

Research Article

Literature Study: Character Education Model of Elementary School Students

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Abstract.

Character education for most parents is a top priority for sending their children to school according to the educational institution they choose. The development of character education in elementary schools has existed since the changes to the KTSP regulations. This research uses literature study method. The purpose of this study is to describe a model of character education for elementary school students. There were five articles that were analyzed. Based on the analysis of the character education model, a description of the forms of character education was found including through culture, which is often carried out in daily life which includes discipline, religious attitudes, independent attitudes, and also responsibility. The supporting factor is the existence of exemplary teachers, so that teachers who carry out their professions main goal is not to seek material, but to make a positive contribution to the formation of noble character. Learning at the elementary school level is integrated into the selection of learning models.

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1. INTRODUCTION

Communication is growing very rapidly in the era of the industrial revolution 4.0, so there are no space and time limits for communicating and interacting through cyberspace, the world of education as one of the observers of individual behavior changes should need to organize individual attitudes in the interaction process so that they start following these developments. Character education is a system in the form of inculcating character values in students which includes willingness or awareness, and actions in implementing values, character, and good morals into students, which aims to form good personalities in students such as being honesty, respecting others, and behaving well in everyday life [1].

Character education is *a trending topic* in the 4.0 revolution era along with the rapid development of technology which in addition to providing many conveniences in establishing communication and also transformation, also has an impact on the morals

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of human behavior. Even because the device, the rules or norms that apply are violated related to morals, mental, spiritual, and cultural are ruled out. Humans are more focused on things that are physical, materialist, economic, rationalist, and pragmatic as a measure of the certainty of results that can be felt and seen directly. For example, in the case of a teenager dying, it is suspected that the main cause is game addiction, which eventually affects his health until he dies. <https://www.voice.com/news/2022/03/30/115104/viral-remaja-meninggal-diduga-hasil-kecanduan-main-game-disebut-jadi-sering-begadang-dan-telat-makan> (uploaded 30 March 2022) similar problems that are often experienced by elementary school age children such as *bullying*, fights, mistreatment between students as well as intimidation and physical violence that they do with friends and conflicts in their environment. The form of digital technology sophistication in addition to positive *support* for elementary school students in helping explore their learning resources, besides having a negative influence on students when there is a lack of assistance so that *gateway* is used for *games* that make children addicted to learning tasks at school.

The model of character education in Japanese society is found to be unique that cannot be found in other countries. The spirit of Bushido (discipline, honesty, toughness, hard work) is the foundation of Japanese character [2]. The formation of this character should be an example for Indonesia. Japan shows us, they have successfully become an advanced modern country without losing its core values and culture.

Some aspects are very influential on the progress of a nation, namely the soul or character of the nation. One of the countries that pay great attention to character education is Japan. A nation that has limited Natural Resources (SDA) and the condition of Human Resources (HR) is not yet good, but because it has a certain soul and character will be able to become a superior nation. In general, the Japanese have proved it for real. Japanese people are very aware of the importance of the foundation of good character for humans and society. The moral, mental, and spiritual values of Japanese society are highly upheld. This can be achieved by character education conducted in formal educational institutions. One of the factors that causes the Japanese to become a developed nation because they have superior characteristics that are not shared by other nations in the world, some of the superior characteristics possessed by the Japanese include hard work, discipline, simplicity, and love for the homeland [2]. The model of character education for elementary school students has become a matter of interest for schools, especially for elementary school students. Character education is a long process that must be done patiently, gradually, and continuously.

From the background above, the writer wants to investigate further the model of character education held in formal institutions at the elementary school level. School to gain knowledge and morals at the age of students 7-12 years. This article will analyze further related to the character development model of elementary school students.

2. METHOD

This article uses the literature study method in analyzing the data. The data used is a collection of research articles about the character education model for elementary school students. The collection of articles was used from 2012 to 2018. The articles taken are in the form of an analysis of relevant references in the form of online journals related to the character education model of elementary school students. The results of the collection of these journals were analyzed to see the description of the character education model for elementary school students, supporting factors, and inhibiting factors for implementing the character education model for elementary school students.

Based on the table above, describes several articles related to the character education model for elementary school students that can be carried out with several interrelated activities between activities carried out by teachers and parents at home in transforming activities from home or family as a form of contribution at school. The relatively high busyness and work activities of parents, the lack of parents in educating children in the family environment, and their social environment can have an unfavorable impact on student achievement. One alternative solution is integrated character education, which combines formal, informal, and non-formal activities. In this case, the learning time of students in schools needs to be optimized so that improving the quality of learning outcomes can be achieved, especially in the formation of the character of students [3].

3. RESULTS AND DISCUSSION

The model is a pattern or form that describes the mechanism of the activity or individual activity that will be carried out in interacting with themselves and their environment. The character education model for elementary school students can be carried out through the learning process as well as activities outside of school as is done in Japan; Likes to work hard, has a high spirit of learning, is very disciplined, has a culture of shame, is very strong together, never gives up, is thrifty, honest, patriotic, keeps his cultural traditions implemented in everyday life in formal and non-formal institutions.

TABLE 1

No.	Name of Researcher (Year)	Title	Title of Research	Method Findings
1	Budi Mulyadi (2014)	Model of Character Education in Japanese Society	Combination research between library research and field research (character education in formal institutions (schools), character education in non-formal institutions/families, communities, companies)	The results showed that: Japan's success in building its country into an advanced country in various fields of life, apart from being supported by its distinctive cultural values, is also supported by human resources who have superior characters obtained from the results of character education in both formal and non-formal institutions. Japanese culture is very well known and has become the identity of the Japanese nation in the eyes of the world. Likes to work hard, has a high enthusiasm for learning, is very disciplined, shy culture, very strong togetherness, unyielding attitude, thrifty, honest, patriotic, keeps one's own cultural traditions implemented dalam kehidupan sehari hari dalam lembaga formal dan non formal.
2	Hawari Batubara, Abdul Muhaimin, Prismar Hamidah, Sahputra Siagian, Abdi Giprakoso (2020)	Model of Character Education in the Family Environment During Distance Learning in a Pandemic Period (Case Study on parents of Rusyda Elementary School students in Medan)	Qualitative descriptive research design focuses on qualitative investments in relationships, activities, situations, and materials (Fraenkel and Walled, 2008).	Based on the case study, it is obtained that the character values developed by parents in children during the pandemic are; 1). Religious character values, 2). Discipline character values, 3). Value of creative character, 4). Independent character values, 5). Character values are responsible.
3	M. Fahmi Arifin (2017)	Educational Tri-center cooperation model in Student Character Education	Qualitative approach with case study research type and multi-site design.	Students at SD Islam As Salam Malang and MI Miftahul Huda Kediri. Results: The model of cooperation between schools, families and communities in character education consists of; one-way model (linear model), two-way model (interactional model), and all-way model (transactional model)
4	Darmiyati Zuchdi, Zuhdan Kun Prasetya, dan Muhsinatun Siasah Masruri (2010)	Development of Integrated Character Education Model In Learning Field of Study In Elementary School	Qualitative descriptive research The research subjects consist of four elementary school in Yogyakarta Province, Indonesia	An effective character education model is one of the implementations of a comprehensive approach that is integrated into the subject matter, using multi-methods, namely planting, modeling, facilitating values, and developing soft skills, accompanied by the development of a positive school culture; principals and staff members, teachers and parents should be involved in the practice of the educational calendar; and activities should take place in the classroom, outside the classroom, and at home.

TABLE 1

No.	Name of Researcher (Year)	Title	Title of Research	Method Findings
5	Endang Mulyaningsih	Analysis of Character Education Models for Children, Teenagers and Adults	This research uses meta-analysis method. Data analysis was carried out in a qualitative descriptive way	The results of the analysis show that the educational model for character building at the age of children is carried out through storytelling activities, role playing, and an honesty canteen. Educational models for character development in adolescents are integrated into school regulations, learning and extracurricular activities. The educational model for character building in adulthood is carried out with awareness and self-evaluation strategies through seminar forums, writing scientific papers and discussions. Based on the results of the analysis, it can be concluded that an effective character education model is built from a school climate that is conducive to the development of positive characters.

The character of elementary school-age students as individuals has begun to be interested in the school environment; they can pay close attention to movements, intricate and complex; so individuals can also involve themselves in sports game activities that are universal, and can develop game patterns and obey existing regulations. While cognitive development is at the concrete pre-operational stage in grade 1 aged 7 years. And the concrete operational stage (7-11 years) At this stage, individuals can classify concrete objects. Concrete operations are reversible mental actions relating to real and concrete objects. Concrete operations allow children to coordinate multiple characteristics rather than focusing on a single object property. At the concrete operational level, children can do mentally what they could previously only physically do, and they can reverse concrete operations.

The application of the student character education model in every basic education institution has a pattern or dynamic of activity that continues to grow and vary [4]. This is influenced in addition to the mindset or lifestyle of the community as well as the educational background of parents, teachers, and community members. Thus changing the order of interaction patterns in working together, enthusiasm for work, accepting differences, and also the cultural perspective used. The form or pattern of character values used include; religious values; for example, in the habit of students performing must prayers, disciplined attitudes; its implementation is carried out five times as an obligation, creative attitude; maintaining the pattern of the heart to match the words, attitudes and actions, and an independent attitude; carry out obligations as self-awareness as a practice of worship that becomes the target of individuals to

always do good for the sake of themselves with God and their inner and outer needs, as well as the consequences of carrying out all the conditions and pillars that have been determined as a form of responsibility.

The form of cooperation between schools, families, and communities in character education consists of; a one-way model (*linear model*), a two-way model (*interactional model*), and an all-way model (*transactional model*). This is intended as a form of actualization of the role of the education tri center for students at the elementary school level, to be sustainable in guarding the cultivation of positive character values in the community [5]. As an example of good character education built at home [6]. For example, building harmony between family members by agreeing on joint deliberation, helping each other, and also maintaining each other's good name in the family.

The supporting factors for the implementation of character education are the teacher as the key to the success of student learning, as a motivator, and also an evaluator who will direct the attitudes and behavior of students in activities while at school [7] [8]. The existence of an order that was built by agreement with students and teachers facilitates implementation in maintaining the commitment of roles and tasks together. The teacher assists in solving the problems found by students in learning [9]. For example, extracurricular activities as a place to introduce talents and interests are certainly directed at good learning methods, not only the cognitive domain that is the target of the output but also the affective and psychomotor aspects of students [10].

While individual behavior is also influenced in addition to internal aspects as well as external aspects such as the influence of promiscuity, lifestyle, and also the influence of gadgets as carriers of a coherent paradigm, this can be an obstacle to the internalization of character values in elementary school students. So community leaders play a very important role in determining the norms that apply in their community.

4. CONCLUSION

Based on the literature analysis, it is obtained that the model of character education for elementary school students is built from culture or habits that occur gradually through activities carried out in their daily activities. Among them are attention, empathy through habituation, example, and communication between teachers and students in building a mutual agreement. The supporting factor for the implementation of the character education model is influenced by the attitude of the teacher who can be used and imitated, on the other hand, the teacher whose main goal is to find this material is an obstacle in becoming a bad role model for elementary school students.

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