Achievement of character education in different types of elementary school

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Abstract

Elementary education is a basic level of education that will affect a person's character in the further. If children are educated by good and appropriate educational method in elementary school, they will perform as a good quality or character of person. The aim of this study was to evaluate the achievement of character education in different types of elementary school. There are three types of school observed, that is public, religion, and culture school, and two schools for each types. There were six principal characters evaluated were faithful, pious, noble, self reliant, democratic and responsible. The results showed that Islamic boarding schools and cultural based schools reinforce the character education to students more frequently than the public school. The achievement of character of students in Islamic boarding schools and cultural based schools better than that in public school, indicated by higher grading. While the characters of faith and piety in elementary schools, is generally in need very serious attention.

Keywords: *achievement; basic education; character; elementary school; quality character*

Introduction

Primary education is the level of education which is very crucial for pupil (Mujahidin 2016). The success in primary education is the cornerstone of success in further education. Conversely, failure in basic education will result in the loss of quality in further education. The study done by Howard Gardner found that the errors or mistakes in education system in childhood can reduce a person's creativity. In fact, this decline continues until they reach the age of 40 years (Megawangi 2016, p.26)

Awareness toward the importance of basic education, should be accompanied with the development of the basic education system (Soleha, Husaini, Mujahidin, Saefuddin 2015). The orientation of elementary education with an emphasis on cognitive aspects, has been revitalized very much. It is the Japanese who have reduced hours of mathematics and science to replace them for developing the character (Megawangi n.d., p.28). Basic education system is oriented to character education, as it is basically the key to success. It means that the success of someone depends on his character.

The importance of basic education, is also admitted by the Indonesian people. This can be proved that the government, both central and local have earmarked a very large amount of budgets for education sector (reaching 20% of the national income and expense budget / local income and expense budget). Even in terms of policy, the government has issued regulations governing in the details about the acceleration of the completion of the compulsory primary education policy as stated in President Decree No. 5 in the year 2006, and it is followed by ministerial regulation No. 35 in the year 2006. This effort resulted in an increase in the gross enrollment rate (GER) at the junior level which has reached 80.35% [BPJS n.d.].

Growing the awareness toward the importance of basic education is reflected by the attention of the government and the increase in GER, and this is in fact less offset by an increase in the quality of learning in primary schools. The learning model in elementary school which is growing up to now is still very much dominated by prioritization of the cognitive aspects only (Megawangi 2007, p.103-105). So the achievement of national education goals will be hampered.

The purpose of national education itself, is in fact to develop the potential of students to become a human being who is faithful and pious to God Almighty, noble, healthy, knowledgeable, skilled, creative, self reliant, and become democratic and responsible citizens [UUD SISPENAS 2003]. When analyzed, the core objective of national education is the formation of character. Because, of the ten national education keywords, six of them were related to the formation of character, namely: faithful, pious, noble conduct, self reliant, democratic and accountable.

I. Methods

The research method used in this activity is a survey method and action research. Survey method is used to identify the quality of character education in elementary

schools. While action research is used to find the ideal model of character education in elementary schools.

Population and sample are chosen purposively with the total respondens were 261 students. To obtain the data of character education quality, the elementary schools that have declared themselves as a character school are determined, they are the character elementary school Indonesia Heritage Foundation (IHF SD) Depok in West Java, Elemnetary school Budi Mulia Two Jogyakarta, Elemnetary school Pangeran Diponegoro in Semarang, and Exemplary Elementary school Amaliah Ciawi Bogor. As for the pilot model project is conducted in examplary primary school in Ciawi Bogor involving all students from class I to class VI.

Analysis technique used in data collection are observation, questionnaires and experiments.

The data analysis technique used is descriptive qualitative and quantitative analysis. Qualitative descriptive analysis is shown in tables and matrices describing the achievement of the program. Quantitative analysis was used to analyze changes in the characteristics of the respondents before and after the performing of the activities. In quantitative analysis, the data processing program uses the program of Statistical Package for Social Science (SPSS).

The research activities are carried out by the following steps:

a. Preliminary stage, which is the field survey to the selected institution.
b. Stage for formulation of character education concept in primary schools.
c. Stage for trial preparation, it is training of teachers and educational staff that will support the implementation of the research.
d. Stage for implementation of the pilot, it is presenting the materials, methods, strategies and techniques of learning evaluation and analysis of student feedback.

II. RESULTS AND DISCUSSION

A. Type of Character Education in Primary Schools

Character education in elementary school can be grouped into three types of education, the first: character education refers to religious values; the second: character education that combines both cultural and religious values, and the third character education refers to the intact and whole government curriculum .

Schools which conduct character education based on religious values, are in fact inspired by a desire to implement the value of religion in education. For them, education is a doctrine to inculcate religious values (Bagheri & Khosravi n.d., p.94). The type of these schools have mushroomed, especially in urban areas, both in the boarding system or not. Name of these schools varied, some of them use Integrated Islamic Elementary School (SDIT), but it is not uncommon to find the name of the school without frills name of Islam.

While schools that combine cultural and religious values, was initiated in response to the emergence of the cultural values that are universal and not limited by religion. This idea is at a glace well-regarded, as it can unite the cultural values which developed with religious values. However, in fact, this idea will gradually erode intact confidence to the perfection of religion. In other words, these ideas will lead a Muslim monotheism to Muslim Polytheism (Philips 2005).

The educational institutions based on the whole government curriculum is due to the desire to create homogeneity in education. This homogeneity is significantly is affected by education policies that specify strict graduation requirements so that teachers feel more secure by following an intact curriculum that has been issued by the government. As a consequence, in organizing the process of teaching and learning in primary schools, they possess a relatively uniform. Homogeneity is, of course, very good if it is in the highest performance. But if homogeneity is in the performance which is less than optimal, then the quality of human resources in the future is at stake.

B. Activities of Character Education in Primary Schools

The three types of education above have different teaching and learning activities. The first and second types are very intensive in education, while the third type seems minimalist. In Table 1 is presented examples of activities schedule of character education school based on religion:

Table 1.
Activity Schedule at the School of Religion-Based Character Education

A. Grades 1-3	
7:25 to 7:35	Opening
07:35 to 08:20	Religion: Learning to read the Quran
8:20 to 08:55	Field of study
08:55 to 09:30	Field of study
9:30 to 9:45	Snack time
09:45 to 10:20	Field of study
10:20 to 10:55	Field of study
10:55 to 11:30	Field of study
11:30 to 12:35	Break, Prayer and lunch
12:35 to 13:10	Field of study
13:10 to 13:45	Field of study
13:45 to 14:20	Field of study
14:20 to 14:30	Snack time
14:30 to 15:30	Class Options (Special Class 3, except for Friday)
B. Grade 4-6	
7:25 to 7:35	Opening
7:35 to 08:10	Religion: Reading the Qur'an
08:10 to 08:45	Field of study
8:45 to 09:20	Field of Study

9:20 to 9:35	Snack time
09:35 to 10:10	Field of study
10:10 to 10:45	Field of study
10:45 to 11:20	Field of study
11:20 to 11:55	Field of study
11:55 to 13:10	Break, Prayer and lunch
13:10 to 13:45	Field of study
13:45 to 14:30	Field of study
14:20 to 14:30	Snack time
14:30 to 15:30	Class Options (except Friday)

Table 1 shows that the teaching and learning activities started at 7:25 and finished at 15:30 PM. Some kind of school (such as Islamic Elementary School Pangeran Diponegoro in Semarang and Exemplary Elementary School Amaliah Ciawi Bogor), begins their activities at 07.00 and finished at 13:30 to 14:30. thus, the average frequency of learning reach 6-8 hours every day. The same activities found relatively are (1) the activities always preceded by Duha religious activities, like prayer and reading the Qur'an, and (2) habituation midday prayers in congregation.

The schedule of activities from elementary school that combines religious values with culture values can be seen in table 2.

Table 2.
Activities Schedule of Character Education in Schools
Based on Culture

Time	Activity
7:20 to 7:50	Morning Activities & Pilar Character
7:50 a.m. to 9:00 a.m	Core Activity-1
9:00 to 9:10	Snack Time
09:10 to 10:20	Core Activity- 2
10:20 to 10:40	Break
10:40 to 10:50	Silent Reading
10:50 to 12:00	Core Activity-3
12:00 to 12:45	Midday prayer (Zhuhur) & lunch
12:45 to 13:45	Core Activity-4
Activities Schedule On Friday	
Time	Activity
7:20 to 7:50	Gymnastics & Friday-cleanliness
7:50 a.m. to 9:00 a.m.	Core Activity-1
9:00 to 9:25	Break & Prayer Duha
09:25 to 10:35	Core Activity- 2
10:35 to 11:00	Centra Religion

Table 2 shows that the teaching and learning activities in the character education school of the second type have similarity with the first type, which is the average hours

of study over 6 hours, beginning with character education activities and time allocation for midday prayers in congregation.

The teaching and learning in primary schools in general, can be seen in Table 3.

Table 3.
Activities Schedule at the School in general

A. Grades 1-3	
7:30 to 08:15	Field of study
8:15 a.m. to 09:00	Field of study
9:00 a.m. to 9:30	Break
09:30 to 10:15	Field of study
10:15 to 11:00	Field of study
B. Grade 4-6	
7:30 to 08:15	Field of study
8:15 a.m. to 09:00	Field of study
9:00 a.m. to 9:30	Break
09:30 to 10:15	Field of study
10:15 to 11:00	Field of study
11:00 to 11:45	Field of study

Table 3 shows that the frequency of teaching and learning in primary schools range generally from 4-5 hours a day. These frequencies show that the quality of basic education in Indonesia is still very low. In addition, character education being taught is limited to the existing curriculum at the school. In other words, habituation of positive things, like starting of learning activities to develop character, prayer in congregation and other activities are not implemented. Character education that is carried out according to subject matter such as the character of mutual aid is given theoretically in Social Science subjects. For Muslim children, this reality is also very alarming. That is because the content of Religious Education is given only for 90 minutes in a week and 80-90% of children in primary school do not avail of hours for learning their religion outside of school.

3. Achieving Character Education in Primary Schools

If observed from the attainment of character education on the above three types of education, can be seen in Table 4.

Table 4.
Achievement of Character Education in Elementary School

No	Principles Characters	Grading of character quality of students (Based on self declared questioner)		
		Religion based	Cultural based	Public
1	Faith	Very good	Enough	Enough
2	Takwa (Piety)	Very good	Very good	Enough

3	Noble character (Akhlak)	Very good	Very good	Good
4	Self reliance	Very good	Very good	Very good
5	Democratic	Good	Very good	Good
6	Responsible	Very good	Very good	Good

In Table 4. is seen that character education in schools based on religion have a good value in case of "democratic" character, it is due to the understanding that the truth does not lie in the majority votes; and respect the opinions of other people - which is the core of democratic character - must always be framed by the values of Islam. For example, the idea that the teachings of all religions are true, it may not be appreciated by a Muslim (Zallum 1994).

In Table 4 it is also seen that character education about "faith" in the school based on religion and culture are in the category of " enough". This is because of the values of religious pluralism is always taught in that school. This concept was inspired by the thought that the most appropriate solution for Indonesia's pluralistic religious reality is the relativism of culture, because it is consedered to be able to build a wise attitude and to see sensibly the differences of culture (Park 2010)

In Table 4. it also shows that education in public schools, although the character of faith and piety is very low, but the character of independence is very high. This is presumably because the free time they owned have made them independent to do other activities.

III. Conclusion

The results concluded that Islamic boarding schools and cultural based schools reinforce the character education to students more frequently than the public school. The achievement of character of students in Islamic boarding schools and cultural based schools better than that in public school, indicated by higher grading. While the characters of faith and piety in elementary schools, is generally in need very serious attention. .

Acknowledgment

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The first and second types are character education, while the third type is made to accommodate the elementary schools that are purely to have basic education based on the government curriculum, although the school does not teach character education.

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