The Implementation of Character Education on the Thematics Learning for the Fourth Graders of Primary Schools

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Article Info	Abstract
	This research aims to describe the character education implementation in the fourth-grade thematics learning of primary schools. This research applies a descriptive qualitative method. The technique of collecting the data is purposive sampling. The subjects consisted of SD Islam Al Madina, SDN Petompon 01, and SD Marsudirini. The techniques for collecting the data were deep interviews, observation, and documentation. The techniques of the data validity were a source and method triangulation. The findings showed the character education on thematic learning of the fourth graders of the schools had been promoted by integrating the character values in three stages. They were planning, acting, and evaluating. Each stage had different activities and internalized different character values. They were adjusted with the specific features, vision, mission, and objectives of the schools. The implications of this research are to describe the ways to implement character education in thematic learning at Primary Schools. Thus, the character values could be internalized well for the students during the classroom learning activity.

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INTRODUCTION

Education has an important role in human life. The educational process in Indonesia should have enriched science, realized the potentials, and empowered the learners so their characters would be better developed as the citizens.

Based on the results of several observations, several problems were still found during the character education implementation at Primary Schools. The undertaken observation in December 2019, at SDN Petompon 01 and SD Islam Al Madina Semarang found several late learners, during in the morning class and after the breaking time. When it dealt with grouping sessions in the classes, the learners mostly only wanted to join a group with certain learners. For example, they wanted to be in a group with his playmate or clever learners. Another attitude found during the observation was cheating, committed by several learners. It occurred when the teachers conducted an evaluation. The evaluation showed that the learners' answers, those who shared the same tables, were similar.

This problem was due to the character values not internalized in the learners. If the good character values are internalized in the learners, they will consider several things before breaking the norms. It is in line with the statement telling that a deviating behavior will not occur when the good moral values and positive characters are internalized in every learner (Hapsari, 2019).

One of the applicable ways is to implement character education. Character education is an education that empowers and develops children's behaviors completely. It is also based on certain values referred by the schools (Dharma, Triatna, & Permana, 2013). The character development depends on four components. They are modeling, explaining, encouraging, and monitoring (Dishon & Goodman, 2017).

It could be concluded that character education is a process of internalizing values. It is done by the teachers toward their learners by providing models from the teachers, principals, and all school people. The explanation could be given by the teachers in classes. They are such as to behave properly and according to the character values. The habituation could be promoted by the teachers by praying together before and after learning. One of the ways to implement character education is intra curricular activity.

The intra curricular activity is an integration through a thematic learning. Thematic learning is a learning model that integrates several learning materials from various core competence and standard competence of one or several lessons (Trianto, 2011). During the thematic learning, teachers integrate several lessons and the character values. Thus, learners could experience the meaningful learning. This character value integration is very important for the sake of the learners' readiness to engage several problems and life stages in the future (Saputro & Soeharto, 2015).

Integrating character values in thematic learning could be defined as combining the character values while the learners are learning the thematic courses. There are 18 possible developed character values in thematic learning. It is in line with Indonesian character education sources. They are Pancasila, culture, and National Education goals (Kurniawan, 2013).

The 18 character values consist of religiousity, honesty, tolerance, discipline, hard working, creativity, autonomy, democracy, curiosity, nationality, affection to the homeland, achievement acknowledgement, friendly and communicative, loving peace, feeling like to read, environmental care, social care, and responsibility. The character values got interested to investigate since the allotted time for thematic learning at Primary School is only 24 hours a week. Besides that, each school has a different vision and mission.

Based on the background, this research aimed to describe the character education implementation in the fourth-grade thematics learning of primary schools. The implications of this research are to describe the ways to

implement character education in thematic learning at Primary Schools. Thus, the character values could be internalized well for the students during the classroom learning activity.

METHOD

This research method was descriptive qualitative research. It was carried out in Semarang. The research sites were in SD Islam Al Madina, SDN Petompon 01, and SD Marsudini.

The applied data sources were taken by purposive sampling. It was based on several characteristics. The characteristics of the data source selection were Islamic religion based primary schools, Christian religion based primary schools, and Public schools.

The techniques of collecting data were deep interviews, observation, and literature study. The techniques of the data validity were the source and method triangulation. Then, the obtained data were analyzed by using Miles & Huberman's analysis (Sugiyono, 2016). It consisted of data collection, data reduction, data display, and conclusion.

RESULTS AND DISCUSSION

The results found in those schools concerned with the implementation of character education in the thematic learning. There were several things promoted by each teacher to implement the character education into the thematic learning. They dealt with planning, acting, and evaluating.

Planning character education

In the planning stage, the performed activities by SD Islam Al Madina were creating the character education program plan arranged at the beginning of the new academic year. It was done by the team assigned by the vice principal of curriculum, student, and infrastructure. It was then discussed together with all teachers in the coordination meeting. In this coordination meeting, the activity program plan for the next year was discussed. The

discussed plan consisted of regulation, curriculum, annual program, a semester program, syllabus, and lesson plan. The character values were integrated into each school program.

It was also similar to the planning stage conducted by SDN Petompon 01. The stage consisted of analyzing the new academic year program, the applied learning, the objective of the learning, and the targeted characters. Then, it was continued by creating learning instruments such as syllabus and lesson plans. The learning instruments should be adjusted to the school programs, the applied learning, the objective of the learning, and the targeted characters.

The same thing was also performed in SD Marsudini. The teachers analyzed the materials with the planned characters for each standard competence and core competence. After analyzing them, the syllabus and lesson plan was created. The teachers also had to consider the time allotment. They attached it in their learning instrument so they could teach the character values in thematic learning based on the agreed time.

Based on the results from those schools, the character education in the plan was integrated through the learning instruments. It is in line with a statement that character education within intra-curricular scope could be implemented through the integrated learning instruments for all learning aspects. They are such as syllabus, lesson plan, facilitative, and implementable learning source containing character education (Asriani, Cholis, & Sa'dun, 2017; Fitria, Juhadi, & Subagyo, 2018; Maunah, 2016).

Character education implementation

The character education implementation at the primary schools was carried out through teaching-learning activities for the fourth grade under the thematic learnings. They were grouped into three. They were the beginning, the whilst of the teaching, and the ending of the teaching.

The beginning of learning

The character education at the beginning of SD Islam Al Madina learning was started by integrating the religious value. It was internalized into reading short Qur'an surah, hadith, and praying before learning. The value of reading was internalized in a book reading activity. The main focus of SD Islam Al Madina in its beginning of the learning was the internalization of religious values because the school was religious based school.

The character education at the beginning of SDN Petompon 01 learning was done by integrating the discipline value. It was seen when the learners were standing in line to get their neatness checked such as the uniforms, shoes, and hairs. The religious value was internalized when they read *asmaul husna* and prayed before learning. The value of reading was internalized when they read science books in the corner of the class. The main focused values at the beginning of the class for this school were discipline, religiosity, and reading habit as stated in the School's vision and missions. They were to create full of achievement learners in the level of province, full of characters, skillful, having awareness toward the environment based on the faith and God-fearing (taqwa). The mission is to promote the learning and guidance effectively to optimize the academic and non-academic potentials of the learners, to develop reading interest and talent, and to improve, to improve non-academic achievement through extracurricular, to improve the faith and god fearing through worshiping habituation, to develop tolerance, to promote character learning through intra and extra curricular in the schools, to internalize the character values thorugh intra and extra schools, and to show the caring attitudes toward the shared school environment and people.

The beginning of the learning at SD Marsudirini implemented the religious character value. It was done through habituation such as praying together on the school field and telling inspiring stories by watching videos containing character education. The results of the reading and watching video activities were continued by paraphrasing. It was done by the learners in their books. Either SD Marsudini or SD Islam Al Madina, the main focus of the beginning of the learning was the internalization of religious values because the school was religious based.

Based on the findings of those schools, there were similarities between those primary schools. The character education implementation process at the beginning of the learning was done through habituation activity. Although the activities were different, the applied processes were carried out continuously. It became the parts of the applied habituations at the beginning of the learning. It could develop learners' characters based on the expectation and the objectives of the school. It was also in line with their trditions to create their learners and the whole school people habituated to behave positively (Yatmiko, Banowati, & Suhandini, 2015).

Main activity

In this main activity, the teachers implemented the character educations based on the applied material and method. A similar thing occurred in SD Islam Al Madina. It implemented the character education on theme 8, about My Living Place, sub-theme 2, the Uniqueness of My Living Place, learning 1 in Bahasa Indonesia and science studies. The teachers implemented character education in thematic learning by using cooperative learning. It is stated in Table 1.

Table 1. The character values in the thematic learning in SD Islam Al Madina

The beginning of learning.	The internalized character values
The teacher explains the materials	Curiosity
The teachers presented the materials to do in a group.	
The teachers grouped the learners into 4 groups.	Friendly or communicative.
The learners discussed with their members by having the guidance of the learners.	Tolerant, responsibility, democracy
Each group presented the results of the group in front of the class.	Responsibility
The teachers empowered the learners' answers as the group representatives and posted their works on the announcement wall.	Respect Achievement

SDN Petompon 01 integrated the character values in thematic learning. In theme 6, about My Ideals, sub-theme 2 about the Greatness of my Ideals on learning 3, Containing Bahasa Indonesia, civic, and social studies. The implementation of the character education was done by using a scientific approach as stated in Table 2.

Table 2. The character value integration of thematic learning in SDN Petompon 01

The learning activity	The internalized character values
The learners observed the learning material, reading a story, watching a video, and reading a table.	Curiosity
The learners asked the teachers about the learning materials.	Curiosity
The learners collected and processed the information.	Tolerant, creativity
Reporting the discussion result in front of the class.	Honesty
The learners and the teachers concluded the learning results.	Respect Achievement

SD Marsudini integrated the character values in theme 7 thematic learning about the Beauty of My Country Diversity, sub-theme 3, the Beauty of Union and Unity of My Country, learning 4, Containing Bahasa Indonesia, civic, and social studies. The teachers in SD Marsudirini implemented character education by using discovery learning. It is stated in Table 3.

Table 3. The character values in the thematic learning in SD Marsudirini

The learning activity	The internalized character values
The learners read the text	Like to read
The learners write important information in the text	Curiosity
The learners discussed in the classroom.	Cooperation.
The learners made a written report of the discussion results.	Honesty
The learners checked carefully to prove the truth of their hypotheses. It was done by the alternative findings and were correlated with the data processing result.	Creative
The learners created conclusions	Creative

Based on the results of those schools, there were similarities in implementing character education for the main activity. It was dealing with the integration of thematic learning. In learning, the learners learned several courses integrated into a theme. The teachers integrated several learning courses and character values. Thus, learners could experience meaningful learning. The findings were line with this statement that character education could be done simultaneously when they learn a theme (Tati'ah & Oktaviya, 2019).

It is strengthened with another statement that there are two approaches to implement character education. The applied approach for character education in the learning and the character education function as the missions of each learning course (Amini, Syamsuyurnita, & Hasnidar, 2017; Ma'rifataini, 2016; Marini,

2017; Prastowo, 2017; Rizal & Munip, 2017). Based on the statement, this research found that the teachers implemented the character education as the mission for each course. The course consisted of thematic learnings.

It is also explained that the excellent approach to implement for character education is by integrating it into a learning course. Learners could obtain experience to practice the education character (Rokhman, Syaifudin, & Yuliati, 2014; Sari, Rachman, & Utari, 2015). It is in line with the implemented process by the schools. This integration was done as the an ideal way to internalize the learners' character values. The learners could directly foster the characteristics when they learned.

The teachers also integrated the character education during the method and learning model implementation. The teachers had implemented several models such as cooperative learning, scientific approach, and discovery learning. It is in line with this statement that to foster character education values could be done through several learning strategies and methods (Rizal & Munip, 2017).

The way to foster the learners' characters, during teaching and learning, should involve learners. Thus, the learning became learner centered learning with various strategies. Through such ways, teachers could understand the characters, profiles, interests, potential, strengths, and weaknesses of the learners. Thus, teachers could direct the learners based on their potentials, talents, and preferences (Anwar, 2017). It is in line the ways of the teachers of those schools did. They implemented the learner centered learning. Learner-focused learning could encourage learners to be active in class. The learners' activities could make learners showing their skills. Thus, it could facilitate the teachers in understanding the characters, potentials, strengths, and weaknesses of the learners. In this research, the teachers had applied various learning models to encourage the learners active. They were such as cooperative learning, discovery learning, and scientific approach.

The closing activity

The character education implementation in the final activity was applied in various activities. This implementation was also done by SD Islam Al Madina. The school provided the empowerment and conclusion to internalize creative values. They sang local songs to internalize the nationalism values. They prayed together to internalize religious values.

This closing activity in SDN Petompon 01 was done by concluding, reflecting, and following up by internalizing the respectful values or the value of listening to the arguments of the peers or teachers. It was continued by praying together to internalize religious values. There were also other activity enrichments. They were such as classroom cleaning tasks to internalize a responsibility value.

The closing learning activity of SD Marsudini was done by having a reflection activity. It was used to internalize creativity character. The teachers provided several questions about the obligation for an individual and benefits for both the individual and the other people. It was different from the previous school because in SD Marsudini had several reflection books. The books should be written by every learner in the last five minutes before going home. It was used to reflect on the learning experience of the day. The next activity was singing the local songs to foster their nationalism, unity, and tolerance. They also prayed together to internalize religious values.

Character education evaluation

The character education evaluation of those Primary Schools was done by observing. It was used to observe the learners' attitudes toward the principals, teachers, peers, and other school people. It was promoted continuously during daily school activities. Only in SD Islam Al Madina that used CCTV in each room to monitor the whole learners' activities. It is in line with a statement that attitude evaluation is done during learning until the end of the learning (Ihwana, Juarsa, & Agusdianita, 2017). It is strengthened with other statements to measure the affective aspect. It could be done by

having a non-test assessment. It is done by observing the learners' development about their attitudes and behaviors during either the learning hours or not. The learners' scores could be seen from the observation results through the documentation sheet(Khodijah, 2017; Sopacua, Sugiharto, & Muhsin, 2020).

The evaluations in SDN Petompon 01 were complemented by notes for every learner's behaviors during their day written in the journal book. The teachers noted all events of the learners in the journal book. The book was a note about the events of the learners. For example, when the learners breached the rules such as coming late, behaving impolitely, brawling with their friends, and so on.

There was an evaluation form addition found in Marsudirini Primary School. There were 3 journal books to note the learners' behaviors. The social journal book was used to note the learners' behaviors concerning social matters. The spiritual journal book was used to note the learners' behaviors concerning spiritual matters. The learner journal book was a note written by the learner independently when a learner breached the regulation. It is in line with this statement that the excellent attitude evaluation is not only about the observation technique but it should consist of peer evaluation, self-evaluation, and teacher journal (Ihwana, Juarsa, & Agusdianita, 2017).

The evaluation was then done generally at the school level. The evaluation realizations were promoted by having meetings with the teachers, parents, and school committees to discuss the problems and the countermeasures. In this activity, several speakers were invited to overcome the problems and provide suggestions.

CONCLUSION

The implementation of character education on the thematics learning for the fourth graders in SD Islam Al Madina, SDN Petompon 01, and SD Marsudirini had been performed by integrating the character values in three stages. They were planning, acting (the beginning, the main activity, and the ending),

and evaluating. Each stage applied by the schools had different activities and internalized different character values. They were adjusted to the specific features, visions, missions, and goals of each school. They were based on the Islamic-based school, public-based school, and Christian-based school features.

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