



Islamic State
University Sunan Kalijaga
Faculty of Tarbiya
and Teacher Training

Jl. Marsda Adisucipto Yogyakarta, Indonesia
+62 274 513056, 7103971, Fax. +63 274 519743
e-mail: tarbiyah@uin-suka.ac.id

Thursday, November 13rd 2014

PROCEEDING

International Seminar



“ EDUCATION TRANSFORMATION
TOWARD EXCELLENT QUALITY
BASED ON **ASEAN** COMMUNITY
CHARACTERISTICS ”

THE IMPLEMENTATION OF INTEGRATED CHARACTER BUILDING ON SCIENCE LEARNING IN ISLAMIC PRIMARY SCHOOL (MADRASAH IBTIDAIYAH) OF YOGYAKARTA SPECIAL REGION PROVINCE

By: Fitri Yuliawati

Study Program of Islamic Primary School (Madrasah Ibtidaiyah)
Teachership Educational Faculty of Teachership Education State Islamic
University of Sunan Kalijaga, Yogyakarta
Address: Marsda Adisucipto Street, No.1 Yogyakarta
E-mail: fitriyulia50@gmail.com

ABSTRACT

This research has two main objectives. It is to find out supporting and inhibiting factors faced by teacher to implement of integrated character building on science learning in Primary School (*Madrasah Ibtidaiyah*) of Yogyakarta Special Region Province.

It is a survey research conducted on several Islamic schools (*madrasah*) in Yogyakarta Special Region Province. Sample selection is carried out by stratified purposive sampling technique based on area coverage of 4 regencies (Bantul, Sleman, Kulon Progo and Gunung Kidul) and Yogyakarta city. While the data collection technique used is observation, questionnaire and in-depth interview. The observation is conducted by observation sheet about school condition

towards implementation of character educational. And then the questionnaire is completed by questionnaire sheet which is closed questions list to school principal / headmaster, teachers, and students about socialization, implementation and obstacles faced by Islamic school (*madrasah*) related to implementation of character educational.

The supporting factors of primary Islamic school (*Madrasah Ibtidaiyah*) in Yogyakarta Special Region Province concerning implementation of integrated character building on science learning is medium and infrastructure, parents / societies, RPP syllabus and teacher's skill. While the inhibiting factors faced by teachers of primary Islamic school (*Madrasah Ibtidaiyah*) in Yogyakarta Special Region Province related to implementation of integrated character building on science learning is parents/ societies, learners / students, visual aids, material and teacher's skill.

Keywords : implementation of character building, science learning.

A. INTRODUCTION

Today, character building is considered as one strategic solution to overcoming matters about national morality. Moral crisis is result in so many imbalances in the societies which it will make them in unhappy condition for sure (Anis Matta, 2003). Therefore, the appropriate solution for this issue is only one; it is back to take on Allah's way, back to Islamic path. "And whomever following My-directions, surely there is no anxiousness over them and they are not in heart's sadness." (QS. Al-Baqoroh : 38). It is consistent with The Constitution 1945 mandate on article 31 clause (1) which it is stated that each citizen is have right to obtain education, and clause (3) which is confirmed that Government have to attempt and carry out one national educational system that improving faithfulness and pieties

as well as great moral in order to create intelligent nation life regulated on Acts. It implies that, in essence, education is aimed to build student's character. In order to achieve it, it is not an easy effort. Of course, it is not only teacher's responsibility as learning activities executor, but it also needs support of stakeholders and parents. Educational Unit Level Curriculum (KTSP) is remaining heavy learning burden in high enough, even though the expected achievement is skill/competence mastering includes competence related to character/values.

Some following hadiths indicated that how important our schools pay attention on moral building matters on their learners. "*Innama bu'itstu liutamima makaarimal akhlaaq*". In truth, I am delegated only for improves human moral (HR Malik). "Each child is born on pure condition and their parents hold responsibility to create them as Jewish, Christian, or Majusi." School is a strategic place, even the main place after family to build student's moral/character. Even, each school should be positioned moral/character quality as one of *Quality Assurance* which must be owned by its each alumnus. Of course, we expect that educated children in our school will be Allah's servants who in faithful condition as our government stated on Article 3 Acts No 20/2003, that "national education is aimed to develop student's potential, thus they will be faithful and pious human to The Holy One Lord, have great moral, healthy, knowledgeable, skillful, creative, self-regulated, and as democratic citizenship and responsible person". According to following hadiths, it is stated that "The faithful person who has the most perfect faithfulness is person who has the greatest moral among them." (HR Tirmidzi from Abu Hurairah). If good moral makes someone have perfect faithfulness, thus there is no reason for our school to make building efforts of moral/character in second place than pursuit technology's sophisticated. Even, be confident, if our students have good moral/character, by God-willing, they will be easier to be encouraged for pursuit other achievement.

This research is focused on implementation of character education in *Madrasah Ibtidaiyah* of Yogyakarta Special Region Province. The

results will be used as proposal material for related stakeholders in order to overcoming difficulties on implementation of character education in *madrasah* and to analyze PTAI role towards current issues in education world as well.

Based on description above, it is formulated as follows: what the supporting and inhibiting factors faced by *Madrasah Ibtidaiyah* in Yogyakarta Special Region Province related to implementation of integrated character building on science learning.

B. RESEARCH METHOD

Based on data source, this research type is qualitative descriptive field research with qualitative method. It is conducted on several Islamic schools (*madrasah*) in Yogyakarta Special Region Province which consists of four MIs in Bantul Regency, three MIs in Sleman Regency, three MIs in Kulon Progo Regency, three MIs in Gunungkidul Regency and one MI in Yogyakarta city.

This research subject is science teacher of MI in Yogyakarta Special Region Province and documents and archives in MI which supports main data source. And the research object is implementation of integrated character building on science learning in Islamic Primary School (*Madrasah Ibtidaiyah*) of Yogyakarta Special Region Province.

The required data is collected from following methods:

1. Observation

Observation in this research is aimed to obtain data about science learning condition with integration of character education implemented by the teacher. The observation method is also used to find out school facilities and infrastructure, environment, cultural and integration process conducted in MI.

2. Interview

Interview is carried out by quasi-structured interview which the researcher is conduct interview in consistent with interview guideline. Its objective is to interview science teacher in order to

obtain data about integration of character values implemented by them.

3. Documentation

The documentation type used is learning activities photos and other important documents that support this research. Documentation method is also used to collect documenter data, such as integration implementation of character education on science lesson includes learning syllabus, RPP and learning documentation related to integration process of character education on learning or integration process of character education in school environment and cultures.

4. Questionnaire

This research questionnaire type is closed-question. It is used to find out integration process of character education on science learning.

C. RESEARCH RESULT AND DISCUSSION

In order to see how to implement Character Building integrated in science learning at Islamic Primary School (Madrasah Ibtidaiyah) of Yogyakarta Special Region Province, one of them was by giving closed questionnaire to science teacher consisting 6 aspects. While the finding result in the field for each aspect were:

Table 1 : Policy and Administration Support towards Character Education Implementation in the Learning at MI

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Having visson and mission on character education.	14	100	0	0
2	Performing continous socialization to parents who emphasize that children's character education should be developed at home or madrasah.	14	100	0	0

3	Having significant data or document on character education at madrasah. .	11	78.58	3	21.42
4	Presenting particularly that madrasah management and teachers understand character education significance.	14	100	0	0
5	Having obstacle list data experienced by madrasah for the development and learning of character education on children and how to overcome it. .	7	50	7	50
6	Having relationship with the society and giving opportunity to exchange ideas or knowledge with the society for the creation of positive change in implementing character education.	13	92.86	1	7.14

Table 2 : The Enviromental Condition of Islamic Primary School (Madrasah) in Supporting Character Education

No	Statement	Yes		No	
		∑	%	∑	%
1	Having facility that fullfills learners' necessities to develop character education such as ablution and mosque	14	100	0	0
2	Having clean, healthy and opened environment.	14	100	0	0
3	Having honesty cafeteria.	4	28.57	10	71.43

Table 3 : Teacher's Knowledge on Character Education Implementation

No	Statement	Yes		No	
		∑	%	∑	%
1	Able to explain the meaning of character education and implement character education learning at madrasah.	14	100	0	0
2	Knowing how to make planning that has character education knowledge.	13	92.86	1	7.14
3	Being involved in the making of learning set that has character education knowledge.	11	78.58	3	21.42

4	Being involved in the making of syllabus and Lesson Plan (RPP) that has character education knowledge.	13	92.86	1	7.14
5	Able to explain components in the character education.	13	92.86	1	7.14
6	Recognizing how to make syllabus and Lesson Plan that has character education knowledge	13	92.86	1	7.14
7	Teacher has assessment instruments to asses knowledge, skill, and attitude of learners and does not only rely on test result.	14	100	0	0
8	Having teaching material that helps character education learning.	14	100	0	0
9	Knowing the procedures of character education learning implementation.	13	92.86	1	7.14
10	Knowing value aspects in the character education.	13	92.86	1	7.14
11	Knowing the learning objective of character education.	14	100	0	0

Table 4 : The improvement of Teacher's Competence in Implementing Character Education

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Actively attending training on character education learning.	8	57.14	6	42.86
2	Giving explanation to other teachers, parents, and society members on character education learning development.	13	92.86	1	7.14
3	Developing knowledge in understanding lesson content and integrating it into character values.	14	100	0	0
4	Improving teacher's knowledge ability to develop the material.	13	92.86	1	7.14
5	Having work room so that they are able to prepare lesson material and exchange knowledge on character education learning.	13	92.86	1	7.14

6	Implementing seminar or debriefing towards the implementation of chracter education learning.	5	35.71	9	64.29
---	---	---	-------	---	-------

Table 5 : Curriculum Content utilized by Islamic Primary School (Madrasah)

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Curriculum content contains of daily experience of all learners at Islamic Primary School (Madrasah) by embedding character values at Primary School	14	100	0	0
2	Curriculum integrates reading, writing, calculating and life expertise of all lesssons and character values.	14	100	0	0
3	Curriculum develops attitudes such as respecting, honouring others,tolerance and knowledge on all character value that should be reached.	14	100	0	0

Table 6 : Support of Society on Character Education Implementation

No	Statement	Yes		No	
		Σ	%	Σ	%
1	Parents and society know and are ready to help the implementation of character education learning in livelihood envionment. .	13	92.86	1	7.14
2	Society helps islamic primary school (madrasah) to give counseling to all children to grow character value in daily life.	11	78.58	3	21.42
3	Parents cooperate with Islamic Primary School to asst character education on learners.	13	92.86	1	7.14

The interview was conducted after the researcher received questionnaire result that had been filled by previous teachers. The interview was done to make cross check with questionnaire content. The following is the interview result done by the researcher.

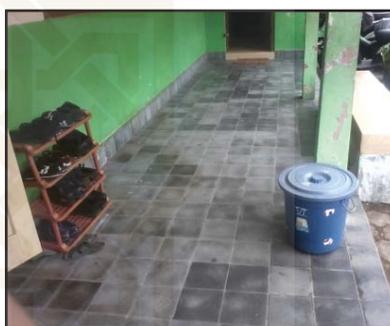
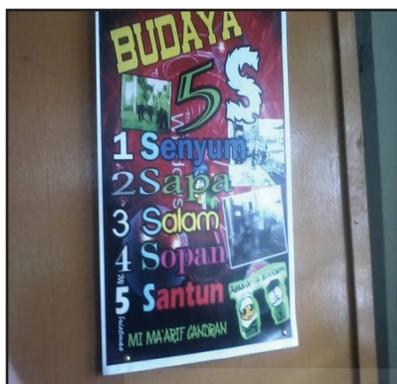
- a. What are supporting factors of the implementation of character education integration in Science learning?

RESPONDENT	ANSWER
MIN Pajangan	Facilities and Infrastructure of MIN Pajangan.
MI Giriloyo	Parents and society
MIN Kebonagung	Support and assumption of Society. Graduates of MI Kebonagung are viewed more superior by the society than other public school graduates so that it becomes a trigger of school community to develop good character building.it is not only to shape smart but also sholeh student.
MIN Jejeran	Since children are accustomed with fairy tale or story, so fairy tale can be fulfilled with character education aspect. Technology available at MIN Jejeran helps in the development of character education.
MI Ma'arif Sendang	Factor that support facility and infrastrucur, lesson plan (RPP), Syllabus etc.
MIN Ngestiharjo	Factors that support the implementation of integration is the availability of sufficient facility and infrastructure.
MI Ma'arif Bojong	Lesson Plan Supporting Factor
MIN Ngawen	Lingkungan, jika membutuhkan alat peraga yang bisa dibuat sendiri maka guru akan membuat sendiri.
MI Yappi Natah	The students are enthusiastic because it is about nature, most of them do not need to read book. The teacher is also able to use the provided technology, such as Internet. Teacher's creativity that has been initiative to make properties to help learning process..
MI Muhammadiyah Pengkol	Properties.Media is learning support factor
MI Wahid Hasyim	Related material. The learning media, teacher's skill, and properties.
MIN 2 YK	Related material, competent teacher, students' curiosity.
MI Ma'arif Candran	Students and teachers are moslems, cooperation with foundation and school commitee.
MI Ma'arif Gerjen	The supporting factors are learning media such as image, for example mountain image.

b. What are factors hamper the implementation of character education in Science learning?

RESPONDENTS	ANSWER
MIN Pajangan	Support from parents, because parents more focuss on work, so the intensity of communication between parents and children are less.
MI Giriloyo	Students' development and the lack of information given to parents.
MIN Kebonagung	students are too cool or ignore all activities given by teacher. The lack of attention from parents Students' character that has been shaped since they're at home.
MIN Jejeran	Permissive parents, sometimes they ask students to bring cellphone secretly.
MI Ma'arif Sendang	The obstacle factors come from outside the school, such as students'parents and society
MIN Ngestiharjo	The factor hamepred are the student themselves to spent time to do counseling
MI Ma'arif Bojong	Facility and instrascture and supporting books
MIN Ngawen	Inadequate properties
MI Yappi Natah	Do not have many properties. Sometimes they make their own property, such as grade vi that is leearn about spring will use their handmade slingshot.
MI Muhammadiyah Pengkol	Inadequate properties.
MI Wahid Hasyim	Based on my experience, hyperactive children will very influence because they hamper learning in the class.
MIN 2 YK	In my opinion, it does not many obstacles, h owever the material scope is too broad.
MI Ma'arif Candran	Expensive tuition, the students' parents' background is from middle-lower family
MI Ma'arif Gerjen	The obstacle factors are teachers have not understood character education.

The researcher also conducted direct observation on matters which supported character education integration process in school environment such as the availaibility of dust bin, clock, slograns on character that are readable by learners and school rules were adhered on strategic spots to support character education implementation.



D. CONCLUSION

Factors that supported Madrasah Ibtidaiyah in Special Region of Yogyakarta in implementing integrated character building in science learning were infrastructure, parents/society, Syllabus- RPP and teacher competence, while obstacles faced by teachers of Madrasah Ibtidaiyah in Special Region of Yogyakarta in implementing integrated Character

building in science learning were: parents/society, learners, properties, material and teacher's competence.

REFERENCES

- Anonim. (2010). *Kebijakan Nasional Pembangunan Karakter Bangsa*. Pemerintah Republik Indonesia.
- Krischenbaum, H. (1994). *100 Enhance Values and Morality in Schools and Youth Setting*. (2nd edition). Boston: A Longwood Profesional Book.
- M. Anis Matta. (2003). *Membentuk Karakter Cara Islam*. Jakarta: Al-Ptishom Cahaya Umat.
- Skaggs, G., & Bodenhorn, N. (2006). Relationships between implementing character education, student behavior, and student achievement. *Journal of Advanced Academics*. 18, 82 – 114.
- Sofyan A. Djalil & Ratna Megawangi. (2006). *Peningkatan mutu pendidikan di Aceh melalui implementasi model pendidikan holistik berbasis karakter*. Orasi pada rapat senat terbuka dalam rangka dies natalis ke-45 Universitas Syiah Kuala-Banda Aceh Sabtu, 2 september 2006, diakses dari www.ihf.com pada tanggal 16 Mei 2011 jam 10.35 WIB.
- Suprpto. (2007). *Pendidikan karakter – isu dan prioritas yang terabaikan*. <http://suprptojielwongsolo.wordpress.com/2008/05/24/pendidikan-karakter-isu-dan-prioritas-yang-terabaikan/>, diakses tanggal 16 Mei 2011 jam 10.35 WIB
- Supriyadi. (2007). *Kurikulum sains dalam proses pembelajaran sains*. Yogyakarta: Pustaka Tempelsari.
- William, Russel T. & Ratna Megawangi. (2007). *Kecerdasan plus karakter*. Diambil dari <http://ihf-org.tripod.com/pustaka/KecerdasanPlusKarakter.htm>, diakses tanggal 16 Mei 2011 jam 10.35 WIB.
- Wilson, J.Q. (1993). *The Moral Sense*. New York: Simon & Schuster Inc.

- Wynne, E.A. (1991). *Character and Academics in the Elementary School*. In J.S. Benigna (ed). *Moral Character, and Civic Education in the Elementary School*. New York: Teachers College Press.
- Tarmansyah, dkk. 2012. *Pedoman Pengembangan Pendidikan Karakter Di SekolahInklusif*. Padang: Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus (PK-LK) Direktorat Pendidikan Dasar.
- Yanti Herlanti. (2008). Development of value education though stories based on science:How to integrate value and science in basic school?. *Proceeding of The First Seminar International on Matematics and Science Education*. Faculty of Tarbiyahand Teacher’s Training, Islamic State University Syarif Hidayatullah Jakarta, October 28th-29th, 2008.
- Nengsih Juanengsih. (2008). Scientific attitude as intellectual values in learning biology.*Proceeding of The First Seminar International on Matematics and ScienceEducation*. Faculty of Tarbiyah and Teacher’s Training, Islamic State University Syarif Hidayatullah Jakarta, October 28th-29th, 2008.