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Research Article

The Implementation of Character Education in Indonesian Language Learning for Class 3C Students at SDS IT Nurul Yaqin, East Jakarta

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A B S T R A C T

This research aims to describe and explain that through the implementation of character education in Indonesian language learning for class 3C students at SDS IT Nurul Yaqin, East Jakarta, it can be a forum for preventing the occurrence of moral and social problems that occur in schools. The emergence of these social and moral problems giving rise to demoralization and immoral acts that occur as a result of there being no platform that supports students to channel their creativity and curiosity. This is qualitative research with descriptive methods. Interviews, observation and documentation are used as data collection techniques in this research. Research data analysis techniques This is data reduction, data presentation, and drawing conclusions. The population and sample in this study were class 3C students at SDS IT Nurul Yaqin, East Jakarta. The results of the study showed that the character values obtained from the students were religious, tolerance, discipline, work hard, independent, creative, curious, likes to read, friendly/communicative, and responsible. The implementation of character education in Indonesian language learning is seen from 3 aspects: 1). learning planning, 2). implementation of learning, 3). Learning evaluation." The implication that can be given in the research is that students will be creative in carrying out various tasks and developing their four Indonesian language skills. It is hoped that the school and parents can work together in providing space for students to develop themselves through character education by providing space. their creativity in learning.

INTRODUCTION

The impact of globalization and westernized lifestyles is one of the many factors causing patterns of character change, especially in school-aged children. The rapid flow of globalization and *Westernization* creates a new atmosphere for students. Even though it doesn't always have a negative impact, in reality there is a decline in morals among students. The discovery of deviant student behavior, for example free sex, brawls, graffiti on public facilities, and daring to drink alcohol are things that need to be of common concern.

In addition, Lickona (Farinda & Camila, 2021)cases of violence against teenagers are increasing, the language and vocabulary of teenagers is getting worse, the influence of strong groups/gangs is making violence worse, there is a lack of clarity in moral guidelines, a decrease in the sense of hard work, low respect for older people, a lower sense of responsibility both to oneself and as a citizen, the increasing frequency of lying, the emergence of excessive

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suspicion and hatred towards others, these are factors indicating the destruction of a nation as conveyed by Lickona.

In line with Lickona's statement, the social and cultural conditions in society have recently become increasingly worrying. Where moral values are destroyed, injustice spreads and a sense of solidarity is reduced (Albertus, 2010).

This is also a concern for teachers and SDS IT Nurul Yaqin to prevent and strengthen character education for students at school. Schools feel the need to involve the subjects students study as a medium for building student character education. Therefore, the school implements character education, including through Indonesian language lessons.

Education is not only aimed at making students have academic abilities, but the educational process is also able to shape the character of students. In Indonesia, the Ministry of Education and Culture (Kemendikbud) makes character education an important factor in the education process.

Character education is defined as a conscious and planned effort to educate and empower students to have good character. This character is able to enable every student to live a good life and be useful to others (Kusumawardani, 2021).

This character education has many goals to achieve. First, character education aims to develop every student's basic potential so that they can have a good heart, mind and behavior. Second , character education aims to ensure that every student develops attitudes of tolerance and diversity, which is very important considering that Indonesia has a multicultural society. Third , create a civilized generation.

Education must take initiative For actualizeeducation moral in system school. Done together, person old, Teacher, And administrator as holder interest, must together join For push para student realize values Good in their life, This is why it is necessary to implement character education in schools , so formation character No only fertilized from family but Also built in school. Because school is House second participant educate in matter habituation. (Revita et al., 2020).

Education welcome year 2045 focus should be on building the character of the 2045 Golden Generation so that they have a positive attitude, essential mindset, normative commitment and capability competence. Ironically, education in Indonesia is still poor Far from direction formation character _ like That.(Manullang, 2013)

Education can be a catalyst in life and build a better national character. Therefore, the cultivation of values and character through education can be eroded negative attitudes generated by students. Education is not only a matter of knowledge, however attitude And Skills become objective And evaluation in something learning And results Which expected *(output)* from a school. (Angga et al., 2022).

Student Profile of Pancasila Students according to the Ministry of Education and Culture No. 22 of 2020 is the embodiment of students Indonesia as a lifelong learner who has global competence and behaves appropriately with values Pancasila. Hope government in on, so that para Student Pancasila later expected capable implement values Pancasila in life everyday as well as capable compete to become a superior, productive and resilient human being in facing challenges era (Nugraha, 2022).

Pancasila Student Profile, which is a form of effort to improve the quality of education aims to shape the character of students in Indonesia. Strengthening the Pancasila Student Profile so that students can apply it in everyday life. In the curriculum independence through language learning Indonesia can do this by emphasizing projects solution from a number of problem Which happen in the environment participant educate. In matter This, approach This very in accordance with learning Language Indonesia curriculum independent with a more flexible learning structure to develop the character of students who can useful in society. The competencies that shape students will be built In students, this can be done by (a) having noble character, piety and faith to the Almighty God within the student; (b) independent; (c) creativity; (d) critical reasoning; (e) And form diverse global to students (Zulfa et al., 2022).

Project strengthening profile student Pancasila (P5) is Wrong One program school mover Which own objective formability And character participant educate through project Which resurrected fromin self every individual with browse potency And culture Which loaded (Rahmawati et al., 2023).

It is necessary to carry out research, considering the importance of character education and the role of teachers in implementing it in classroom learning. Where Indonesian language teachers can take on this important role to help build stronger and more focused student character.

Character value honest, responsible, confident, polite, working hard, creative, independent, thorough and careful. In Indonesian language learning in elementary schools, character education concept is a unity in every aspect of learning, starting from planning and implementation to evaluation. The application of values has an important role

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in learning. (Mokorowu et al., 2023)stated that there are six dimensions of the Pancasila student profile that are applied at SDN 1 Tombatu, namely: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity

In learning Indonesian there are four language skills become a guide, namely reading, writing, listening and speaking skills. If object learning Language And literature Indonesia connected with independent learning, teachers can design learning materials varies because students will carry out learning based on their abilities, interests and his talent (Damayanti et al., 2023).

In the research, researchers illustrate that subjects can take a role and become a medium in improving and strengthening student character education in schools, especially class 3C at SDS IT Nurul Yaqin. Based on the background description above, this article aims to describe the implementation of character education in Indonesian language learning through 3 aspects, namely *lesson planning, learning implementation, and learning evaluation.*

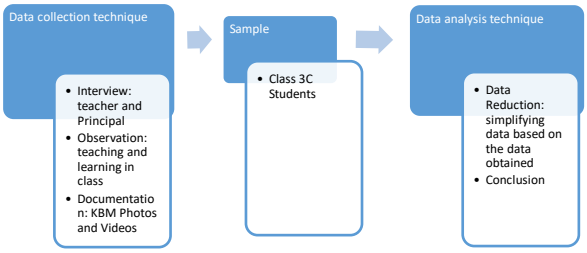
METHOD

Qualitative research is a type of research that uses descriptive methods. Interviews, observation and documentation were used as data collection techniques in this research. The data analysis techniques for this research are data reduction, data presentation, and drawing conclusions. The population and sample in this research were class 3C students at SDS IT Nurul Yaqin, East Jakarta.

Qualitative research can be described as a form of research that uses scientific methods to reveal or convey a phenomenon or event through describing data and facts in words as a whole regarding the research subject (Rita et al., 2022).

This research uses data collection techniques in the form of interviews, observation and documentation. Data collection techniques are a strategic step in research because they are the main goal of research, namely obtaining research data. If a researcher does not know the techniques for collecting data, he will not get the data standards set (Pahleviannur et al., 2022).

This research tries to dig up information from interviewing sources, namely teachers and school principals, followed by field observations by observing activities during learning and making field notes, finally with documentation such as photos, videos, books, journals or important notes related to character education in language learning. Indonesia at SDS IT Nurul Yaqin.



The focus of his research is the implementation of character education through Indonesian language subjects. Meanwhile, the subjects in this research were class 3 teachers, school principals, curriculum organizers and class 3C students consisting of 25 students. This research was conducted in the 2023/2024 academic year. This research was conducted at SDS IT Nurul Yaqin, East Jakarta.

RESULTS AND DISCUSSION

The character values at SDS IT Nurul Yaqin are as follows:

Tabel 1. The character values at SDS IT Nurul Yaqin

Character Value	Indicators
Religious	• Pray before starting the lesson • The teachers teach them always to be grateful for what they have received from Allah SWT.
Tolerance	• Teachers provide the same service to all students without distinguishing one another • Appreciate the friends' opinions
Discipline	• Collect assignments on time
Hard work	• Doing tasks diligently/sincerely. • Students are able to regulate their thoughts and conditions under any circumstances. • teachers give confidence to students
independent nt	• Do the homework independently

Creative	• Creating learning situations that can foster creative thinking and acting •
	• Giving challenging assignments so that students' work and creative
	ideas emerge.
	• Produce original work and activities. Creating original work based on students' interest in something.
Curiosity	• Creating a class atmosphere that invites the students 'curiosity
Like to read	• Read the material given by the teacher
friendly/ Communic	• Be friendly to friends and teachers
ative	
Responsibility _	Carry out the tasks assigned by the teacher

Implementation of Character Education in Indonesia Language Learning for Class 3 Students at SDS IT Nurul Yaqin, East Jakarta.

Learning experts and teachers in an activity are part of a lesson study which has three stages of activity, namely lesson planning, learning implementation and learning evaluation.(Karmizan, 2018)

Lessons Planning

At this planning stage, the instructor or teacher will first determine who will carry out the opening lesson activity (open lesson), where this activity is a process of observing learning activities (Devi et al., 2020). This is what is implemented at SDS IT Nurul Yaqin.

Character education in learning Indonesian at SDS IT Nurul Yaqin, East Jakarta starts from how the teacher teaches. Teachers plan the implementation of character education in learning through creating syllabi and lesson plans. The syllabus is usually created every new semester.

The teacher prepares the implementation of character education for students by including the characters values to be achieved in the syllabus and learning implementation plans.

Learning Indonesian in third grade guides students to be able to communicate and understand spoken and written language. Literacy learning strategies in third grade improve skills in listening, reading, viewing pictures, speaking, presenting ideas and writing. In balanced literacy activities, this is done through listening to books being read, reading together, and guided reading activities. The following are examples of various literacy activities with students:(Farida K & Nurhidayah, 2022)

1. Read aloud and discuss reading;
2. Provide opinions or experiences related to the book's theme and present them;
3. Guided reading and discussion of reading;
4. Write down the most interesting words or sentences from the book you read;
5. View pictures and discuss them;
6. Learning activities outside the classroom to observe, create and create related to the learning theme, for example visiting the library, reading garden or other appropriate places. Below is an example of a weekly lesson plan which contains lesson material for the week (before class activities).

Figure 1. Before Class Activities

Learning Implementation

The implementation stage has two main activities, namely: learning design used in learning and observation (Devi et al., 2020). The implementation of Indonesian language learning for students at SDS IT Nurul Yaqin, East Jakarta actualizes character values through learning materials containing religion, friendly/communicative, and tolerance.

There are several efforts made by teachers of Indonesian subjects, specifically in-class 3C, to develop the character of students, namely:

1. The Indonesian language teacher starts each lesson by praying.

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2. Indonesian language teachers always remind students to be grateful for what they have got from Allah,
3. Teachers of Indonesian subjects teach to have tolerance towards their friends.

Indonesian language learning has four essential aspects, namely listening, speaking, writing, and reading, which are very influential for students' characters education. For example, students are taught to communicate well and politely to their opponents in the speaking aspect. From there, Indonesian language teachers can instill characters in students according to Competency Standards and Basic Competencies indicators.. Some indicators were expected for students, usually learning tools such as the syllabus and lesson plan.

Implementation education character at school it is carried out outside the classroom and inside class when O'clock lesson taking place. Matter This intended so that more students understand values character that is formed during the implementation of education character the. Implementation education character Which took place outside the classroom, if seen from the results of the researcher's interviews with informants, the implementation of character education can shape the attitudes and social behavior of SDS IT Nurul Yaqin students starting from process habituation to participant educate Which done by party school every the day.

Activities carried out every day will have an impact positive to participant educate Which later form attitude- The social attitudes of the students themselves are like a form of implementing 5S (smile, greet, salute, be polite and courteous).

Following are the activities routine done all over school members continuously and consistently at all times, including the following.

1. Culture 5S school own culture 3S Which reflected in smile, greet, greet, be polite and courteous. Culture 5S is implemented every day Monday to Friday in the morning before school starts. The 5S culture is carried out by school principals, teachers and employees with stand in front gate school welcome learners with shaking hand.

   Pray congregation pray congregation This done every day during midday and midday prayers this activity is carried out by students with Teacher Which want to pray together. Activity This held so that can grow character religious students And own not quite enough answer to his religion.

Figure 2. 5S Culture (smile, greeting, greeting, polite, courteous)

Figure 3. Religious Values

(carrying out congregational prayers)

2. The school's routine ceremonies have a ceremony schedule every Monday. Matter This done For embed mark discipline And foster an attitude of nationalism in students.

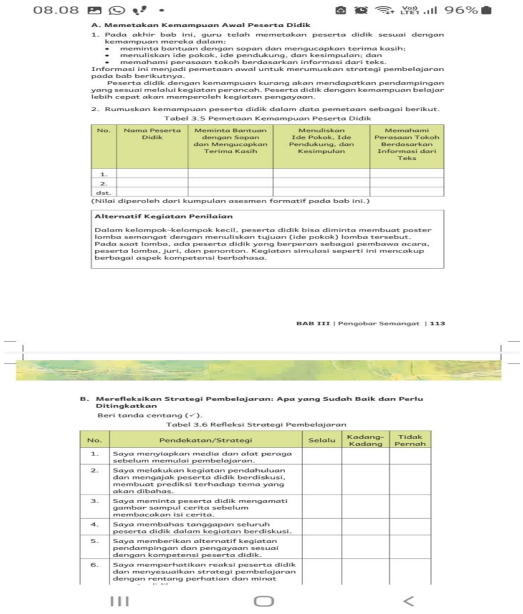
Figure 4. Nationalism Values

(Flag ceremony)

Learning Evaluation

The most important stage is evaluation (Devi et al., 2020), where the entire learning process will be reviewed from planning to implementation.

Assessment of character education is carried out through giving questions to reveal the ability of students to practice character values, especially in learning Indonesian, such as reading, writing, listening and speaking. Evaluation of character education in schools is critical to determine the achievement of students' characters values. Below is an example of an assessment instrument created by an Indonesian language teacher.



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A. Memetakan Kemampuan Awal Peserta Didik

1. Pada akhir bab ini, guru telah memetakan peserta didik sesuai dengan kemampuan mereka dalam:
   - meminta bantuan dengan sopan dan mengucapkan terima kasih;
   - menuliskan ide pokok, ide pendukung, dan kesimpulan; dan
   - memahami perasaan tokoh berdasarkan informasi dari teks.

Informasi ini menjadi pemetaan awal untuk merumuskan strategi pembelajaran pada bab berikutnya.

Peserta didik dengan kemampuan kurang akan mendapatkan pendampingan yang sesuai melalui kegiatan perancah. Peserta didik dengan kemampuan belajar lebih cepat akan memperoleh kegiatan pengayaan.

2. Rumuskan kemampuan peserta didik dalam data pemetaan sebagai berikut.

Tabel 3.5 Pemetaan Kemampuan Peserta Didik

No.	Nama Peserta Didik	Meminta Bantuan dengan Sopan dan Mengucapkan Terima Kasih	Menuliskan Ide Pokok, Ide Pendukung, dan Kesimpulan	Memahami Perasaan Tokoh Berdasarkan Informasi dari Teks
1.				
2.				
dst.				

(Nilai diperoleh dari kumpulan asesmen formatif pada bab ini.)

Alternatif Kegiatan Penilaian

Dalam kelompok-kelompok kecil, peserta didik bisa diminta membuat poster lomba semangat dengan menuliskan tujuan (ide pokok) lomba tersebut. Pada saat lomba, ada peserta didik yang berperan sebagai pembawa acara, peserta lomba, juri, dan penonton. Kegiatan simulasi seperti ini mencakup berbagai aspek kompetensi berbahasa.

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B. Merefleksikan Strategi Pembelajaran: Apa yang Sudah Baik dan Perlu Ditingkatkan

Beri tanda centang (✓).

Tabel 3.6 Refleksi Strategi Pembelajaran

No.	Pendekatan/Strategi	Selalu	Kadang-Kadang	Tidak Pernah
1.	Saya menyiapkan media dan alat peraga sebelum memulai pembelajaran.			
2.	Saya melakukan kegiatan pendahuluan dan mengajak peserta didik berdiskusi, membuat prediksi terhadap tema yang akan dibahas.			
3.	Saya meminta peserta didik mengamati gambar sampul cerita sebelum membacakan isi cerita.			
4.	Saya membahas tanggapan seluruh peserta didik dalam kegiatan berdiskusi.			
5.	Saya memberikan alternatif kegiatan pendampingan dan pengayaan sesuai dengan kompetensi peserta didik.			
6.	Saya memperhatikan reaksi peserta didik dan menyesuaikan strategi pembelajaran dengan rentang perhatian dan minat			

Figure 5. Example of an Assessment Instrument

Figure 5 is an example of an assessment instrument regarding speaking skills. How students are able to speak clearly and politely so that others understand the meaning conveyed. The character values of courtesy and courage to express opinions are also taught in this chapter. Through the role playing method, students can speak politely when asking for help from others.

Indonesian language lessons can play a role and become a medium for improving and strengthening student character education in schools. This can be seen in the material provided in the Profile of Strengthening Pancasila Students. Character education at SDS IT Nurul Yaqin can be seen from 3 aspects, namely: *lesson planning, learning implementation, and learning evaluation.*

Things that differentiate this research from previous ones include: this research focuses on SDS IT where the instillation of religious values is more in-depth, including (implementing dhuha prayers, congregational noon prayers, celebrating Islamic holidays). Every material provided by the teacher will definitely include religious education in it and of course it is in line with the Pancasila Student Profile.

The habituation carried out by the school as a form of school culture makes a real contribution to the formation of student character in accordance with the Pancasila learning profile. (Eko et al., 2024)stated the same thing, that if school culture provides space for the application of the Pancasila student profile, it will create character education that is in accordance with the Pancasila student profile.

Where Pancasila student education provides many benefits for the formation of student character. This is reinforced by the research results of Wahyuningrum, et al., namely that the application of the Pancasila student profile in shaping student character provides motivation for students to become good individuals (Wahyuningrum et al., 2022). Therefore, character education is in line with the concept of an independent learning curriculum and the goals of national education. In line with this, it was stated in his research that character education was strengthened because the independent learning curriculum was in line with the goals of national education in Indonesia (Nurdiana Sari et al., 2023).

Students who think critically are capable of objectively processing information on both a qualitative and quantitative level, establishing between relationships separate pieces of information, analyzing, evaluating, and concluding that information. Critical reasoning functions of the following components: acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on one's own thoughts and thought processes, and making decisions (Permana & Agusta, 2023).

According to the decision of the Head of the National Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) No. 009/H/KR/2022 on the dimensions, elements, and sub-elements of the Profile Student Pancasila in the Independent Curriculum, the Profile Pancasila Student is described as a translation of the national educational objectives. The Student Profile Pancasila plays a crucial roles US the primary references guiding education policies, including serving as a guideline for educators in building students' character and competencies. The Pancasila Student Profile should be understood by all stakeholders due to its significant role. It should be simple, memorable, and practical, both for educators and students, to be implemented in daily activities. Based on these considerations, the Pancasila Student Profile consists of six dimensions: 1) Faithful, devoted to the One Almighty God, and possessing noble characters; 2) Independence; 3) Mutual cooperation; 4) Global diversity; 5) Critical thinking; and 6) Creativity (Irawan et al., 2023).

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CONCLUSION

Character education is currently an important issue in the world of education, especially in Indonesia, where it has recently been reported that there are moral and social problems in the school environment. Schools and education, which should be the most comfortable place for self-expression and development, need to continuously improve themselves and strengthen the implementation of character education for students.

There are many ways, including maximizing learning in class to strengthen character education. Indonesian as one of the compulsory subjects has an important role in shaping students' character through the four existing language skills. The four skills are listening, speaking, reading and writing. These four skills can be a medium for developing and strengthening students' character education.

This can be realized through 3 aspects, namely *lesson planning, learning implementation, and learning evaluation* (Nugraha, 2022).

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