

Implementation of Character Education in Different Background Elementary Schools

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Aims of the study were to identify: character education implementation in different background elementary schools, problems of character education implementation, and the power of three main elements which support character education. A qualitative method was employed, and the interview technique was used to collect data. Participants consisted of twelve teachers of civics/*pendidikan kewarganegaraan* (PKn) and Islamic education/*Pendidikan Agama Islam* (PAI). The results indicated that: 1) most respondents confessed that they understand character education aims, but they don't know how to apply it; 2) the implementation of character education is still sporadic, and 3) the character education implementation was still focused on students, however the school and teacher have not provided support to implement the character education programs.

Keywords: character education, character values, teacher

Tujuan penelitian ini adalah mengidentifikasi implementasi pendidikan karakter di sekolah dasar berlatar belakang berbeda, mengidentifikasi masalah-masalah yang muncul dalam aplikasi pendidikan karakter, dan mengidentifikasi kekuatan tiga elemen dalam mendukung terlaksananya pendidikan karakter. Metode penelitian menggunakan pendekatan kualitatif, pengumpulan data dilakukan dengan interviu. Subjek penelitian meliputi 12 guru Pendidikan Kewarganegaraan (PKn) dan Pendidikan Agama Islam (PAI) dari 12 sekolah dasar berlatar belakang berbeda. Hasil penelitian menunjukkan bahwa: 1) mayoritas responden mengaku telah memahami tujuan pendidikan karakter tetapi belum mengetahui cara menerapkannya; 2) penerapan pendidikan karakter masih bersifat sporadis; dan 3) penerapan pendidikan karakter baru terfokus kepada anak didik, kedua elemen yang lain yaitu karakter sekolah dan staf belum mendukung terselenggaranya program pendidikan karakter.

Kata kunci: pendidikan karakter, nilai-nilai karakter, guru

The concept of character education is currently the focus of attention of the population, both the general population and the academic population, making a large number of academics and practitioners interested in researching it. The reason is the amount of problems the Indonesians are currently having, such as corruption, inter-group conflict, violence, and other kind of problems (Said, 2011; Kesuma, Triatna, & Permana, 2011; Samani & Hariyanto, 2012). Friedman (2012), taking notice of the symptoms, stated that the low credibility of a nation is the reflection of the individuals without character's behavior. In that statement, Friedman aimed to convey that character pro-

blems are not simply personal problems, but also the problem of the nation.

Lickona (2012) explained that the character quality of a nation can be seen from the character quality of the young generation in that country. He identified ten negative characteristics of the young generation that will cause the destruction of a nation, which are: 1) the increase of violence between adolescents; 2) the use of bad language (and conversations); 3) the strong influence of cliques in violence; 4) the increase of self-destructive behavior; 5) the increasing vagueness of morale guides between good and bad; 6) the decrease of work ethos; 7) the decrease of respect towards elders and teachers; 8) the low level of responsibility in individuals and citizens; 9) the increase of dishonesty culture; 10) the decrease in values of tolerance; and 11) the feeling of suspicious and hatred towards others. The characteristics are related to the problems this nation currently has, and it can be seen

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