

Implementation of Character Building at Elementary Schools: Cases of Indonesia

Arita Marini

Faculty of Education, State University of Jakarta, Indonesia

aritamarini@unj.ac.id

ABSTRACT

The purpose of this paper is to report five case studies in Indonesia to answer the question: "How is effectiveness of character building implementation at five elementary schools in the Province of DKI Jakarta"? The paper presents a conventional case study conducted in the Province of DKI Jakarta. Educational office in DKI Jakarta Province nominated five elementary schools at Pluit 01 Public Elementary School in North Jakarta, Bintaro 09 Public Elementary School in South Jakarta, Penggilingan 03 Public Elementary School in East Jakarta, Jembatan Besi 04 Public Elementary School in West Jakarta, and Cilamaya Cideng 11 Public Elementary School in Central Jakarta. Character building implementation observed at schools was related to teaching learning process, school culture, extracurricular activities, and community involvement. Based on Elementary School Character Observation Instrument (ESCOI), character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %. Character building in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %. Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities were effective at those five elementary schools reaching 100 %. Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness was the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04 Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

Keywords: Character Building, Teaching Learning Process, School Culture, Extracurricular Activities, and Community Involvement

INTRODUCTION

Strengthening student character as stated in President Regulation No: 87 in 2017 is a foundation to carry out educational reformation started from school. Restoration of character education at school is done to prepare students in facing globalization era development challenges. Student character is a part of performance evaluation of elementary schools in Indonesia. However, in fact most of elementary schools in Indonesia with excellent accreditation are not followed by excellent student character. This is because high priority of elementary school's accreditation is placed on cognitive aspects.

Character education was done in the classroom during teaching learning process specifically in preliminary, core, and closing activities (Marini, 2017). Similar to this study, character building was integrated based on scientific knowledge (Berkowitz & Bier, 2004). Another study found that implementation of character values was carried out in school culture through daily activities at school (Marini, 2017). Milson & Mehlig (2002) stated that the teachers were not competent in giving character education to the students so that they didn't do as character educator optimally.

Different with the previous studies, the purpose of the present study was to investigate effectiveness of character building implementation by using Elementary School Character Observation Instrument (ESCOI) compared to 5 elementary schools in Jakarta. The research questions for this study were as follows: How is effectiveness of character building implementation in teaching learning process? How is effectiveness of character building implementation in school culture? How is effectiveness of character building implementation in extracurricular activities? How is effectiveness of character building implementation through community involvement?

LITERATURE REVIEW

Study of character building done by Sarros & Cooper (2006) finds that character building has to be conducted in three phases. First phase is to know morally consisting of moral awareness and reason, and determining a series of accurate action. Second phase is moral feeling related to do something accurately. Moral feeling consists of being right and wrong, self esteem, empathy, and low

Implementation of character building in teaching learning process is carried out in

preliminary, core, and closing activities (Marini, 2017). Character values integrated in preliminary activities are done through class preparation, students' presence, and apperception. In core activities, teachers can build student character through teaching method applied, two-way communication, students' activities, and learning resources. In closing activities, student character can be developed through concluding activities, giving feedback, reflecting, and following-up.

Many efforts have been done related to character building based on scientific knowledge and effect of character education on students (Berkowitz & Bier, 2004). This study found general principles of effective practice offered for practitioners and policy makers on the basis of character building. Effectiveness of character building is depended on the teacher implementing character education accurately leading to effective character education.

Another study found that character values were not only implemented in classroom, but also through school culture (Marini, 2017). Some cultures applied at elementary schools containing character values were realized as religious, discipline, clean and healthy, tolerance, working ethos, and nationalism culture.

In line with this study, Milson & Mehlig (2002) stated that elementary school teachers are certain about most of basic education aspects and have more efficacies on character education. This study provides methods to improve elementary school teachers' competences of character building at school. This study found that elementary school teachers were less trained, prepared, comfortable, or competent in delivering character education so that they were not sure about what they could do and should do as character educator.

METHODOLOGY

The method of this research used conventional case studies conducted in DKI Jakarta as the capital city of Jakarta. Educational office in DKI Jakarta Province nominated five elementary schools at Pluit 01 Public Elementary School in North Jakarta, Bintaro 09 Public Elementary School in South Jakarta, Penggilingan 03 Public Elementary School in East Jakarta, Jembatan Besi 04 Public Elementary School in West Jakarta, and Cilamaya Cideng 11 Public Elementary School in Central Jakarta. In all five schools, 172 questionnaires were given to respondents containing four parts. First part asked about attitude of the respondents toward

character building in teaching learning process consisting of 46 items. Second part was about character values integrated in school culture consisting of 94 items. Third part was about integration of character values through extracurricular activities consisting of 13 items. Finally, fourth part was about character education through community involvement consisting of 19 items.

Findings

Effectiveness of character building implementation was measured by results in the Elementary School Character Observation Instrument (ESCOI) scores for five schools nominated by education office in the Province of DKI Jakarta. Researcher based on data collected from observation and confirmed by parents, teachers, and school principals provided these findings.

Penggilingan 03 Public Elementary School (School A) at Raya Penggilingan Kav 23-24 in East Jakarta has 10 teachers, 139 male students, 170 female students, and 8 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent were interviewed. Penggilingan 03 Public Elementary School reached ESCOI score 33 from 46 maximum score for the implementation of character building in teaching learning process, 86 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, 11 from 19 maximum score through community involvement.

Pluit 01 Public Elementary School (School B) at South Pluit I No. 1 in North Jakarta has 14 teachers, 191 male students, 191 female students, and 12 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent of school committee were interviewed. Pluit 01 Public Elementary School reached ESCOI score 41 from 46 maximum score for the implementation of character building in teaching learning process, 75 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 15 from 19 maximum score through community involvement.

Cilamaya Cideng 11 (School C) Public Elementary School at Cilamaya Street No. 1 in Central Jakarta has 8 teachers, 96 male students, 79 female students, and 6 study groups. This excellently accredited school has applied Curriculum-13, school based management, and

Internet access. The principal, six teachers, and one parent of school committee were interviewed. Cilamaya Cideng 11 Public Elementary School reached ESCOI score 36 from 46 maximum score for character building implementation in teaching learning process, 66 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, 7 from 19 maximum score through community involvement.

Jembatan Besi 04 Public Elementary School (School D) at Jembatan Besi Street IX No. 31 in West Jakarta has 9 teachers, 135 male students, 116 female students, and 9 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent were interviewed. Jembatan Besi 04 Public Elementary School reached ESCOI score 35 from 46 maximum score for the implementation of character building in teaching learning process, 78 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 15 from 19 maximum score through community involvement.

Bintaro 09 Public Elementary School (School E) at MKJ Street III No. 31 Bintaro in South Jakarta has 14 teachers, 203 male students, 185 female students, and 12 study groups. This excellently accredited school has applied Curriculum-13, school based management, and Internet access. The principal, six teachers, and one parent of school committee were interviewed. Bintaro 09 Public Elementary School reached ESCOI 46 from 46 maximum score for character building implementation in teaching learning process, 82 from 94 maximum score in school culture, 13 from 13 maximum score in extracurricular activities, and 12 from 19 maximum score through community involvement.

Table 1. Character building at 5 Public Elementary Schools in DKI Jakarta as measured by Elementary School Character Observation Instrument (ESCOI).

Aspects	Comparator	Public Elementary Schools (%)				
		All	A	B	C	D
Teacher presence on time, praying before learning, supervising student neatness, supervising student	83	72	89	78	76	100

presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences in character building.						
Religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism	82	91	80	70	83	87
Praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities.	100	100	100	100	100	100
Involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness.	63	58	79	37	79	63

Colour Coding

Substantially Above	
Above	
Same as	
Below	
Substantially Below	

Public Elementary Schools

Penggilingan 03	East Jakarta	A
Pluit 01	North Jakarta	B
Cilamaya Cideng 11	Central Jakarta	C
Jembatan Besi 04	West Jakarta	D
Bintaro 09	South Jakarta	E

Based on Elementary School Character Observation Instrument (ESCOI), character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %. Character building in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %. Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities was effective at those five elementary schools reaching 100 %. Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness is the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04

Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

CONCLUSION

This paper presented evidence on effectiveness of character building implementation by using Elementary School Character Observation Instrument (ESCOI) compared to 5 elementary schools in Jakarta. There were four research questions. The first research question for this study was:

RQ1. How is effectiveness of character building implementation in teaching learning process?

Based on ESCOI, character building implemented in teaching learning process related to teacher presence on time, praying before learning, supervising student neatness and student presence, teacher as model, greeting before apperception and in closing activities, suitability between planning and action, professional competences was the most effective compared to all 5 schools in Jakarta at Bintaro 09 Public Elementary School in South Jakarta reaching 100 % and the least effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 72 %.

RQ2. How is effectiveness of character building implementation in school culture?

Character building implementation in school culture by ESCOI related to religious, honesty, discipline, clean and healthy, tolerance, working ethos, and nationalism was the most effective at Penggilingan 03 Public Elementary School in East Jakarta reaching 91 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 70 %.

RQ3. How is effectiveness of character building implementation in extracurricular activities?

Character building in extracurricular activities by ESCOI related to praying before starting and ending extracurricular activities, creating fun situation in doing extracurricular activities, involving character values in extracurricular activities, and working together in doing extracurricular activities was effective at those five elementary schools reaching 100 %.

RQ4. How is effectiveness of character building implementation through community involvement?

Character building through community involvement by ESCOI related to involving society to supervise character education, cooperation with society in deciding school program of character education and maintaining school cleanliness is the most effective at Pluit 01 Public Elementary School in North Jakarta and Jembatan Besi 04 Public Elementary School reaching 79 % and the least effective at Cilamaya Cideng 11 Public Elementary School in Central Jakarta reaching 37 %.

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