

IMPLEMENTATION OF CHARACTER EDUCATION ON STUDENTS' HONESTY IN STATE ELEMENTARY SCHOOL KALIBOYO BATANG

IMPLEMENTASI PENDIDIKAN KARAKTER TERHADAP KEJUJURAN SISWA DI SD NEGERI KALIBOYO BATANG

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Abstract

This study aimed to determine the implementation of character education on students' honesty and find its supporting and inhibiting factors. The method used was quantitative descriptive. The research participants were 32 students from classes V and VI of State Elementary School Kaliboyo, selected using purposive sampling. The instruments were an observation sheet and a questionnaire. Data were analyzed using quantitative analysis. The results indicated that character education in fostering students' honesty used several indicators, such as the teachers reminding students not to cheat, reporting school activities transparently, and having an honest student recruitment system. Habituation also needed to implement, such as the habituation of 6R (Concise, Clean, Neat, Diligent, Caring, and Friendly), the habituation of 5S (Smile, Greetings, Greetings, Polite, and Courtesy), and donating habituation. Besides, the factors that influenced the implementation of character education in fostering the honesty of State Elementary School Kaliboyo were teachers as role models, students themselves, guardians/family, and the school discipline system. At the same time, the inhibiting factor was unsupporting environments.

Keywords: *Character Education, Honesty*

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi pendidikan karakter dalam membina kejujuran siswa serta mengetahui faktor pendukung dan penghambatnya. Metode yang digunakan adalah deskriptif kuantitatif. Partisipan penelitian sebanyak 32 siswa kelas V dan VI SD Negeri Kaliboyo yang dipilih dengan menggunakan purposive sampling. Instrumen yang digunakan adalah lembar observasi dan angket. Data dianalisis dengan menggunakan analisis kuantitatif. Hasil penelitian menunjukkan bahwa pendidikan karakter dalam membina kejujuran siswa menggunakan beberapa indikator seperti guru mengingatkan siswa untuk tidak menyontek, melaporkan kegiatan sekolah secara transparan, dan memiliki sistem rekrutmen siswa yang jujur. Pembiasaan juga perlu dilaksanakan, seperti pembiasaan 6R (Ringkas, Resik, Rapi, Rajin, Rawat, dan Ramah), pembiasaan 5S (Senyum, Salam, Sapa, Sopan, dan Santun), dan pembiasaan bersedekah. Selain itu, faktor yang mempengaruhi pelaksanaan pendidikan karakter dalam membina kejujuran di SD Negeri Kaliboyo adalah guru sebagai panutan, siswa itu sendiri, wali/keluarga, dan sistem disiplin sekolah. Sedangkan faktor penghambatnya adalah lingkungan yang tidak mendukung.

Kata Kunci: *Pendidikan Karakter, Kejujuran*

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1. Introduction

The concept of education, based on the Law of Republic of Indonesia Number 20 of 2003 concerning the national education system article 1, is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, control self, personality, intelligence, noble character, and skills carried out by himself, society, nation, and state (Adom, Adu-Mensah, & Dake, 2020). Education is also one of the main pillars in shaping the quality of a nation (Ainuddin & Priambodo, 2022). Through education, it is hoped that it can produce future generations who have a strong character to accept the baton of the nation's leadership.

According to Suyatno in Muslim (2020), there are at least nine primary characters that become pillars, namely love for Allah and the universe and its contents, responsibility, discipline, independence, honesty, respect and courtesy, compassion, caring, cooperation, self-confidence, creativity, hard work, never give up, justice, leadership, kindness, humility, tolerance, love of peace and unity. From an early age, these character values must be instilled in students holistically through family, teachers or the community.

Honesty refers to a moral character with positive and noble qualities such as integrity, full of truth, and straight, as well as no lying, cheating or stealing (Mundiri, 2012). Honesty is a character value that must be instilled in children from an early age (Chotimah, Kurnisar, Ermanovida, & Juainah, 2021). If character education can be implemented effectively, we have built a solid foundation for the nation's establishment (Lutfiyah & Rabbanie, 2020).

Several schools at the elementary level, both public and private, have begun to implement honest character education in the school environment (Hash, 2021). Like the observations that the researchers made at State Elementary School Kaliboyo, which has implemented honest character in the development of the school curriculum. This proves that the school has tried to implement honest character with the cooperative honesty program and the finding/honesty box. However, many students still have not been honest in the school environment. For example, students during exams are still cheating on their friends, and some students still do not pay when they eat snacks at the canteen, so it is hoped that honest character education will foster a better level of honesty for these students, have superior achievements and have character (Chu, 2016). However, Lubis & Nasution's research (2017), education has failed in character, where schools are too fascinated with academic targets and forget about character education. This reality makes creativity, courage to face risks, independence, and patience in facing exams become very low, which causes children to easily get frustrated, give up and lose their fighting spirit.

Character education is necessary to prioritize as well as value or honest character of the students. As explained earlier, honesty is the most important value every individual must own. The honest character of each person determines how the identity of a nation is formed in the future. Efforts are needed in the development of an educational paradigm that can build culture as part of the overall educational process and the process of living in society, nation, and state as a whole, so education is needed that can foster, shape, direct, and prioritize the growth of honest attitudes or characters to students (Jai, Rochman, & Nurmila, 2020). Therefore, the researchers conducted research entitled "Implementation of Character Education in Fostering Honesty in Students at State Elementary School Kaliboyo Batang." This research aimed to analyze

the implementation of character education on students' honesty and find its supporting and inhibiting factors.

2. Research Method

This study used quantitative method. This research was located at State Elementary School Kaliboyo Batang. This study's population was all State Elementary School Kaliboyo Batang students. While the samples or participants in this study were students of class V and VI State Elementary School Kaliboyo Batang with a total of 32 students. The sampling technique used in this study was purposive sampling, which is done by selecting subjects based on specific criteria set by the researchers. The instruments were an observation sheet and a questionnaire. Data collection in this study used observation techniques by researchers by directly reviewing the spaciousness as the object of research to obtain data, and questionnaires to obtain statistical information. Then, data were analyzed using quantitative analysis.

3. Results and Discussion

The purpose of implementing honesty character education is to apply character education in fostering student honesty at State Elementary School Batang. The principal conveys several goals to implement honest behavior, the form of routine activities given by the teacher to students in the classroom and outside class correctly; that is, the teacher sets a good example (Suud, Madjid, & Sutrisno, 2019). Good behavior includes making and doing assignments correctly. This shows that in helping to do assignments correctly, the researcher concludes that conditioning teachers in making and doing assignments are that teachers have their own methods and ways of conditioning students to work. Individual/group assignments (Nguyen, Pham, & Nguyen, 2020).

There were three ways to maintain honest character. The first is not cheating and giving cheats. Benistant, Galeotti, & Villeval (2021) stated that when a teacher saw students cheating or giving cheats while doing assignments, the teacher reprimanded and immediately conditioned the students who cheated to be moved. Furthermore, not cheating and giving cheats, the researchers analyzed that teachers had used their strategy to remind students not to cheat and giving cheat when doing assignments at school (Zaini, 2017). Some teachers of State Elementary School have also conveyed verbally to students when they do assignments. It was proven that teachers always reminded students not to cheat and give cheats when doing assignments. In this case, the researchers analyzed that in helping and doing assignments correctly, some teachers reprimand and verbally remind students to do assignments correctly (Floress, Riedesel, Brito, & White, 2022).

The second is reporting school activities transparently. This one has been implemented in State Elementary School Kaliboyo. For example, there is an attendance report book every morning for teachers, a special book for recording honesty cooperatives, school operational funds called BOS report book in a clear format, and a report card book for student learning academic results. The researchers' data indicated that teachers from grade V to grade VI attended class every morning. Teachers who came late to class conveyed the reasons for being late, and when the teacher was about to leave school also conveyed the reasons to students and the principal. In addition, teachers also submitted reports on school activities following their respective duties

clearly and honestly. This was an example of honest behavior applied by teachers so that students also imitated their honest attitude.

The third is the honest student recruitment system, which has conditioned the school to be open and honest in all recruitment systems. Schools have to provide a recruitment system that includes the recruitment of new students who have been conditioned by age limits, teachers who are open to recruiting students who take part in competitions, and teachers who condition students so that they do not discriminate between friends in forming groups (Kennedy, Sanders, Estabrooks, Smith, Lonsdale, Foster, & Lubans, 2021). An accountable assessment system has been carried out by the teachers at State Elementary School Kaliboyo Batang, specifically for students' grades in each class from grade I to grade VI so that student scores are recorded well. Based on data analysis, the school implemented the student recruitment system honestly. Students have the same opportunity to register. Age is one of the indicators in determining whether students are accepted or not. Honest teachers do not discriminate in recruiting students to participate in competitions at school because teachers always offer all students in the class information about competitions. All students have the same opportunity, but the teacher still has to select the best and worthy students to participate in the competition according to their skills (Bhat, Raju, Bhat, D'Souza, & Singh, 2021). The teacher assigns a value according to the formula written in the lesson plan, both numerical assessment and attitude assessment of the learning process observed by the teacher (Intaswari, 2016). The teacher gives an objective value, both the assessment of the process during learning and the value of the results of assignments or student work.

Habituation also shapes students' honest characters. Implementing an example has an important role and function for students (Arifin & Pratama, 2020). The personality competence of teachers at State Elementary School Kaliboyo is very much needed in the personal formation of students. The teacher is a model or example that should be imitated in terms of behavior, character, way of thinking and even how to dress neatly (Zilles, Lange, Holte, & Zinkevich, 2011). Based on data from observations and questionnaires, the researchers analyzed that the teachers used the exemplary method in State Elementary School Kaliboyo to provide examples such as behaving politely, speaking politely, and praying *dhuhur* together.

In fostering the students' characters, State Elementary School Kaliboyo implements habituation. It is expected to shape students' character at school and in everyday life. Good habituation is applied to keep students honest, such as the habituation of 6R (Concise, Clean, Neat, Diligent, Caring, and Friendly). These have a purpose that all school communities, whether principals, teachers, staff, or students, can get used to having good character and being kind to everyone they meet. The following table describes the results of the implementation of the 6R strategy:

Table 1. Results of the 6R Habituation

| Total Students | Ideal Score | X _{min} | Category | X _{max} | Category | Mean | Category |
|----------------|-------------|------------------|----------|------------------|----------|------|----------|
| 32 | 109 | 104 | Low | 114 | High | 113 | Medium |

Table 1 shows that the total students in grades V and VI of State Elementary School Kaliboyo are in the medium category. This result is in line with research from Marlina (2018) said that the implementation of character education in increasing the honesty of students at SD Negeri Klidang Wetan, Batang Regency, was applied by

several methods, one of which was actualization in the 6 R habituation program (Concise, Clean, Neat, Diligent, Careful and Friendly).

Another habituation implemented is the habituation of 5S (Smile, Greetings, Greetings, Polite, and Courtesy). This habituation occurs when students meet the principal, teacher or older person. They always smile, say hello, and greet while shaking hands politely with the principal, teachers, staff, peers, and all residents of State Elementary School Kaliboyo Batang.

Table 2. Results of the 5S Habituation

| Total Students | Score Ideal | X _{min} | Category | X _{max} | Category | Mean | Category |
|----------------|-------------|------------------|----------|------------------|----------|------|----------|
| 32 | 109 | 104 | Low | 114 | High | 111 | Medium |

Table 2 shows that grades V and VI students of State Elementary School Kaliboyo are in the medium category. The statistical results show that the implementation of character education on students' honesty in the 5S habituation method is quite good. Based on the results of research from Inayah & Ardy (2022) said that the formation of friendly characters through the habit of smiling, greeting, greeting, polite, and courteous (5S) at RA Muslimat NU Diponegoro 54 Darmakradenan was carried out through three forms of habituation, namely routine and spontaneous habituation. The three forms of habituation produce a friendly child personality. Friendliness to children makes him a self-aware person, cares about others, is disciplined and independent, has social sensitivity, can create a comfortable and safe school environment and directly impacts students' honesty.

The last habituation is donating. This activity is one of the routine activities carried out at State Elementary School Kaliboyo. The stem in shaping and instilling student character is the existence of a student social donation program. This program is usually carried out every hour of religion and moral education lessons (Wang, 2016).

Table 3. Results of the Donating Habituation

| Total Student | Score Ideal | X _{min} | Category | X _{max} | Category | Mean | Category |
|---------------|-------------|------------------|----------|------------------|----------|------|----------|
| 32 | 109 | 104 | Low | 114 | High | 115 | High |

Table 3 shows that grades V and VI students of State Elementary School Kaliboyo are in the high category. The statistical results show that the implementation of character education on students' honesty in the 5S habituation method is categorized as very good. Based on the results of research from Mawarni (2021) said that the implementation of character education values in the habit of giving *infaq* at SDN 1 Lembupurwo has character values, including character education like helping others, instilling a sincere spirit in giving, being religious, mutual cooperation, and having a direct impact on growing honesty attitude of students in managing the actualized *infaq*.

There was also a way to educate students' character in State Elementary School Kaliboyo, namely program of finding/honesty box. The researchers analyzed that this program allowed students to put money in a money box for food and drinks that they bought. The goal was that students paid and took their own change in the money box. The food price list is conditioned to pay according to the price that has been written in the price list. And the finding/honesty box has also been provided to put items or money

that have been found but do not belong to the student who found it. In addition, students can also convey it directly to the teacher if they find items or money so that later those who lose can contact the teacher or look in the findings/honesty box. From the actualization of this program, it provided character education for students' honesty.

There were several supporting factors for the implementation of character education in fostering students' character in State Elementary School Kaliboyo Batang. One of the supporting factors is the teachers. Teachers have a role in shaping students' characters. They teach character values that students must apply, such as honesty (Asnawati & Kenedi, 2021). An honest teacher certainly is an example for his/her students. Another comes from student factors. Based on observational data, researchers analyzed that students responded well to implementing character education programs at State Elementary School Kaliboyo, making it easier for teachers to improve students' honesty. This is evident from the students' habit of using the findings box. They always put the findings that do not belong to them in the findings box in front of their classes. Guardian/parents factors also influence students. Their care and concern for students' education are very necessary. In addition, the discipline factor in the school is also one of the supporting factors in the application of character education. Rules that are done continuously will familiarize students to have an honest attitude. Starting from doing their school work and not cheating. Students who carry out school rules well easily implement character education programs. A study conducted by Abdillah & Syafe'i (2020) said that the supporting factor for implementing religious character education at Hikmah Teladan Junior High School in Bandung is the compliance of students with school governance.

In implementing character education to foster student honesty, several factors influence and play an essential role, including: (1) family environmental factors; family factors are very influential in the success of children's learning, especially parents in guiding their children as well as calm and harmony between fathers and mothers who will motivate their child's learning, (2) school environmental factors, schools as formal educational institutions, consisting of teachers (educators) and students (students). Between teachers and students, of course, there is a mutual relationship, both between teachers/educators and their students and between students and students. Using everyday interactions in education is the best and most effective character-building. In this way, the gap between teachers and students disappears, and (3) community environmental factors, the community environment greatly influences the development of a person's attitude, meaning that even though at school the teacher tries to set a good example, but is not supported by environmental factors, both the school environment and the community environment, the formation of attitudes will be difficult to implement. For example, when students are advised about the necessity of being honest and disciplined, this attitude will be difficult to internalize when outside the school environment, students see a lot of dishonest and undisciplined behaviors (Solomon & Mongoven, 2015).

Besides the supporting factors, there are also inhibiting factors for implementing character education in fostering student honesty at State Elementary School Kaliboyo. Based on the data obtained, the researcher analyzed one of the inhibiting factors for implementing character education in fostering student honesty at State Elementary School Kaliboyo, namely the environment. That is, if the environment does not fully support character education, it will certainly hinder the implementation of character

education. Still, on the contrary, if the school fully supports the implementation of character education, the implementation of character education will go well.

4. Conclusion

The implementation of character education in fostering student honesty at State Elementary School Kaliboyo was through various character education ways: the teachers remind students not to cheat; it needs to report school activities transparently and have an honest student recruitment system. In addition to fostering students' characters, habituation also shapes students' characters, such as the habituation of 6R (Concise, Clean, Neat, Diligent, Caring, and Friendly), the habituation of 5S (Smile, Greetings, Greetings, Polite, and Courtesy), and donating habituation. Besides, the factors that influence the implementation of character education in fostering the honesty of State Elementary School Kaliboyo were teachers as role models, students themselves, guardians/family, and the school discipline system. While, the inhibiting factor was unsupporting environments.

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