insight as a provision for the future. It is clear that good interaction between students and teachers will be the realization of the learning objectives themselves. So the teacher must be able to create fun learning so that students are motivated to participate in carrying out learning.

Therefore, this understanding explains that educators or teachers must be able to design the process of teaching activities in such a way that will be carried out in order to achieve the desired or expected goals. Educators must be able to make student learning outcomes optimal, the reason is because benchmarks are achieved or not learning objectives in teaching activities

are seen from learning outcomes. Thus, students and teachers must be able to work together when the learning process takes place even outside the learning process. Educators must conceptualize teaching plans, as according to Ivor K (1989) says that teaching plans that must be prepared by the teacher are analyzing assignments, identifying training/learning needs, writing learning objectives. The teacher in all respects determines the success of learning, because a good teacher is one who can create motivation to learn and have a harmonious relationship with his students. The implementation of the objectives of learning activities is not only centered on the teacher, but the role of students when teaching and learning activities take place or also known as (KBM) becomes the subject of learning, and the teacher as a facilitator. In order for the learning process to be carried out as expected, it is clear that every student must have good character education. Character education is very important to be owned by students and even everyone, so the teacher is not only in charge of teaching but exemplifies and implements character education in schools.

Elmubarok (2008, p. 102) states that character education is the process of carving or sculpting the soul in such a way that it is unique, interesting, different or distinguishable from other people. Meanwhile, according to Lickona (1992) character education is a planned effort that aims to help people understand, care about, and act on core ethical values. Character education is education that supports the social, emotional, and ethical development of students. While simplified according to Samani & Hariyanto (2013) character education can be interpreted as an effort made by the teacher in positive terms that will affect the character of the students he teaches. From several opinions regarding character education, it is explained that character education is education that must be instilled from an early age and must be owned by everyone. Because character education makes a person have positive behaviors that reflect the Pancasila precepts and by having this character education so that the character of a nation can be even better and develop the intellectuals of students so that the next generation of the nation is created. This is in line with the goals of Indonesian character education according to the Basic National Education Law, which is to form a strong personality in accordance with the identity of the Indonesian nation. With this goal, it is very clear that character education is very important.

The Indonesian Ministry of National Education formulated 18 values of Character Education in an effort to build and strengthen national character. The 18 values in character education include Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National spirit, Love of the motherland, Respect for achievement, Friendly/communicative, Love peace, Love to read, Care for the environment, Care for Social, Responsibility. In making a curriculum, it is very important to make a curriculum that includes character education. Because character education is value education, character education, moral education, and character education. All of which are very important for students and even everyone and are important to apply in the school environment and everyday life.

One of the values of character education is discipline and social care. Discipline and social care are very important for every student to have and must be applied from an early age so that young generations and successors of this nation are formed. Discipline and social care are also important to have in the learning process so that the objectives of the learning are achieved and run smoothly according to the lesson plan. The application or implementation of character education at Cilamajang Elementary School has not been carried out optimally considering the cases and situations that researchers found during the Introduction to the School Field.

Based on observations made by researchers at Cilamajang Elementary School, with 23 male students and 17 female students. Students who obey the rules are 17 students out of 40 people and those who don't obey the rules are 21 students out of 40 people so there are more

students who don't obey the rules. It was found that there were students doing homework at school, going to school wearing sandals, coming to class late, disturbing friends while studying, not listening and paying attention to the teacher when explaining and many other things. The next problem that the researchers found was that there was no sense of empathy when a friend was being ridiculed or bullied, instead they were allowed to and some even laughed and joined in the ridicule.

The results of interviews with grade IV teachers at SDN Cilamajang stated that there were students who obeyed the rules, and there were also students who did not obey the rules. Of these behaviors mostly carried out by male students. So it can be said that almost half of the students who have the character of discipline and social care are still quite low. Should be in the curriculum, habituation or application of character education in elementary schools can be implemented by integrating the values of character education in each subject that will be taught during the learning process and in daily activities at school. Therefore, teachers must be able to prepare character education starting from planning, implementation to evaluation. The cultivation of character education in elementary schools must of course be encouraged by the exemplary teacher, parents of students and a culture of character.

Based on the results of research (Foiqotul Himmah, et al, 2019: 163) "Implementation of Social Care Character Education in SMP Negeri 1 Karangtengah Demak" concludes that the cultivation of social care characters is applied one of them in social studies subjects by integrating social studies subject matter with values social care, such as sharing social activities, lending tools to friends who don't have them, maintaining cleanliness, beauty and preserving nature, acting politely, tolerant of differences and being able to work together. In social studies learning the method used by the teacher uses lecture and discussion methods. The results of the evaluation are seen from the teacher's assessment of students and changes in behavior in students. The cultivation of socially caring characters is also through the school's social culture which includes routine activities, spontaneous activities and exemplary activities. Obstacles when implementing socially caring character education consist of social studies teachers, namely differences in the level of understanding of students, and the influence of the outside environment.

Furthermore, based on the results of research (Aquami, et al, 2020: 249) "Strengthening Discipline and Social Care Character Education in Class I Thematic Learning at Public Elementary School 03 Kota Pagaralam" concludes that strengthening the character planning of discipline and social care is contained in the syllabus and lesson plans. , that way the teacher will more easily achieve any character that will be achieved during learning. To strengthen the character of teacher discipline using the reward and punishment method while for social care characters using the peer tutor method. The purpose of this study was to determine the habituation of teachers at SDN Cilamajang in implementing disciplined and socially caring character education for students and to find out the supporting factors and inhibiting factors in habituation and application of character education at SDN Cilamajang.

RESEARCH METHODS

The method used in this research is descriptive qualitative research method. Because this research will describe the actual facts or circumstances. This is emphasized as according to Sugiyono (2018, p. 15) qualitative descriptive research method is that the researcher conducts the situation objectively or according to existing facts.

Research Objects and Subjects

The object of this research is to analyze the character education of discipline and social care in class IV at SDN Cilamajang. The research subjects to be taken in this study were fourth

grade students at SDN Cilamajang. Sample based on student achievement. Because the researcher did not get a document on the character values of students in grade IV at Cilamajang Elementary School, the researcher chose subjects based on student achievement. 2 people with high achievements, 2 people with medium achievements and 2 people with low achievements, so the total is 6 people. By representing the representative assumptions of each characteristic of grade IV students at SDN Cilamajang.

Research Focus

Research focus According to Sugiono, (2012: 32) says that the focus of qualitative research is research that is comprehensive, cannot be separated. In this study, the research focus was on the low character of discipline and social care at Cilamajang Elementary School.

Data Type

The types of data used in this research are primary data and secondary data.
1. Primary Data. Primary data is the type of data that is collected directly from the main source. It can be through interviews, surveys, experiments, and so on. The primary source in this study was the class IV teacher, 6 students with the assumption of representing each characteristic of class IV students at SDN Cilamajang.
2. Secondary Data. Secondary data is collecting pre-existing information to complete data needs in research. Secondary data in this study is the result of documentation at Cilamajang Elementary School which has something to do with the implementation program of implementing character education at Cilamajang Elementary School in forming the character of discipline and social care.

Data Collection Techniques

According to Ridwan (2010: 51) says that "data collection techniques are methods that can be used by researchers in collecting various data for a study". Furthermore, according to Sugiyono (2018) data collection techniques consist of observation, interviews, questionnaires and documentation. In this study, researchers collected data using the following techniques:
1. Observation. According to Sugiyono (2018: 229) says that "observation is a data collection technique whose reach is not only limited to people but also to natural objects, this observation is a more specific data collection technique". Furthermore, in line with that, Widoyoko (2014; 46) says that "observation is a systematic data collection technique for the elements that appear in the object of research. Observations that researchers will use in this study using passive participatory observation. With passive participatory observation techniques, researchers can see directly the situation in the class to see firsthand the situation. According to Sugiyono (2015: 227) says that "in passive participatory observation researchers come to places that are involved but are not involved in their activities". This observation will be carried out when the teaching and learning process is taking place, so that researchers can directly see the learning process taking place between the teacher and students.
2. Interview. According to Moelong (2012: 186) says that "the interview is an interaction between the two parties between the interviewer and the interviewee with the intention of having a specific purpose". In this study, researchers will use semi-structured interviews. As the purpose of semi-structured interviews according to Esterberg (2002) in Sugiyono (2007: 412) is "to find the problem more open, where in semi-structured interviews the interviewees can be asked for their opinions and even their ideas. This interview will be carried out using an interview guide that has been prepared by the researcher. Where when

the interview questions were answered by the interviewees the researcher wrote down the answers and was free to ask questions while remaining focused on the research problem. The source who will be interviewed in this interview is a grade IV teacher at SDN Cilamajang. The questions that will be asked certainly have something to do with character education, the role of the teacher, the character values of discipline and social care, and the teaching and learning process.

3. Documentation. According to Sugiyono (2018: 476) says that "is a way that can be used to produce information in the form of books, archives, documentation, written numbers and pictures which can facilitate research". Furthermore, according to Arikunto (2010: 274) says that "documentation is the process of finding data about a matter or variable which can be in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lengger, agenda and so on. Documentation in this study is used as physical evidence during research activities. Thus, data collection techniques through documentation are very important to strengthen the results of research data. In obtaining this documentation, the researcher will include photos during the activities at the time of the research.

RESEARCH RESULTS AND DISCUSSION
Results of Observation on Discipline and Social Care Character Education Values of Grade IV Students of SDN Cilamajang

Based on the results of research from the six samples of fourth grade students at SDN Cilamajang related to the analysis of the value of discipline and social care character education through observation, interviews with grade IV teachers at SDN Cilamajang and equipped with documentation. Based on the results of the study, it shows that the average score of all students is 40. It can be said that three out of six students in grade IV have not been able to show good disciplinary characters, namely ZI and NS, and four out of six students have been able to show disciplinary character. the good ones are ASA, NZH, MBH and AM. Then one out of six students has not been able to show good social caring characters, namely AM, and five out of six students have been able to show good social caring characters, namely ASA, NZH, ZI, MBH, and NS. Can be seen in the following graph:
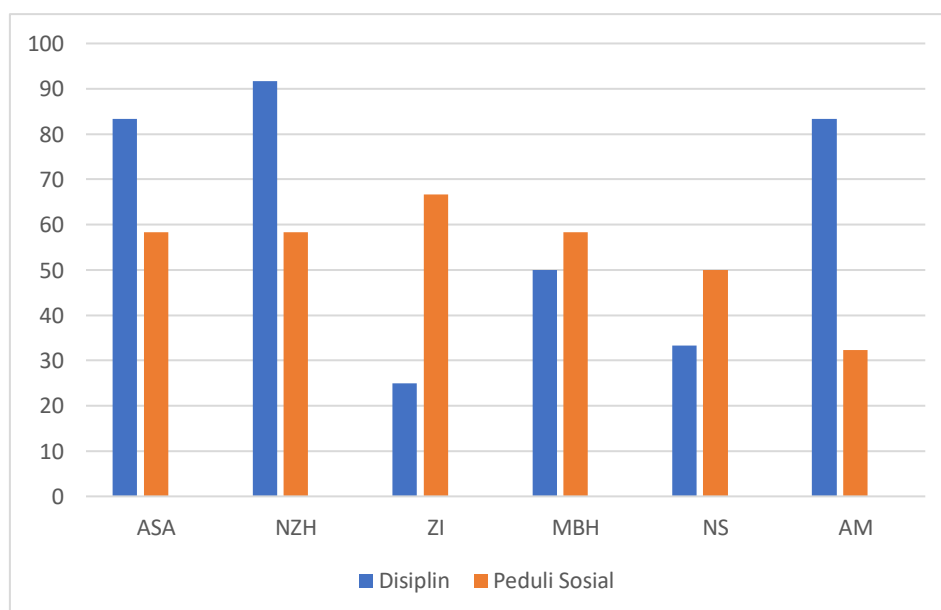

Figure 1. Discipline and social care values of Grade IV students at SDN Cilamajang

Observation Results of Grade IV Teachers at SDN Cilamajang

According to Sahabuddin (2007) said that effectiveness in the learning process can be carried out well, if the teacher has the following teacher profiles: 1) the teacher masters the subject matter that will be taught to students, 2) the teacher has good health because teaching is an activity that requires health and physical condition, 3) personality traits and good self-control, 4) understand human nature and development, 4) knowledge and ability to use teaching principles, 5) religious and ethnic cultural tolerance, 6) professional and cultural improvement. So, it can be concluded that learning will be carried out optimally if the teacher has effective teaching principles. Effectiveness in learning will occur if the teacher has the six profiles above.

Based on the results of data collection through observation of grade IV teachers at SDN Cilamajang, the researchers saw that the teacher had several teacher profile characteristics for effective teaching. Although not all teacher profiles for effective teaching are owned by the class IV teacher at SDN Cilamajang, the class IV teacher at SDN Cilamajang has tried their best. The researcher saw that the class IV teacher was able to master the learning material that was taught well, the class IV teacher also had health and physical condition so that in carrying out teaching assignments it did not reduce the teacher's ability to carry out teaching assignments. However, when the researcher made observations, the researcher saw that the teacher did not involve students in learning activities, the teacher was less able to condition the class. This can be proven when the teacher is explaining there are some students who don't listen, are indifferent and even chat but the teacher doesn't rebuke them. With this, it can be said that teachers are less able to condition students so that communication between teachers and students is still not implemented optimally. Even so, the class IV teacher has tried optimally.

Results of Interviews with Grade IV Teachers at SDN Cilamajang

According to Esterberg in Sugiyono (2019) said that data collection through interview techniques is an interaction between two people to exchange information and ideas which is carried out by a question and answer process, so that meaning is constructed in certain topics. Based on the results of research through interviews with grade IV teachers at SDN Cilamajang, who were assisted by PAI teachers at SDN Cilamajang, said that the character education program at SDN Cilamajang is implemented through daily activities at school which aims to get students used to it. For example through reading the holy verses of the Qur'an, congregational prayers, dhuha prayers, reciting Pancasila, singing national songs, and many others. Applied through daily activities, if the child is used to it out of habit, the child automatically does not have to be ordered anymore. Particularly in the application of the character of discipline and social care, at Cilamajang Elementary School the teacher teaches students to read greetings when meeting older friends of the teacher, shake hands when coming to and from school, speak in friendly words, be polite, respect each other , mutual respect, calling and visiting people who are sick, helping people in need, checking nails and clothes before entering class, that's one of the character education programs of discipline and social care.

In implementing the character of discipline, one of the ways in Cilamajang Elementary School is that the school makes rules and explains the consequences of each action. Then in the character of social care, the teacher always explains that humans are creatures that need one another so that students will think and have empathy for one another. According to the results of the research, Mr. UD said that students and grade IV students at SDN Cilamajang with the character of discipline and social care are still in the process stage, the results will be gradual. Mr. UD assessed that some of the children were open and some were closed.

The Teacher's Role in Forming Disciplined Character and Social Care for Grade IV Students at SDN Cilamajang

According to Moch. Uzer Usman (2011:4) the role of the teacher is related to the progress of changes in behavior or student development. So, it can be concluded that the role of the teacher is very important in education because the role of the teacher is needed in educating students. Especially in student character education, teachers are required to apply or familiarize the values of character education. From the results of the research, which was complemented by observations, interviews and documentation, especially in terms of the character of discipline and social care, indeed in terms of punctuality the researcher saw that he still did not have the role of the teacher. This can be seen when the teacher does not come to school on time, does not know the reason. So you want to instill discipline, what if the teacher doesn't set an example. But the role shown by the teacher in shaping the character of social care to students is quite good. The teacher provides knowledge to students while the learning process is taking place about the values of social care. Although it cannot be denied that there are still many student attitudes and behaviors that show no discipline and social care, the teacher's role has been maximized.

In instilling character education, actually it is not only the teacher's task, but instilling character education in children is the task of the teacher, family environment, community environment and government, so everyone's role is needed. These three environments cannot be separated because they have the same responsibility which is first and foremost in the world of education. This is confirmed according to Daradjat (1987:71) says that "the family is the main and first education for everyone, and there are three environments that are responsible for educating children, namely the family environment, school and community". Thus, forming character education, especially discipline and social care, will work effectively when the three environments work together.

Because, if only the school environment tries to instill the character of discipline and social care in children but the family and community environment do not educate, then automatically the character of the child will be difficult to change because there is no support from the family environment and community environment. Thus, instilling the character of discipline and social care is continuous and will never end. So with that instilling discipline and social care is basically not enough in a formal environment.

Supporting Factors and Inhibiting Factors Disciplined Character Education and Social Care at SDN Cilamajang

According to Zubaedi (2011) states that the supporting factors in character education include 1) natural factors, 2) habits, 3) environment. From the results of the interviews, the supporting factors for character education are discipline and social care, among others because it is a program of the curriculum. Therefore, teachers have an obligation not only to teach, but also to educate students in positive ways. According to Amri (2013: 167) the inhibiting factors in character education include three aspects, namely 1) factors from the child himself, 2) the attitude of the educator, 3) the environment. Thus, these three aspects must work together and be responsible in educating every child. Because if you only rely on the school environment, sometimes teachers have other obstacles so that they cannot fully pay attention to every child. The factor of the child itself influences the inhibiting aspects of instilling disciplined and socially caring character education, because there are students who, for example, are told but are indifferent, there are also students who don't have to be told so that it will become a habit for these students. The results of the research that the researchers found might be one of the inhibiting factors for character education of discipline and social care in class IV SDN Cilamajang. The researcher saw for himself that the grade IV teacher at SDN Cilamajang always

came to school not on time, the grade IV students also spoke to the researcher that the grade IV teacher always came to school late every day. Maybe this is one of the inhibiting factors in character education of discipline and social care. Because how can students be disciplined and care socially if the teacher doesn't set a good example.

Research Limitations

While this research was being carried out, the researcher found it difficult to observe the teacher because the class IV teacher always came in the afternoon and the researcher also felt rushed because she was chasing the time for the Final Semester Examination which would be held in early July. Even so, researchers still maximize this research as much as possible.

CONCLUSION

Based on the results of the research and discussion that has been described, this research can be concluded as follows: Based on the six samples of grade IV students that the researcher used, there were 3 out of 6 students who had not been able to demonstrate good disciplinary character, and 4 out of 6 students already able to show good character discipline. Then 1 out of 6 students has not been able to show good social care character, and 5 out of 6 students have been able to show good social care character. In educating character education, it is not only the task of the school environment, but the obligations of the family environment and the community environment as well. These three aspects are closely related to helping educate character education in children so that it is carried out optimally. So that with the support of these three aspects it will touch the child's conscience that I am who I am and what I have to do so that I can determine what is good and what is bad and can carry it out. The family environment, school environment and community environment must set a good example, work together and be mutually responsible in educating character education to children.

Based on the conclusions of the research, the researcher provides the following suggestions: Class IV teachers should have a disciplined attitude and social care first so that students can see and imitate them directly. There needs to be guidance for students who still do not have a good enough discipline and social care attitude. The guidance from the family environment, school environment and community environment aims to make students even better. For future researchers who have an interest in analyzing the value of character education and social care, they should conduct research with a longer time.

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