

PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

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Teacher Education “Madrasah Ibtidaiyah”

Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
Yogyakarta

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**PREFACE: PROCEEDING THE 3rd SUMMIT MEETING ON EDUCATION
INTERNATIONAL SEMINAR
“Values – Based Learning for Wonderful Children”**

Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunnyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalihawaashabihajmain. Ammaba'du. Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3rd Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3rd Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22nd 2016

International Seminar Committee

PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3rd Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22nd, 2016

Editorial Team

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A Closer Look at Implementation of Character Building in a Private Islamic Elementary School in Banyuwangi, East Java, Indonesia

(Set of problems, challenges, and how to cope with)

Zidniyati

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Abstract

Running on a character building in a private Islamic elementary school in Banyuwangi in the fifth year since the school was founded is quite big work. There are sets of problems that had to cope with carefully and full of consideration. We really want that character building is performed as the plan designed. Nevertheless, the teachers' performances, the school environment, the parents' paradigm, the availability of professional around the school, and the government policy on basic education (the gap between the concept and the practices at schools) affected along the journey of implementing the character building in a private elementary school located in a small district. In this writing, it will be descriptively explain beyond the practice of implementing the character building during the last five years on until present.

Keywords: *character building, problems, the way to cope with*

INTRODUCTION

Some sets of problems have happened since the time I began the work on which the writing is based. The context of widespread disaffection with schooling in Banyuwangi, East Java, Indonesia has shifted to one much easily unpredictable. The educational policy in Indonesia is one of the problems faced by the school. Since the Islamic elementary school in which I am running on was founded in 2012, the curriculum in Indonesia has changed for twice times, from KTSP (the curriculum of level-units of education) to K-13 (the curriculum of 2013). Another one of sets of problems comes up during the school was running is the teacher's performances. The officials of the school prefer to cooperate with young and fresh graduated students of educational program as the teachers and administrative staffs. Some competencies that belong to those young and fresh graduated teachers and staffs are good qualified, nevertheless some competencies aren't.

The environment around the school also affected the process of education in this school. This includes the people and the environment outside and inside the school. The availability of professionals around the school also affected the process of learning in the school. Some students with special needs in this school are guided by a shadow teacher. Unfortunately, the shadow teachers are not graduated from ortho pedagogy program, that's why they need to cooperate with some

expert of ortho-pedagogy at time of guiding the students with special needs. Parents' paradigm is other problem that faced by the school. Some parents have good understanding of the school program, nevertheless some parents don't have. Some parents are easily to communicate with the school officials but some parents are not. From those problems come up during the school is running, it can be summarized into questions below:

1. What is the school's plan designed towards character building?
2. How is the way of the school to cope with the teachers' performances?
3. How is the way of the school in facing the school's environment?
4. How is the way of the school in facing the parents' paradigm?
5. How is the way of the school in facing the lack-availability of professionals around the school?
6. How is the way of the school in facing the government policy on basic education (the gap between the concept and the practices at schools)?

CONTENT

The School's Plan-Design of Character Building

The school that was founded in 2012 has a slogan of *smart and behaves*. The slogan means to guide students to be smart in mind and to have good in moral. "There is today a widespread sense that children are changing-in ways that much telling us about ourselves as a society" (Lickona, 1992: 4), this statement also expressed the children's behavior in the school. These are some portraits of the third graders' behavior. Afro, a third grader in this school laughed meaningfully when he sat aside by his classmate-girl. He sent his classmate-girl a letter expressing his feeling of love to her. He is also one of the students who often mixed up in fight with other boy, this is what he expressed toward his temperament behavior, "I got difficulty in controlling my emotion." Ira, a girl in the same class, is like to draw a girl and a boy that are kissing each other using *Manga* drawing-style. Vivo, another boy is easily to cry when he gets difficulty in understanding the concept of some lessons and said, "I am stressed, and I want to cry." These cases are coping by the school through implementing character building that contain of moral education.

Turning to moral education, Montessori found that most prescriptions about character formation were made for and by adults without a genuine consideration of the child's nature and development. Genuine moral education follows a natural sequence, and it is attuned to the child's stages of development. Just as she ties motor and cognitive skill development to the stages of development, Montessori used the same format to examine character education. Eliding character formation to the major periods of development, Montessori identified three significant phases:

1. From birth to six years, the period of the absorbent mind, when the small child has no sense of right and wrong and lives outside of adults' moral prescriptions.
2. From six to twelve years, when children begin to be conscious of right and wrong in terms of their own and other's actions; a sense of moral consciousness is being formed, which leads to group and social values.
3. From twelve to eighteen, when the adolescent develops a love of country and a sense of national identity.

When a child successfully and appropriately experiences each period, the moral and social foundation is established for the one following it. The more fully that the needs of one period are met, the greater the success of the next. As she formulated her method at Casa dei bambini, Montessori was most involved in the moral education of young children, those of the first period, from birth to age six. During this period, the children character formation. Like their cognitive and skill development, requires the freedom to engage with the environment. The moral sense develops according to the successes experienced in surmounting obstacles and mastering challenges that occur in this interaction. During this crucial period, children undergo experiences that shape their personalities and their character. If they have been injured, if they have experienced cruelty and violence, or if they have faced obstacles beyond their readiness to deal with them, negative personality deviations may result. If they meet with challenges appropriate to their development and have the freedom provided by the structured learning environment, they are likely to develop positive self-esteem and a healthy personality. In compliance to the Montessori concept of building character, the school' hope for creating a structured learning environment that leads to develop positive self-esteem and a healthy personality.

The spirit of character building that leads to positive character development has been done up to present since the first time the school was established. The school design of character building expressed on its goals as followed: school help children discover their potential, b) children are able to choose the subjects that best suit them, c) teachers are trained to help children understand their strengths and improve their weaknesses, d) children can develop confidence as a person either through lessons or extracurricular activities, and e) through school education, children are able to develop an understanding about the world in which they live. The same with the school's goals are paraphrases of John Dewey's (Goodland, 2012:67) that stated, "The aim of education is not merely to make citizens, or workers, or fathers, or mothers, but ultimately to make human beings who will live life to the fullest". The school does not only teach students individually, but also teach students as part of the society. On this writing it will be descriptively explained some sets of problems facing by the school that turning into challenges to cope with carefully and full of consideration.

The Teacher's Performances

The school's officials prefer to cooperate with young and fresh graduated students from an educational program as teachers. There are some benefits using the fresh graduated ones as well as infirmities. One of the benefits is they are like a piece of empty paper that can be written anything on it. The school easier to cooperate with them because of they will tend to follow the school rhythms without much of argumentation. It will be different with the experienced-teacher. They tend to argue the school's rhythms if they think the rhythms are quite different with the theories they have read or their experience before.

Nevertheless on the other side, they-the fresh graduated teacher do not have enough experience to develop good communication with parents. This is often happened to such teachers. It is not easy for the teachers (the fresh graduated ones) when they have to cope with parents who come to school asking for teacher's responsibility for the crash or an accident that happened to their son/daughter. The new teachers are often nervous when parents asked why their son/daughter was bruise. "Where were the teachers?" Actually the teachers could explain what happened. But, instead of giving clear explanation, because of nervous, the teachers have difficulty in explaining

the real situation. This resulted in parents' disaffection of teachers' performance. Indeed, if the teachers have good confidence in front of the parents, the situation will be better and easier for the teachers to tell what happened.

Another infirmity of cooperate with the fresh-graduated teacher is the lack of making decision on emergency context. At the beginning of November 2016, two hours after the school dismissal, there was a first-grader boy, Azza, who was waiting for his parents to pick him up- climbed the school fence and broke his left elbow. Two panics teachers called the school's directress by hand phone many times but failed connected. The teachers need a car to carry away the boy to a nearest hospital around the school while at that time the school's car was not there. Fortunately at the time there was a mother of the bruised boy-classmate. The only car ready to carry the injured boy was the car of the injured boy-classmate-mother that lived near a bone-maven (a person who often repaired the broken bone, but he isn't a doctor of orthopedist). The injured-boy was taken to the bone-maven. Fortunately the directress could be called. The directress soon made a phone call and mandated the teachers who accompanied the injured-boy to wait for the boy's parents, and to stay still without made any action towards the boy's broken left elbow until getting his parents' permission. The directress soon mandated to the teachers to use the school's procedural in facing an accident at school. The procedure is: to take away the injured student to a nearest hospital. If it is needed to do a medical procedure, then it should be waiting for parents' permission.

Based on those infirmities, it is needed to do a routine meeting about handling some emergency situations and/or communicating to parents. The activity that has to be done next is performing simulation. The aim of the simulation is to ensure the fresh graduated teacher to have good comprehension so that they can do the procedure in emergency time.

Some teachers, including teachers who are not fresh-graduated but new joining to the school, have misunderstanding of the function of school itself as followed. What are actually the aims of the school, they are:

1. teaching discipline which turns children into effective member of society;
2. children learn what is right and wrong in school;
3. instill the cultural values that are shared by society;
4. teaching skills that enable children to succeed in facing challenges at their life can first learned in school;
5. help children discover their potential;
6. letting children to be able to choose the subjects that best suit them;
7. suggesting teachers to train to help children understand their strengths and improve their weaknesses;
8. encourage children to be able to develop confidence as a person either through lessons or extracurricular activities;
9. through school education, encourage children to be able to develop an understanding about the world in which they live.

Those concepts have to be understood by all the teachers at the school. But, not all of them have good understanding towards the concept. Maybe, it related to teachers' competency in understanding the school's concept. Or, if they have understood the concepts they have difficulties in practicing the concepts. As it is widespread known that to understand the concept of value is easier than to practice it.

The way of the school cope with the lack competencies of the fresh graduated teachers or the new joining teacher, then, is explained as followed. On every Saturdays, the officials of school perform some workshop or routine meeting. In this routine meeting, all teachers are given the concepts of character building, the function of the school in detail. Doing psychological test for the applicants is a must to gain the psychological performances of the applicants. Some school's criteria for the applicants have to state clearly on school's job vacancy.

The School Environment

Two mothers of the third grader-boys were mixed up with disputes. The first mother wanted to know whether the son of the second mother asked her son to open porn videos or not. Two other boys in the third-grade touched the vital areas/organs of a fourth-grader-girl during recess. A third-grader girl is like to draw a boy and a girl kisses each other in Manga drawing style, and she brings a teenage-Manga-comic to school. After gathering deep information around the reason why the boys did that behavior, it is clear that mass media, android tablets, and teenage-manga-comic have affected the students' curiosity to imitate what they saw. A mother of a third-grader boy told the school teacher that his son was often found perpetrated masturbation. Another fourth-grader boy looks depressed at school because of the rule of not to bring mobile hand phone. He is addicted to play games that he saves in his mobile hand phone. Another third-boy who is like to play brutally games on his mobile hand phone often shows brutally behavior to his friend.

To cope with the students who are exposure to porn, the school's religion teams make a deep conversation with these students, asking why did the students do their bad behavior, telling them what are the dos and don'ts according to religious perspective. The students are told about the affects of breaking the religious rules. This deep conversation performed continually at recess time until the students show the progress of their behavior.

Facing the students who is depressed due to the rule of not to bring or play games on mobile phone during school time, his teacher make a deep conversation about the bad-effect of playing mobile phone games more than two hours a day. Invite the student to search some news of many young boys who died because of playing online games. Through this step, the student also sees by himself the real picture of the victims of online gamers. The aim of this step is pleasing the student to have his own perspective and comprehension of the bad-effect of too much playing online games. The teacher also tells the student how to use mobile hand phone in a positive way. The teacher also cooperates with the parents of the student to do the same steps at home. These steps will work, usually, for three or four days later. On the first until two or three days later the student will show purity, but on the third or fourth day later, the students will show depressed behavior again. At this time, the teacher will cooperate with the parents again to do the same steps at school and home. These steps will continually until the student enjoy the new behavior and can control his own self of not to play online games.

The intervention is based on what Levine called by behavioral intervention. As stated in his book (Levine, 2007:7) that behavioral interventions are employed more from the perspective of helping children to cope, to learn about their behavior and attempt new approaches for addressing problems, than as a mind-set emphasizing the need for them to be good or motivated in an adult-defined way. Levine also stated that for a number of children, a successful behavioral intervention

results in their becoming increasingly available for learning. It is just as much about the process as the outcome. The Levine's approach is also performed in facing the other cases at this school. The benefit of this approach is to please the students to learn and to have their own comprehension of their behavior.

Understanding the students' behavior is at the root of effective helping by adults. The query that often elicits a surprised response from parents and school staff is *'has anyone asked the child what the behavior means?* If the child has no insights to offer, is there a sense that he wants (or is willing to accept? Help in understanding it? The approach offered by Levine is based on the perspective that children, especially those having behavioral difficulties, often require assistance in making coherent sense of their actions and that any rewards included in the intervention process are a vehicle for learning rather than the sole reason for change. The specific behavioral model described on the cases in the paragraph above therefore is derived from this belief in an inherently educational skill-based approach to teaching children about behavior. Such an approach ultimately sets a foundation for children to develop greater mastery of their behavior.

There is an activity that the students do as a compensation to shift their attention from doing bad behavior. Leadership activity in the classroom is one of the students' activities that give some effective-effects to the students. The teacher will ask the students in every group to do chief, co-chief, and secretary election. Fortunately the most temperament boys at each group are elected as the chiefs and co-chiefs. It results in controlling their temperament behavior, important to be understood that the chiefs and co-chiefs have to invite all their members to follow the rule of the group that they agreed. It is nice when seeing the fact that the chiefs and co-chiefs think that their positions are valuable for them. It shows clearly that give reliance to the children grow the sense of children's responsibility and this turning into the capabilities of controlling their own behavior.

The Parents' Paradigm

It was 01.00 p.m when Mr. Tobi, Toni's father, saw Abe, the second-grader-boy hit the head of his classmate, Rakki at lunch time. Rakki is a special need student who has difficulty to control saliva from his mouth, has problem to pronounce consonant letter sounds, and has an imbalance of gross motor, but Rakki could run and walk as the boy at his age as well as playing soccer. Rakki know that all of the students in the school do not like if they are wet by his saliva. He often uses his saliva as *weapon* against their friends at school. It is good to be understood that all of the special needs students at this school learn and play at the same place with the normal students. It is nice to see that all the normal students accept the special needs student in very nice way. They learn and play together, share some snacks and food as well. Back to Abe that hit Rakki. Tobi's father that saw Abe's brutally action got mad and gave some angry words to Abe in front of all the students and teachers who are enjoying their lunch. Abe cried, but Rakki laughed during Toni's father was giving bad words to Abe.

At half past one in the afternoon, Mr. Tobi talked emotionally to the head master. Five minutes later, Mr. Tobi talked emotionally to three others teachers at this school in sequence time. At 02.30 p.m, Mr. Tobi still wanted to express his annoyance onto two letters with same in content that he gave to the directress and the head master. The content was about his annoyance and disaffection of the way the teachers at this school cope with the incident. At 15.00 the school was dismiss. At 7 p.m in the evening, Mr. Toni uploaded his emotional words onto media-mass

(facebook). Mr. Tobi stated that as a member of anti-bullying organization, he couldn't stay still looking of bullying incident right in front of him. He also made a phone call to the psychologist of the school and the chief parent-committee of the school.

Four days after that, a parents committee and school's officials held an internal meeting discussing the incident. Mr. Toni is one of the parent-committee staffs. At the meeting, Mr. Toni gave reasons why he expressed his reactive action seeing the incident. He told that he was bullied at his childhood and felt very annoyed with that worse experience and the incident of Rakki that was beaten by Abe. The most annoyed thing for him is the teachers' attitude towards the incident that was very slow, on his behalf.

Mr. Toni's reactive action is one inconsistency of good willing and the practice. The way he gave angry words to Abe in front of Abe's friends and teachers is not correct action at that situation. Often, parents don't have complete understanding of the school's program in approaching students who mixed up with bullying. The school's staffs then explained the steps of approaching students who show unpleasant attitude and behavior. The teacher usually will make deep communication about unpleasant behavior. The steps below are based on of Levine's approach; they are the procedure of facing some students' unpleasant behavior:

1. Name behavior. Provide students with a clear description of their observable behavior, for example, "Abe, I can see that you're having a hard time controlling your emotion, it needs more practice to be more patient facing your emotion when you got mad to your friend. You can say to your friend that you are not pleased to be touched that way instead of hitting the head of your friend."
2. Recognize the possibility of cumulative anxiety. In most instances where a child has had a meltdown, schools focus on discovering a precipitating event.
3. Recognize that some children have a reduced threshold of tolerance for frustration.
4. Be aware that some children are constitutionally unable to 'go with the flow' or handle changes to their regular routines.
5. Teach children self-calming strategies.
6. Delineate when an adult will be returning. This is especially helpful for anxious children.
7. Do not overstress perfection. What Mr. Tobi's did in facing the incident expresses overstress perfection. In other side, character can change only if the positive behavior is practiced as often as could be.
8. Avoid using needed interventions as rewards. It is more effective –and-humane-to avoid using breaks or sensory inputs as rewards when kids need these to cope. While this idea may seem obvious, its merits are often overlooked in the rush to control children's behavior.
9. Recognize the alternative learning curve-and needs-of children with learning and developmental disabilities.
10. For children with learning disabilities or global learning problems, recognize that task mastery is typically more important than independence.
11. Limit the use of time-out.
12. Offer replacement options. These are also known as *substitution behavior*. Impulsive children often get themselves into trouble for something they say without thinking about it first. It makes sense to simply give a consequence to the child if, for example the comments were hurtful to others. In other situations, though, it might make more sense to provide the

child a possible out; that is, one might ask the child to say it in another way first. Not every behavior and utterances needs to have consequence, and often, it is the skill of an adult involved in a situation that determines the effectiveness of the outcome.

13. Use visual cues. It is will more effective to the children with difficulty in verbal communication.
14. Choose the proper time to process with the child concerning his behavior. For children who are angry or even explosive, there is a little to be gained by pushing them to be insightful about their behavior while they remain agitated. Allowing time for the child to cool off is inherently more practical and effective and, in addition, models our own capacity to manage strong emotions. There is no substitute for knowing the child and his general capacities in this area-and sometimes I simply ask if he is ready. Employing such an approach evokes no loss of authority.
15. Float ideas about the meaning of the child's behavior rather than demanding acknowledgment. This notion, a corollary to the previous one, is useful in getting defensive or angry children to address their own behavior. In this scenario, an initial emphasis on the affect rather than the resultant behavior opens up to a discussion of the behavior itself. In case of Abe hits Rakki, using this statement will be more effective, "I wonder if you hit Rakki because you were angry he took your pencil?" than starting with, "Why did you do that? Tell me why you hit Rakki."
16. Avoid approaches to punishment that consist primarily of taking away from the children. For many children, depending on their makeup and the nature of their behavior, interventions that are positive and incentive-driven are more likely to be successful contributors to the process.
17. Provide regular check-in times for children who are depressed, anxious, or traumatized.
18. Offer organizational check-in time for children with attention-deficit/hyperactivity disorder and others who need this.
19. Apply a developmental perspective to making sense of a child's behavior.
20. Teach children about limit setting.
21. Respond effectively to the "he always needs to have the last word" challenge.
22. Assist children with social skills deficits as to their pragmatic skills, including their initiation (or entry) strategies.
23. Teach children how to identify problems and how to solve them.
24. Prompt children with questions rather demands.
25. Address environmental or cultural issues that impact children in schools.
26. Teach children not to give in to despair.

After the internal meeting held by the parent-committee and the schools, it was clear that the communication between the school and the parents should always be held in order to share and discuss the school program in building character. Parenting education is also another way to develop the cooperation between the school and the parents.

The Availability of Professional around the School

Every year, the school accepts two students with special needs. Nonetheless, anecdotal records from the teachers suggest that the number of children with challenging developmental, learning, and behavioral needs continues to rise. In this year, the various cases related to character

building rise in every level. In the first graders, most cases are the students' capability to adapt to the new environment. In the second graders, the cases vary from the difficulties to be more independent and to control emotion. In the third graders, the cases vary from the difficulties to control emotion, to cope with media mass, porn, addicted to online games, to the problem of self-confidence. In the fourth graders, the problem raises from the willingness to be tough facing the new method of learning.

In the fourth grade, the students learn more lessons with more teachers. The capabilities of the students in facing the way of the teachers are vary. Some students are tough, but some students are not. Fad, a fourth grader-boy is depressed because he has to cope with many teachers with different style when learning some lesson. He offended when a teacher addressed him not to make any noise in the class. This made him nervous every time he will go to school and two weeks refusal of going to school. Fad has difficulty to share verbally what he feels. In the fifth-grader, feelings of love arise among the students. They are growing to be more mature than before. All of the cases experienced by the students need to cope with in immediately. The teachers with their capabilities do not have enough knowledge to cope the cases. It is the time for professional to be invited to cooperate. The school cooperates with a psychologist and a therapist near the school. The lack availability of ortho-pedagogy remains set of problem. The school started to cooperate with the psychologist in 2014, and with the therapist in 2016.

The psychologist is invited regularly to come to school. Every prospective student has to undergo psychological observation. The aim is to gain the description of his/her characteristics. The observational result benefits for teachers and parents to know the way of guiding the student. The psychologist also asked to give suggestion to the teachers and parents of how to cope the cases of the students with various challenging behavior. It is effective up to present. The last two years there

The Gap between the Concept and the Practices at Schools

In the classroom, a first-grade-teacher started to provide learning, the theme is *myself*. Some textbooks published by popular publisher were used as references to enrich the lesson material. The teacher structured some indicators that will be achieved. Some of them are: a) student could introduce himself/herself by telling his/her full/nick name; b) student could name the city he/she lives in; c) student could tell when he/she was born. On the next meeting, the teacher structured following indicators, they are: a) student could name his/her organs body; b) student could name his/her own physical characteristics; and c) student could identify the way to keep health of his/her own body.

I am sure that the formulators of national educational concept for the elementary curriculum have made deep consideration towards the range of the syllabus. Unfortunately, not all teachers could comprehend what is the substantial concept inside the formula. If the national movement of character education could be comprehend by the teacher, then, the teacher will structure indicators beyond *myself* theme as followed: a) student could identify where he/she comes from; b) student could identify whether he/she is created; student could identify who did create him/her; student could explain how he/she was created; student could identify what material he/she was made of; student could explain how he/she was born into the world. Through such indicators the substantial goals of character building could be achieved by integrating into the curriculum. The meeting on

Saturdays is held to give chance to teachers in developing the lesson material that support character building.

To develop character building, the school also established the hidden curriculum. The way to do this is by creating the culture of the school. Peer tutor and older student takes care of younger student during the recess, snack time, lunch time, extracurricular activity, or some structured program.

One of the structured programs is supporting of spiritual development. Soon as the students arrive at school at 7.30 a.m. in the morning, they will perform *wudlu* (a ritual ablution before praying in Islam) and do praying Dluha. Soon after praying dluha, the students recite Al-Qur'an aloud classically. It takes about an hour for praying dhuhah and reciting Alqur'an aloud. At 11.00 a.m. the students learn to read Al-Qur'an again under teacher guidance. At 12.00 a.m. all the school members do praying dhuhur. This program aims at arising of love doing the good spiritual habituation of the students. The hope is when the students use to be a human who has good habits, then, it will become character of the students. Montessori (2004: 54) stated that deep within human nature, there was power, a tendency that moved people to seek the higher spiritual values.

Another structured program in developing character education at the school is the program of school-member-attitude to each other. All of the school's members including teachers, staffs, parents, and students should express love, caring, empathy, and respect to each other. Communication is the best way to cope with any problem at school. If there is a problem at school amid the members, they have to communicate and solve the problem wisely that based on love, caring, empathy, and respect to each other. As stated by Montessori (2004: 59) that to know, to love, and to serve is the trinomial of religious, but the child is the true maker of our spirituality. He teaches us to plan of nature for giving form to our conduct and character, a plan fully traced out in all its details of age and work, with its need for freedom and intense activity in accordance with the law of life. What matters is not physics, or botany, or works of the hand, but the will, and the components of the human spirit which construct themselves by work. The child is the spiritual builder of mankind, and obstacles to his free development are the stone in the wall by which the soul of man become imprisoned.

CONCLUSION

Many problems that faced by the school become the learning for the school members to make progress. Communication is one of good way in facing sets of problem arising amid the character building program at school. Not one of programs in developing character building is perfect. But, the school has to try practicing some efforts to gain progress. As Lickona (1992: 5) stated, "Schools cannot be ethical bystanders at a time when our society is in deep moral trouble. Rather, schools must do what they can to contribute to the character of the young and the moral health of the nation." There are lots of works that the school has to do next to make better program and to reach better progress. Guiding a student to have positive character means learning from the child. The learning itself leads teacher to have positive character.

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