

The pattern of character education in extracurricular activities in elementary school

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ABSTRACT: As the place to accommodate the talent and the interest of learners, Extracurricular activities are also functioned to provide character education to students. This research aims to generally describe a pattern of character education through extracurricular activities at Public Elementary School. The approach used in this research is descriptive qualitative research with case studies as the research design. The results based on data analysis, shows the characters that can be applied through a pattern example in extracurricular activities are: discipline, social care, care for the environment, religious tolerance, cooperation; The characters can be applied through a pattern of refraction in extracurricular activities are: Creativity, friendship, nationalism, love the motherland, peace love, honesty, independence, hard work, curiosity, discipline, respect for achievement; The characters can be applied through a pattern of refraction in extracurricular activities are: discipline, honesty, responsibility, democracy, love-reading, religious, cooperation, respect, for achievement.

1. INTRODUCTION

Basic education become the root of the human education success at the next level because basic education is the initial foundation for build a building. As a nation that takes eastern culture that has characteristics in the order of life holistically, the Indonesian people feel the need to pay attention to the process of degradation of the nation's character that begin to fade at this time. The characteristics of eastern culture that are concerned are habits, attitudes, or behavior.

Character issues are in the spotlight of society recently. The highlight were written in various printed media, interviews, dialogue, and speech in electronic media. In addition to the mass media, community leaders, experts, and educational observers, and social observers speak about the nation's cultural and character issues at various

seminar forums, both locally, nationally and internationally.

The systematic characterization of the nation's character can be done well, one of which is through the addition of content in the school curriculum.

Whether independently embodied in individual subjects or through integration of extracurricular planting activity messages.

Student self-development activities or student coaching that has been held by the school is one of the potential media for character building and improving the academic quality of learners. Student coaching activities can be implemented in extracurricular activities existed in the school. Through extracurricular activities was expected to facilitate the talents and interests of learners. So that the talents and interests of the participants will be accommodated optimally through the

guidance done by teachers and trainers in the school.

According to Lickhona (1993) the character consisted of values in action. Good characters consist of knowing something good, wanting something good and doing something good, both in the habit of thinking, the habit of feeling, and the habit of acting.

Kamarrudin (2012) that Character education in the country starting from basic education, as in the United States, Japan, China, and Korea. Some evidence that the implementation of character education is arranged systematically have a positive effect on academic achievement. In other words, character education in some countries started from the most basic education, such as in America, Japan, China, and Korea. Some evidence suggests that the application of character education that organized systematically really has a positive impact on academic achievement. This proved that a child with a good character is likely to have a good performance as well.

In the National Policy of Nation Character Development Year 2010-2025, the development of the nation's character aims to foster and develop the character of citizens so that be able to realize the religious society, a just and civilized humanity, has unity of Indonesia soul, democracy soul that led by wisdom in representative deliberations, and social justice for all Indonesian people. The implementation strategy of character education applied in schools can be done through three ways, namely: modeling, reinforcing, and habituating (Sudrajat, p. 54).

2. METHOD

The research was a qualitative research. The type of research in this research is case study. (Ashley, 2012) expressed that the purpose of case study research is to uncover a phenomenon on certain matters that has not been widely

known, or to describe certain matters deeply.

Data collection techniques are in what way and how the required data can be collected so that the research end result able to present valid and reliable information. Another opinion also states data collection techniques are various ways used by researchers in collecting research data (Arikunto, 2008: 136). The techniques in question are observation, interview, and documentation.

Observation technique used in this research is non participative observation. Non-participatory observation is one form of observation in which the researcher does not get involved in activities conducted research subject, but just sitting and watching what happens in the background and observed (Fraenkel & Wallen, 2003:451). Observations conducted aim to obtain data and gain experience because the researchers directly related to the subject of research.

Interview aims to obtain information about the activities of extracurricular coaches related to how the pattern of character education formation and the things required in the study. This technique is used to collect data about the treatment of extracurricular coaching to learners in shaping their characters through extracurricular of Public Elementary School.

Documentation techniques used to collect data concerning the implementation of extracurricular activities executed in Public Elementary School towards the formation of student's character. The documentation collected in the form of data about planning and implementation of extracurricular activities such as notes that obtained from interviews or photographs about extracurricular activities implementation of Public Elementary School.

The process of data analysis in this study was conducted at the time of data collection took place, and after completion of collecting data or data

required collected. In this study, data analysis that applied was the model of Miles and Huberman. (Miles & Huberman, 1992, p. 20) stated that there were "three activities undertaken in performing data analysis, namely: data reduction, data display, and conclusion drawing / verification". The data analysis components of Miles and Huberman can be described as follows:

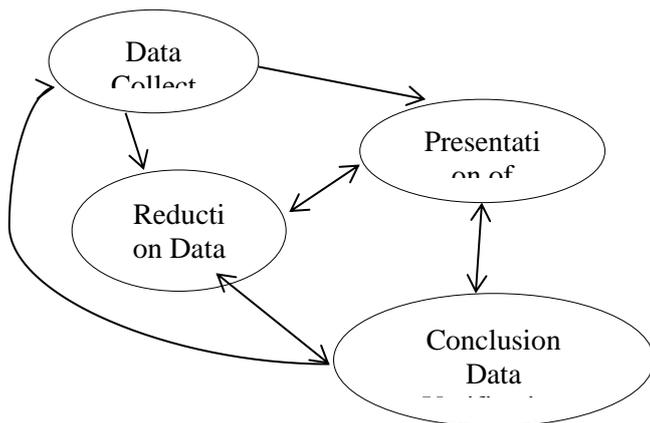


Figure 2.1: Chart Components Data Analysis: Interactive Model

3. RESULT AND DISCUSSION

So after obtaining the data collected from the field then the next step is to classify the data based on the categories associated with the application of patterns used supervisor or extracurricular counselor in shaping the character of learners. The next step is to coding or encoding the data obtained. The scheme for making this coding is based on the research focus as a reference. The coding category is used by the researcher to sort similar or related data in one focus, then in one category focus it developed into more than one code. This encoding can use Latin letters, Latin numbers and use color variations on attachment paper.

In this study the data presented in the form of a narrative text about how the patterns applied by supervisors or coaches extracurricular in shaping the character in children. After that data is collected and grouped by category. The data is derived from the observation of

extracurricular activities conducted at school, interviews with class teachers, principals, and extracurricular coaching. Data presentation is used to provide the possibility of drawing conclusions in answering the problem formulation.

After the data from the field collected with the data collection method above, the researcher will process and analyze data about the pattern of character formation by using descriptive analysis qualitative without using quantitative techniques. The final conclusion depends on the amount of field notes collection, coding, storage used by the researcher. In this activity researchers more focus on the parts whereas keywords and assessment more closely. The aim was to derive the essence of the various information that has been collected, leading to the discovery of relevant conclusions in line with the problem formulation.

The Application of Exemplary Patterns

1) Scout

Extracurricular Scout activities at elementary school is one of the compulsory extracurricular. Scout activities are mandatory for third grade to fifth grade, for sixth grade was obligated only in the first semester so that interfered with the exam schedule. In applying character education of exemplary pattern, the coaches try to be a good model for the learners. Characters that are always highlighted by the coach were the attitude of social care, environmental care, tolerance, discipline, religious. It was also not solely due to the efforts of the coaches only, because the scout coach also coordinate with the home room and all school stakeholder to be able to applied the exemplary pattern.

2) Karate

Karate less desirable because many parents who do not allow his son to follow because the time coincided with the schedule of tutoring. Execution time of karate extracurricular is Tuesday at

16.30-18.00. In this extracurricular activity karate is followed by students from grade I to class V. Many children are disappointed can not follow the full exercise, because the time is collided with the schedule of tutoring.

In practice, the trainer provides the basic techniques in karate that must be mastered by the students if they want to level up. Like the technique of the horses, uchuki, jodan, and jodanmigeri. The coach wants to instill the discipline character.

3) Paskibraka

This Paskibraka activity was held on Wednesday at 15.00 PM or held at school break. Participants of this activity were students of fifth grade and sixth grade students who are interested and have a curiosity to learn this activity. The learners who are interested in following the selection to find who really have potential in this field. One of these extracurricular activities is the marching line (PBB) as well as how to fly and flag down during routine ceremonies at school and ceremonies commemorating the national day. However, they are not only required to be PBB but also able to walk well and in tune with other Paskibraka members. To be able to run in sync requires cooperation and cooperation.

The Application of Reinforcement Patterns

1) Scout

Scout activities are activities that can apply eighteen values of characters in it. Each learner has certain characters in himself, whether it is observable or not. Some learners need rewards or reinforcement in themselves to always be able to maintain the character in itself. Almost in all children's character values require reinforcement from the coaches.

2) Karate

Not much different from scout activities. In Karate activity coach also said the same thing as said by scout leader. hard work, curiosity, discipline,

honorable, achievement, honesty. Perhaps in these cases the children who want more attention. They lack the self-confidence in doing kuda-kuda movement. In giving reinforcement coaches only give praise in front of other children so they also have a sense of being able to do the same.

3) Paskibraka

In Paskibraka its important to reinforcement, because if there is no reinforcement children will quickly drop because they will be desperate and inferior when doing erroneous movements. Reinforcement for students not only from the coach, but also from the parent also.

The application of Habituation Patterns

1) Scout

The Scouting exercise begins with all students performing the opening ceremony on the school grounds. In this ceremony the students line up neatly according to their group (barung) respectively. During the ceremony, students are required solemnly or should not be crowded. For students who are known to be crowded during the ceremony, the student in question will be subject to sanctions when the ceremony is finished. After the ceremony is over, the students enter each class to receive material from the coaches. In the classroom, the instructor starts to check the attendance of the students. The given material varies, sometimes the theory and sometimes the practice. Scouting exercises are ended in each class. In the pattern of habituation the coach emphasizes certain characters, eg. religious, honest, discipline, responsibility, hard work, democracy, and love read.

2) Karate

In addition, the training schedule that collide with the schedule of several student's lessons make this enthusiast extracurricular karate enthusiasts. In

practice, the character of discipline is highlighted through this extracurricular. When a student is late, the coach immediately gives the punishment to the person, usually the student is told to run around the page or push up.

3) Paskibraka

Many children here who are interested to participate, but because the selection is tight so many of them who fail. In this extracurricular, I am accustomed to form the character of responsibility, discipline, and appreciate achievement.

4. CONCLUSION

- A. In the exemplary pattern, school principals, teachers, and coach extracurricular must provide a good example to learners. All the personnel of the school not only give advice and display posters containing invitations, but they provide examples of direct attitudes so that learners can assess and practice it. Characters that can be applied through exemplary patterns in extracurricular activities in elementary school are: Discipline, social care, environmental care, tolerance, religious, cooperation.
- B. In the reinforcement pattern, each learner has certain characters in him, whether it is seen or not. Some learners need rewards or reinforcement in themselves to always be able to maintain the character in it self. Character that can be applied through the pattern of refraction in extracurricular activities in elementary school are: Creativity, friendship, love the homeland, love peace, honesty, independence, hard work, curiosity, discipline, appreciate achievement.
- C. In the habituation pattern, teacher, the principal, extracurricular coaches seeks to guide and direct the students with character education. Character education has a goal not

just to teach what is right and what is wrong, more than that character education inculcate habits about good things so that learners understand about what is good and wrong, able to feel good value and willing to apply it in everyday life. Character that can be applied through the habituation pattern in extracurricular activities in elementary school are: Discipline, honest, responsibility, democracy, reading, religious, cooperation, appreciate achievement.

5. ACKNOWLEDGEMENT

On this occasion, the writer expresses appreciation and gratitude to the esteemed by Prof. Dr. Warsono, M.S., as the Rector of Surabaya State University. In addition to Prof. Dr. Ismet Basuki, M.Pd as Director of Postgraduate of Surabaya State University. Do not forget to thank Prof. Dr. Wahyu Sukartiningsih, M.Pd as first mentor and Dr. Waspodo Tjipto Subroto, M. Pd as a the second advisor who full of patient and take the time to give guidance to the author. And for friends of elementary education students who are interested in the discussion related to this thesis.

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