

Forming Character Through Buying and Selling Economic Activities for Grade 4 Elementary School Students at Jali Gayamharjo State Elementary School, Prambanan, Sleman Yogyakarta Academic Year 2022/2023

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Abstract

The purpose of this research is to Form Character Through Buying and Selling Economic Activities in Grade 4 Elementary School Students at Jali Gayamharjo Public Elementary School, Prambanan, Sleman Yogyakarta Academic Year 2022/2023. The conclusion shows that buying and selling activities can strengthen the character of grade 4 students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 school year.

Keywords: Character, Economic Activity, Elementary School



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INTRODUCTION

Elementary school education can be interpreted as a process of mentoring, teaching and training students aged 7-12 years to provide basic skills in intellectual, social and personal aspects that are in accordance with their developmental characteristics so that they can continue their education in junior high school or equivalent. The purpose of education in elementary schools includes the formation of the basic personality of students as complete Indonesian people according to their level of development. Therefore, it is necessary to instill education at an elementary age as a provision for continuing further education, so that later students are able to develop their abilities according to their age.

The President of the Republic of Indonesia Joko Widodo in his direction stated that in order to create superior Human Resources (HR) (2019-2024) 5 strategic actions must be carried out, one of which is the continuous improvement of character education and the practice of Pancasila. Character education must continue to be taught and fostered to students such as the values of love, exemplary, morality, behavior and diversity. This is in line with what is in Law number 20 of 2003 concerning the National Education System (Sisdiknas), article 1 paragraph 1 which states that teachers must be able to carry out learning that directs their students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

In essence, character education is defined as an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. Character education must always be taught, made into a habit, trained consistently and only then becomes character for students. The teacher plays a very important role in strengthening character education for their students, where the teacher must set an example of what is conveyed and will be imitated by their students. The example exemplified by the teacher will facilitate the application of character values for students. The teacher is someone to be admired and imitated. In Gugu it means that whatever is conveyed by the teacher, both orally and in writing, can be trusted and believed to be true by all students. While imitated

means that as a teacher must be a role model in every action. So it can be concluded that teachers serve as role models and role models for all their students. In the current conditions where violence among adolescents/society increases, the use of bad language and words by students,

On the other hand, many argue that educational outcomes are primarily concerned with "Morals and morals" very concerned. It is as if the world of education does not give resonance to the personality of students and only relies on students' academic improvement. In fact, each educational unit is obliged to carry out the character building of students in their respective schools. Strengthening character education should be an educational movement under the responsibility of the education unit to strengthen the character of students through heart, by feeling, thought and sports with involvement and collaboration between educational units, families and communities as part of the National Movement for Mental Revolution (GNRM).) which was initiated by President Joko Widodo which is also the basis for the birth of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education.

In essence, character education is expected to form a complete human being (holistic) which has characteristics in addition to forming lifelong learners, who will actually be able to develop all the potential of students in a balanced way (spiritual, emotional, intellectual, social, and physical) and also optimally. This answers the opinion that has emerged so far that education only emphasizes and is oriented to "academic aspects" and does not develop social, emotional, creative, and even motor aspects. Learners are only prepared to get good grades, but they are not trained to live. In fact, this can be realized if the strengthening of character education is well programmed and planned, for example strengthening class-based character education, every teacher should be able to implement it during the learning process. Habituation and the cultivation of good values will be absorbed by students in the learning.

Heri Soetanto sees that the millennial generation is a group of children who are ready to be invited to face challenges. What needs to be prepared is community, productivity and active involvement. The process of awareness of the importance of forming character can be done with learning activities in class. At the fourth grade level, there is material for Chapter 7 How to Get All Our Needs? This activity can be an implementation of character strengthening. First, awareness of the identity of students who live on Indonesian soil with a wealth of natural resources sufficient to fulfill human life. This stage can make people aware of the value of gratitude to God by appreciating and preserving potential natural plant resources in the students' environment. Based on the description above, the researcher feels the need to implement strengthening student character in learning and the writer takes the research title, namely Building Character Through Buy-Buy Economic Activities in the Context of Meeting the Needs of Life in Grade IV Students at SD Negeri Jali, Gayamharjo, Prambanan, Sleman, Yogyakarta .

RESULTS AND DISCUSSION

Strengthening Class-Based Character Education

In its implementation, apart from being class-based, strengthening character education can be carried out on a school-based, family-based (household) and community-based basis. In strengthening school-based education, schools are not only interpreted as places of learning, but at the same time are used as places to gain character improvement for students which is the most important part of character education itself, in other words schools are not just places "knowledge transfer" but also institutions that play a role in the learning process oriented to good values (value-oriented enterprise). In addition, schools are responsible not only for producing students who excel in science and technology, but also in character and personality.

Family Based Character Education

Meanwhile, to strengthen family-based character education, it can be implemented by making the family and household the first and foremost character building environment for students so that the family/household becomes the “school of love” a place to learn that is full of true love and affection as well as the first place to instill good values and basic principles in life so that students are expected to have sufficient potential and provisions to take part in the learning process at school.

Community Based Character Education

Strengthening community-based character education can be carried out because the wider community has a major influence on the success of inculcating aesthetic and ethical values for the formation of the character of students where society already has a value system that has so far been adhered to. This will affect the attitudes and perspectives of the community as a whole including students so that the community has a shared responsibility in upholding good values and preventing bad values.

Buying and selling economic activities as collaboration to strengthen student character

Buying and selling activities carried out by grade 4 SD Negeri Jali, Gayamharjo, Prambanan, Sleman, namely selling basic necessities, vegetables, fruits, and various processed products which are natural potentials around SD Negeri Jali. Vegetables can be processed into chips. For example, spinach leaves, cassava leaves, bitter melon and marigolds. Cassava root can be processed into chips, lemper, getuk, flour. Arrowroot tubers are made from chips and flour which have high economic value. To provide a positive value for students, the implementation of strengthening character education is necessarily supported by example, teaching and strengthening. From an exemplary side, where teachers, parents or community members can be positive role models/models for students. From a teaching standpoint, teachers and families teach good character/values and combine academic knowledge with local wisdom values. There is something more important, namely from the strengthening side where schools and families must be able to improve or strengthen good character and values with supporting activities outside of school, outside the home, and in providing services to the community.

Character Strengthening from Buying and Selling Activities

First, Religious Value. Awareness of the identity of students who live on earth Indonesia with a wealth of natural resources sufficient to fulfill human life begins to grow and develop. This stage can make people aware of the value of gratitude to God by appreciating and preserving potential natural plant resources in the students' environment. Buying and selling activities are a means to meet the necessities of life. If all needs are met can give a sense of satisfaction and happiness.

Second, the value of mutual cooperation. Buying and selling activities have shown mutual cooperation between families who try to help students prepare goods for sale, the buying community and the school as a facility that brings sellers and buyers of goods together. There are social values and unity that are interdependent and fulfill the necessities of life. It is hoped that students will learn independently to be able to fulfill their life needs. Togetherness in a group can train communication on how a product is processed into useful results. There is a creative effort in togetherness. For example arrowroot tubers are processed into flour and chips which are economically valuable are made.

Third, the value of competence or intelligence. Buying and selling activities provide space for students to think critically in preparing, packing, and selling goods at the right price in accordance with the value of the goods. It also demands discipline and careful calculation of

prices and finances. There is also the value of honesty in buying and selling which will support the integrity of students.

CONCLUSION

After making observations and research, it can be concluded that buying and selling activities can strengthen the character of grade 4 students at SD Negeri Jali, Prambanan, Sleman, Yogyakarta for the 2022/2023 academic year. These results are displayed in the process of activities that involve the student's family, school, and community. In addition, there are values that are fought for, namely religion, mutual cooperation, independence, creativity, and intelligence which become habits that students will make.

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