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## **IMPLEMENTATION OF CHARACTER EDUCATION IN FULL DAY SCHOOL**

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### **Abstract**

Full day school is an excellent program that was implemented in various educational unit. In fact, the full day school is not only focused on the development of knowledge, but full day school can also be used for character building. This study aims to determine the implementation of character education in full day school, especially at elementary school. The research was conducted in SDIT Nur Hidayah Surakarta and using qualitative descriptive study. Subject of research is the school community, especially the principal, teachers, staff, students, parents / guardians of students, and school committees. This type of research is classified as qualitative research (case study). Data collection techniques used were interviews, observation and document review. The validity of the data used in this study using triangulation. Analysis of study data using an interactive model that consists of three activities: data reduction, data presentation, and conclusion. The results of the preliminary study showed that the main priority of full day school in SDIT Nur Hidayah is the character building by instilling good manners to students. The changing character of the students will have an effect on student achievement. Formation and moral cultivation of students in SDIT Nur Hidayah is good enough, change the character of students demonstrated in the form of student discipline in worship, participate in various activities at the school, following the school rules, and the value of UN students increases.

**Keywords:** Character education, Full day school, Elementary school

### **INTRODUCTION**

Education is the most strategic means to develop the potential of every learner. Personality and character learners will be formed properly in every process of learning experiences that happened so that the quality of Indonesian human life can be improved and the national education goals can be realized. Ideally, the children spent more time with family at home. However, the dynamics of life in society requires that parents spend time at work, so that children raised by other parties, such as: maid, daycare and school. Today many parents are busy working, so they have less time for their children's education.

Agustinova (2014) states that education, which is still wrong in the management and misdirected. Education is not currently able to produce superior individuals, honest, responsible, noble, righteous and humane. Misdirection are impediments to efforts towards the development of character for all citizens through education. Added again by Hidayatullah (2010:15) points out that until now the education system in our country is still more emphasis on cognitive aspects compared with character education. The world of education can not provide an adequate allocation for the growth of the virtues. Education

is only able to bring expert knowledge (religion, mathematics, biology, physics, chemistry and technology) but poor ethics and integrity. Therefore, it takes a good character so that it can adapt to the social environment. Characters are considered as part of the psycho-social elements associated with the surrounding context (Koesoema, 2007).

In fact, if we look closely deeper shows that in order to advance the education of a nation, in addition to the necessary human resources are intelligent, moral intelligence is also required, in each human. Intellectual intelligence alone is not enough without a solid moral intelligence. Educational challenge today is to produce quality human resources and resilient. Education does not just stop at giving knowledge, but must also be able to form a strong system of beliefs and character of each student so that they can develop their potentials and be able to find his purpose in life. Hidayatullah (2010:22) explains that the school should be able to decide which one is right and what is wrong.

Based on this, it takes effort to overcome them. Needed an education system that can develop individual potential and creating a generation of virtuous and noble. The purpose of education should lead to the development of human character

Indonesia, not only in academic education (Kesuma, 2011:8). In addition, an effort to confront and respond to the rapid development of the times required an educational program that is planned systematically through a curriculum that has a very important role for education learners. One of the excellent programs offered by schools that became the main purpose of the parents is the full day school program that make the students will be in school. In accordance with Gepwert, Hofmann, and Hopmann (2012: 17) that the current state indicates that the full day school is seen as a necessary response to the social and societal changes, structural changes in the family, social inequality and unequal educational opportunities. Budimansyah & Sapriya (2012) revealed for can behave independent continuous, one of the things that need to be developed is their environment conducive school. Added again by Suparno (2002) explains that the learning process of full day school takes place actively, creatively, transformatively and intensively.

Full day school as an alternative and answer to the problems that exist make the students will be in school with a longer time from morning to afternoon with a variety of activities as well as the lessons learned. Thus making socialization and interaction among students toward their peers will be awakened. As well as with social skill possessed these learners will make each individual becomes more survive in the face of the future. One of the efforts to realize education as above, learners must be provided with special education that brings the core mission of the development character or noble character (Qoyyimah, 2016).

Based on the above, it would require more in-depth study on character education in the full day school in elementary school. Therefore, formulated purpose of this study is to determine the implementation of character education in full day school, especially at elementary school level as well as provide a general description to the education practitioners and the general public about the implementation of character education in full day school.

## METHODS

This study is a qualitative research (case study). This form is chosen based on the assumption that by using the research approach, researchers will get the naturalistic reality on the object, so that the problem in question can be disclosed in detail and depth. This study will describe the implementation of character education in a full day of school at the elementary school level. This research was conducted in SDIT Nur Hidayah Surakarta. The subjects were school community, especially the principal, teachers, staff,

students, parents/guardians of students, and school committees. Data collection techniques in this study were interviews, observation and document review. Interviews were conducted with school principals, teachers, staff, students, parents/guardians of students, and school committees. Observations in this study using observation techniques play a passive role. Studies document in this study of documents to support and strengthen the results of interviews and observations. Data analysis techniques in this study refers to the concept of Miles and Huberman (2014:14) on the data analysis interactive model of data collection, data reduction, data presentation, and conclusion. Results obtained through interviews, observation and document review will be collected in qualitative research and descriptively explained.

## DISCUSSION AND RESULTS

Based on the research related to the implementation of character education in full day school, it can be presented the following results.

Through full day school program, the students gain many advantages academically, of course, duration of study is also one of the dimensions of the child's experience. There is a study that says that students will gain a lot of benefit academically and socially with the full day school.

Based on the research stated that with the full day school children will be more to learn than to play, because of the time involved in the class, this has resulted in high child productivity, it is also more likely to be close to the teacher, the students also showed a more positive attitude, because there is no time to make a deviation from a day students were in class and under the supervision of the teacher. The main priority of the implementation of full day school in SDIT Nur Hidayah is the changing character of the child. This change is considered very important, because with the change in the character of children able to change the bad habits of lazy learning to be diligent in learning, the school was able to print a fine character generation. The character of changes in the achievement of children capable of racing well, so as to bring up children who excel in science and religion.

The forms of character education in SDIT Nur Hidayah Surakarta not written directly, but a description of the mission SDIT Nur Hidayah illustrates that the agency will have to apply and implement faith-based character education. Implementation of character education should be touching the three aspects of cognitive, affective, and psychomotor. Therefore, the agency incorporate the values of character education in all school activities included in extracurricular activities. Character

education is not to be something that is unfamiliar to all teachers and employees who are in SDIT Nur Hidayah, because basically they are required to realize the character education in every activity, as well as hygiene, keeping the environment of the school, said a polite, honest and friendly, disciplined life, and other aspects.

SDIT Nur Hidayah in instilling character education to students using a method similar to the theory of Hery Noer Ali, three kinds of the following methods:

1. **Method Exemplary**  
Implementation exemplary method for forming the morals of students that is by giving an example of kindness tiered from superiors to subordinates. So, starting from the principals, teachers, until students.
2. **Habituation method**  
Habituation method is a method that is done regularly and gradually so that the hard, heavy, complicated to be light, simple, and easy.
3. **Counseling methods**  
The teacher advised by telling the subject matter relating to the morals of the Prophet Muhammad, companions and the righteous or scholars to students, which is accompanied by a media that form the images.

Based on the above proves that a number of programs that are owned by SDIT Nur Hidayah to nurture students in accordance with the agreed vision and mission. There are two ways that can be done to focus the assessment of the implementation of character education in full day school.

- a. **Integrated in the learning process**

One of the character education development in SDIT Nur Hidayah implemented by integrating in each subject are delivered to students. The teaching program implemented in SDIT Nur Hidayah is using full day school. Through full day school program, the teachers and stakeholders become more supple and flexible in integrating character education in all learning. That is because teachers and stakeholders more have plenty of time to meet students and interact with students. Therefore, the cultivation of character education to students more easily implemented.

Character education is integrated into every lesson not only in the form of the theory, but also implemented in daily life at school. This is evident from the daily life of students in schools for example, each going into the classroom they have to take off her shoes and put her shoes on the shelves of shoes that have been provided by the school. Each student conducting class picket and saw garbage strewn, they

picked it up and immediately clean it up and throw it in the trash. In addition to daily visits from students, can also be viewed from a state school areas were clean, the plant is well maintained and landscaped with beautiful (Observation).

- b. **Education programs character outside subjects**

The start of the school hours from morning till evening, the school more freely set the hours of lessons which adjusted to the weight of the lesson and coupled with a model of his approach, being the time used for learning programs nuanced informal, not rigid, fun for students and requires creativity and innovation of teachers, in this case, based on the research that the time of effective learning in the child was only three to four hours a day (in a formal setting) and seven to eight hours (in an informal atmosphere). From here it can be seen that the theory of full day school that is already applied in SDIT Nur Hidayah Surakarta, although still need to be improved in order to enhance the quality of education of students.

#### **Habituation week**

This program is conducted in accordance with the themes that have been determined habituation of the student. These themes include the theme of discipline, diligent worship, cleanliness, courtesy eat and drink, stocking greeting, and saving. In practice, the student make observations about the state of the students directly and set the appropriate theme and create a circular addressed to the student's guardian can then be followed up its implementation together with the teacher. That is because the mayor's office and an assistant homeroom class was in the classroom that they teach respectively. Therefore, monitoring of the implementation of character education can be more easily and efficiently.

Based on the results of interviews that researchers do, shows one example of the implementation of the program. For example, in the weeks theme is determined by the student is about cleanliness, then the teacher must be able to teach students about getting used to wash hands before eating, throwing trash in its place, carry picket schedule of classes, picking up rubbish strewn, etc.

#### **Mentoring**

Mentoring is an activity that should be familiar to us all. Mentoring activities carried out by sitting together in a circle with the teacher inside. Through this activity, the teacher will be easier to control the students directly. SDIT Nur Hidayah is an elementary school institutions are always trying to incorporate a variety of learning systems, methods of learning, learning techniques, and others.

Based on observations conducted, show that every single week at ten in the morning, seen a number of students who sat in a circle and mentored by a teacher. They were seen holding the Qur'an and implement tadarus together, then continued with activities that bring students to mentor. Things like this always applied by SDIT Nur Hidayah in order to instill character education to students.

In line with this, the results of interviews conducted by the students also show the same thing. The student told about the implementation of the mentoring activities in the school. Students feel more comfortable and more responsibility in everything. This is because of the motivation, encouragement, and advice given by the mentor to the students and their control of mentors who make students feel constantly monitored and addressed. Results of interviews to teachers SDIT Nur Hidayah also showed nearly the same result, namely that the mentoring program is one program that is in SDIT Nur Hidayah and is one of the programs implemented in order to instill character education to students. Mentoring activities carried out by a teacher who acts as the responsible accompanying nine students in each group. Various activities can be done when the mentoring takes place, such as memorization, sharing, discussion, and motivation.

#### *Al-Yaumiyah Mutaba'ah*

This program is one program that is in SDIT Nur Hidayah. The program is compulsory for all students from grade one to grade six. The program can also be called an intensive program in SDIT Nur Hidayah. Implementation of this program is implemented in special books provided by the school for each student in direct coordination with the parents / guardians of students.

Based on interviews with one of the parents, showed a positive response. They say that the existing activities in SDIT Nur Hidayah actually programmed and carefully organized. Guardians of students also feel always involved in every activity and coordination conducted by the school with the student trustee. Therefore, parents / guardians of students can also monitor student progress and can help the school to the success of the program has been agreed.

All parties that play a role in the program that is in SDIT Nur Hidayah realize that character education is something that must be owned by everyone. Although not directly on behalf of the school's character education, but they interpret the character education as everything they have to enforce when he was in school. Of course it is the duty of an educator as well as stakeholders to be able

to embed a noble character to his students through programs controlled, measurable, and maximum.

#### **CONCLUSION AND RECOMMENDATIONS**

The importance of the implementation of character education in full day school in this study are based on the findings contained in the education field that so far only able to bring expert knowledge but still poor ethics and integrity. Therefore, with the implementation of full day school is expected to be a solution for the existing problems in order to shape the character of students who prefer to survive in the face of the future. Through interviews showed that the implementation of character education in a full day of school can be a drug of all existing problems in education today, and can give birth to successors nation has the character, integrity and quality. Through observation and study of the document shows that the implementation of character education in full day school is needed because the notice of the problem that the current decline in the values of character, especially in education.

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