

Analysis of Obstacles to Class III Religious and Environmental Care Character Education at Cilamajang State Elementary School

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Abstract

This study aims to find out the program for implementing religious character habituation and caring for the environment at Cilamajang Elementary School, to find out the obstacles in character education at Cilamajang Elementary School and to find out how teachers overcome obstacles in implementing character education at Cilamajang Elementary School. The method or design used in this research is using a qualitative approach with descriptive analysis methods. The results showed that the habituation of Religious Character Education and Caring for the Environment at Cilamajang Elementary School was in the form of the 5S culture program, praying together when starting and ending learning activities, writing letters before starting learning. Meanwhile, the environmental care character building habituation program is available at SDN Cilamajang, namely pickets in each class, mutual cooperation with the community around the school, community service to clean up the school, trash cans in every class and in the school environment, plants in the school yard. Based on the results of research conducted by researchers at Cilamajang Elementary School, the character education habituation program at Cilamajang Elementary School has been running but has not gone well because the program is rarely implemented and only applied a few times to students.

Keywords: Character Education, Religious Character, Environmental Care Character



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INTRODUCTION

Religious character education is a strategy for forming children's behavior, where religious character education is the initial basis for creating a generation that has morals or noble character. The first religious character education is carried out in the home environment and school environment, where parents and the school have an important role in the formation of a child's religious character. "Religious character is an obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with followers of other religions" Yaumi (in Herawan, 2017: 227). Meanwhile, "the character of loving the environment can also be interpreted as one of the characters possessed by humans by showing attitudes and actions to always try to prevent damage to the natural surroundings" Azet, (2013). The character of loving the environment needs to be instilled in children. By instilling a love for the environment in children from an early age, we indirectly contribute to protecting and saving the environment on earth so that damage and problems do not occur which have a negative impact on the earth. It is also hoped that one day the next generation will be able to enjoy a clean, fresh and comfortable environment. The character of loving the natural environment is an action or attitude that is shown by protecting and protecting the surrounding natural environment. For example, like throwing trash in its place. With this, it is necessary to build a child's sensitive attitude towards the environment consciously from within the child.

Based on real conditions at Cilamajang Elementary School, incidents were found that reflected that students did not have religious characteristics and cared about the environment.

The problem that the researchers found was that students littered, did not picket the class, did not read the prayer together when the lesson was going to take place, did not attend the Duha prayer together on Fridays. The results of interviews with grade III teachers at SDN Cilamajang stated that there were several grade III students who did not comply with school rules, especially those related to religious character and caring for the environment.

Actually, at Cilamajang Elementary School there have been efforts to instill religious character and care for the environment. However, it still has no impact on students. Therefore researchers feel the need to conduct an in-depth analysis of why existing programs or rules do not have an impact on students. This study aims to: Know the implementation program of habituation of religious character and care for the environment at Cilamajang Elementary School. Knowing the obstacles in character education at SDN Cilamajang. Knowing how teachers overcome obstacles in implementing character education at SDN Cilamajang.

RESEARCH METHODS

Research Objects and Subjects

The research subjects to be taken in this study were class III teachers, 5 students in class III, and 5 parents of students. While the object of this research is to analyze the obstacles to religious character education and care for the environment at SDN Cilamajang and to analyze the obstacles to character education at SDN Cilamajang.

Research Methods Used

The method or design used in this research is using a qualitative approach with descriptive analysis methods. Sugiyono, as stated in 2015: According to 9), "qualitative research is a research method based on the philosophy of postpositivism, used to study the condition of natural objects, where researchers are the key instrument, data collection techniques are carried out by triangulation, and research results emphasize meaning rather than generalization".

This researcher uses a qualitative approach method, in which the problems found in this study are not related to numbers, but instead describe and describe "Analysis of Barriers to Character Education in Elementary Schools". In real and as it is.

Research focus

The research focus according to Moleong (2014: 97) "research focus is the core obtained from research experience or through knowledge obtained from scientific literature studies". In determining a research focus, researchers based on the problems encountered by researchers in the field, namely about students' attitudes towards caring for the environment and religious attitudes at Cilamajang Elementary School.

Data Type

The data that will be obtained during the research consists of:

1. Primary data. The data used in this study used primary data, namely data directly obtained from the object of the research which was conducted by interviewing the class III teacher, 5 class III students, and 5 parents of students at SDN Cilamajang.
2. Secondary Data. Secondary data is all data obtained indirectly from the object to be studied. Secondary data collection is done by observing and commenting to complement and strengthen the information.

Data collection technique

1. Observation. Jonathan Sarwono (2006: 224) interprets that perception includes intentional recording events, behavior, objects that are seen and things that must be completed on the side of the exploration being carried out. Sutrisno Hadi (Sugiyono, 2006: 203) Observation is a multifaceted process involving various biological and psychological processes, the most significant of which are memory and observation. Sugiyono (2007: 204) explains that participant observation and non-participant observation are two types of observations used in the data collection process. In addition, observations are divided into structured and unstructured observations according to the instruments used. Observations or observations are made directly and explored based on objective conditions according to the research location. According to Thalha (2019) "In a study, observation can be understood by using the five senses to focus on an object and collect data. Observation is direct observation using human senses. Collecting data at the time of observation aims to obtain valid information, information, and evidence in the planning or process. To obtain data that has validity, the researcher uses data triangulation. Komariah and Satori (2011: 94) state that "triangulation is checking data from different sources in different ways, and at different times." Triangulation is the process of comparing and verifying data and information obtained with various tools and at various times. To collect data, researchers use non-participant observation, where they only act as independent observers and are not involved in the activities being observed. Meanwhile, researchers use structured observation, or systematically planned observations with regard to what will be observed, when will be observed, and where will be observed.
2. Interview. Moleong, Lexy J. (2007: 186) shows that interviews are focused conversations. Sugiyono (2006: 194) argues that interviews are used as a data collection method when the researcher wants to conduct a preliminary study to identify problems that must be investigated, as well as when the researcher wants to learn more in-depth information from a small or small number of respondents. Esterberg (Sugiyono, 2005: 73-74) suggests structured, semi-structured and unstructured interviews as three different types of interviews. Researchers used semi-structured interviews because they were included in the category of in-depth interviews that were less structured than interviews. The purpose of this interview is to openly identify problems; the researcher can also include questions that go beyond the interview guide to elicit respondents' perspectives and ideas. At Cilamajang Public Elementary School, the researcher collected information from the third grade teacher, 5 third grade students, and 5 students' parents. Researchers selected informants based on their needs and satisfaction with information regarding barriers to character education at SDN Cilamajang, especially individuals who played an important role in the problems they wanted to learn more about to answer research questions.
3. Documentation. (Sukandarrumidi: 2022) revealed that the data collection method aimed at research subjects was a documentation study. Personal notes, letters, diaries, case notes, work reports, meeting minutes, video recordings, photos, and so on are examples of documents. Arikunto Suharsimi (2006: 231) Searching for information about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, photographs, and so on is known as documentation. Personal notes, diaries, photos, and school records such as schedules and regulations were used in this study.

RESEARCH RESULTS AND DISCUSSION

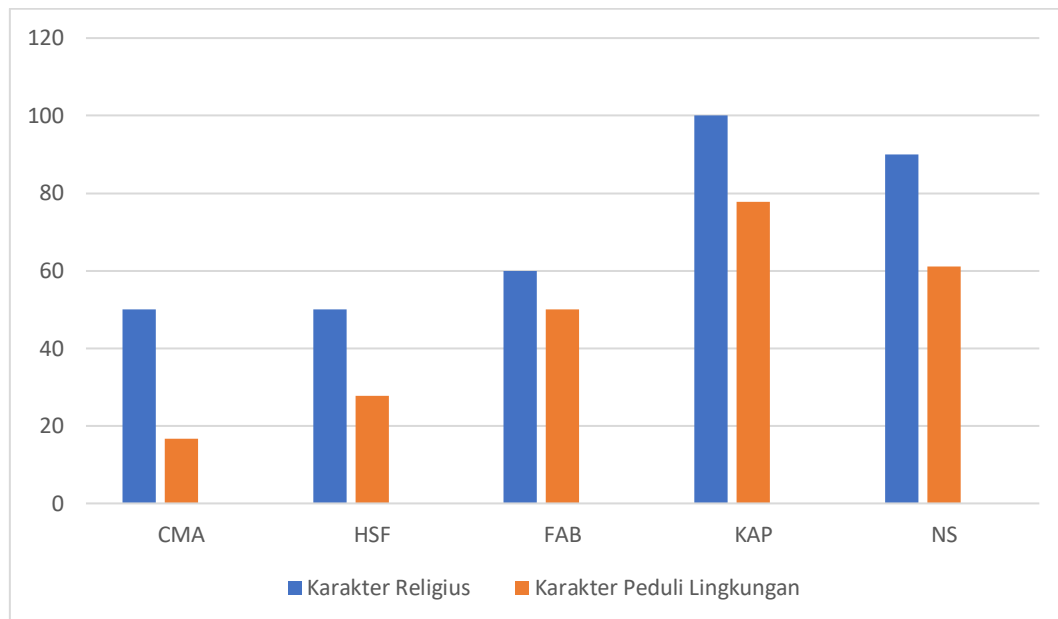


Figure 1. Student Observation Assessment

Religious Character Education Habituation Program and Caring for the Environment at SDN Cilamajang

Based on the results of interviews with class III teachers, the religious character education habituation program found at Cilamajang Elementary School is:

1. Conducting the 5S culture program (Smile, Greet, Greeting, Polite, and Polite).
2. Pray together when starting and ending learning activities.
3. Read short letters before starting learning.
4. Doing dhuha prayers in congregation every Friday.
5. Do Infak every Friday.
6. Carry out the commemoration of other religious holidays.

Meanwhile, the environmental care character building habituation program in Cilamajang Elementary School is:

1. Formation of pickets in each class.
2. Doing mutual cooperation with the community around the school.
3. Carry out voluntary work to clean up the school.
4. Provide trash cans in every class and in the school environment.
5. Caring for plants in the school yard.

Based on the results of research conducted by researchers at Cilamajang Elementary School, the character education habituation program at Cilamajang Elementary School is already running, but it doesn't work well because the program is rarely implemented and only applied a few times to students. Likewise in implementing character education during learning it is less effective because the abilities and character of the teacher are not yet supportive, the teacher's understanding of the concept of character education is still not comprehensive, the teacher has not been able to choose character values that are appropriate to the subjects being taught, and teachers have not been able to become role models for character values. As well as there are some students who are passive in participating in class learning, and some students are indifferent to the teacher.

Barriers to Character Education at SDN Cilamajang

Based on the results of observations that have been made by researchers at Cilamajang Elementary School, there are obstacles in the application of character education habituation at Cilamajang Elementary School, namely:

1. The role of parents. Based on the results of the observations that the researchers made at Cilamajang Elementary School, as said by the third grade teacher during the interview, there were some students who did not obey the rules at school or students who were difficult to control, that was because these students had problems in their families, there were also those who some students have no father or mother, and some are divorced, that's what causes students to rebel, create trouble, and are difficult to control. Because of the lack of impact parents have on children's character education or not being a good role model for children, and always criticizing and often comparing, and always demanding of children, there are no limits or letting children do whatever they like, this makes children not want to be controlled and selfish. The mistake parents often make is ignoring how their children develop their personalities. Yet it is very important because parents serve as the foundation for the intellectual and moral development of their children. So that children's character is well formed if parents know how to raise children effectively because parents are the main source of education.
2. school role. Based on the observations that researchers have made at Cilamajang Elementary School, there are obstacles to the role of the school, namely the school does not yet have the option to choose character values that are appropriate in its vision, and the character values developed in schools have not been spelled out, causing difficulties in measuring its achievement, and there are also programs that only run several times. In fact, character education in schools is also very important, because schools are the second home for educating children, especially the problem of character education for students. Because most of their parents or guardians are more focused on knowledge of the mind than on the character education of children. Even many parents neglect to educate their children either because of busyness, or problems in the family.
3. teacher's role. Based on the observations that researchers have made at Cilamajang Elementary School, there are obstacles to the teacher's role, namely the teacher in implementing character education when learning is less effective because the teacher's abilities and character are not yet supportive, then the teacher's understanding of the concept of character education is still not comprehensive or lacks understanding of character education, teachers have not been able to choose character values that are in accordance with the subjects they are taught, and teachers have not been able to be role models for character values. Sometimes educators look indifferent to their students, because of that students are sometimes indifferent and do not care about their teachers. Even though apart from being a guardian's duty, the teacher must also be a good example and create an educational environment that is moral and ethical which must be completed properly.
4. Environmental role. Based on the observations that have been made by researchers at Cilamajang Elementary School, there are obstacles to the role of the environment, namely the influence of the environment. Environmental influences can inhibit children's character, because in the observations that researchers have made, children often play with friends, are indifferent to parents, do not like to be controlled, and also argue with parents when asked to do so. This is due to the influence of the environment around the child which causes the child to yell and behave badly. This is what causes children to be naughty. This is the cause of promiscuity so that children behave badly and cannot control themselves. This is due to the low self-awareness of children against the dangers of promiscuity, as well as

unfavorable lifestyles, the influence of the internet or cell phones, the lack of attention from parents,

How Teachers Overcome Obstacles in Implementing Character Education

Based on the results of observations made by researchers, teachers have not been able to overcome obstacles in implementing character education at Cilamajang Elementary School, this is because the program has only been running a few times, and teachers in implementing character education during learning are less effective because the abilities and character of the teacher have not support, then the teacher's understanding of the concept of character education is still incomplete or lacks understanding of character education, the teacher has not been able to choose character values that are appropriate to the subject being taught, and the teacher has not been able to be an example of character values.

CONCLUSION

Habituation of Religious Character Education and Caring for the Environment at Cilamajang Elementary School, namely in the form of the 5S acculturation program, pray together when starting and ending learning activities, short letters before starting learning. Meanwhile, the environmental care character building habituation program at Cilamajang Elementary School includes picketing in every class, mutual cooperation with the community around the school, community service to clean up the school, trash cans in every class and in the school environment, plants in the school yard. Based on the results of research conducted by researchers at Cilamajang Elementary School, the character education habituation program at Cilamajang Elementary School has been running but has not gone well because the program is rarely implemented and only applied a few times to students.

Barriers to Character Education at SDN Cilamajang, based on the results of observations that researchers have made at Cilamajang Elementary School, as said by the class III teacher during the interview there were some students who did not obey the rules at school or students who were difficult to control, that was because these students had problems in their families, there were also there are some students who don't have fathers or mothers anymore, and there are also students who are divorced, that's what causes students to rebel, create problems, and are difficult to control. Meanwhile, based on the observations that researchers have made at Cilamajang Elementary School regarding the obstacles to the school's role, namely the school does not yet have the choice to choose character values that are appropriate in its vision, and the character values developed in schools have not been translated, causing difficulties in measuring its achievement.

Based on the observations that researchers have made at Cilamajang Elementary School, there are obstacles to the teacher's role, namely the teacher in implementing character education when learning is less effective because the teacher's abilities and character are not yet supportive, then the teacher's understanding of the concept of character education is still not comprehensive or lacks understanding of character education, teachers have not been able to choose character values that are in accordance with the subjects they are taught, and teachers have not been able to be role models for character values. Based on the observations that researchers have made at Cilamajang Elementary School about the barriers to the role of the environment, namely the influence of the environment. Environmental influences can inhibit children's character, because in the observations that researchers have made, children often play with friends, are indifferent to parents, do not like to be controlled, and also argue with parents when asked to do so. This is due to the influence of the environment around the

child which causes the child to yell and behave badly. This is what causes children to be naughty. This is the cause of promiscuity so that children behave badly and cannot control themselves.

Suggestions are intended as material for consideration for all parties in the framework of improvement and refinement. For Schools; Build good communication with parents by holding frequent meetings with parents, so that communication between schools and parents can run well; Collaboration with parents needs to be improved again so that in cultivating the character of students they can be successful; Giving directions to parents about the importance of instilling character in students. For Teachers; Always provide motivation and support to students; There is a need for improvement and supervision of students when they are in the school environment including the class so as to form good student character. For students; Stay enthusiastic in studying and cultivating skills wherever and whenever; Develop good morals at home and at school.

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