

## Workshop on strengthening character education strategies at SD IT Sabilul Qur'an Cendekia

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### Abstract

Strengthening character education is a necessity today, considering that humans are in the 21st century where at this time technology is increasingly advanced and the obstacles, the challenges are increasingly complex. The purpose of this service is to provide knowledge related to moral and character education strategies given to 12 teachers at SD IT Sabilul Quran Cendekia in Cirebon City. The implementation of the research consists of the preparation stage; implementation stage; monitoring and evaluation stage. Based on the results of the workshop activities, there is an understanding and improvement of teacher knowledge related to moral and character education strategies. The teacher initially only understood that the cultivation of moral values and character-building could only be done by transmitting values that emphasized indoctrination. The conclusion from this workshop activity is that the development of moral and character education strategies in the 21st century requires various innovations because the challenges and obstacles to moral and character education are changing and differing from era to era. For this reason, teachers need to be given a variety of knowledge to be able to overcome various problems encountered during the educational process. This workshop is one of the efforts of teachers to open their minds so that they can be better prepared to face the challenges of education in this century.

**Keywords:** Motivating teacher, ethical dilemma, decision making

### INTRODUCTION

Strengthening character education is a necessity today, considering that humans are in the 21st century where at this time technology is increasingly advanced and the obstacles, the challenges are increasingly complex. Of course, the role of education, is one solution to fortify the current generation by strengthening character education. This is certainly very realistic considering the role of education is one of the important elements in building the nation's civilization. The sustainability of a nation will be largely determined by the character possessed by its citizens (Fikriyah & Faiz, 2019: 30). For this reason, teacher human development training needs to be a continuous program, realized so that teachers will always be able and skilled to improve their quality in packaging, practising, and evaluating learning to teach students analytically, creatively, interactively and innovatively (Pudiyono & Miftahul, 2021).

Strengthening character education is based on global trends, as for the 3 factors behind them: 1) the global trend of the condition of the Indonesian nation which is entering the era of the digital revolution; 2) there is a change in the civilization of society; 3) the more assertive the phenomenon of the creative age. While the urgency of strengthening character education itself is motivated by 3 aspects including 1) human resource development as the foundation of nation-building 2) Indonesia, which will have a golden generation in 2045, needs to be equipped with 21<sup>st</sup>-century skills; 3) as an effort to deal with the degradation of morals, ethics and character. The strengthening of character education is the Nawacita program number 8 which focuses on character as the axis of education (Budhiman, 2017).

If you look closely, the program for strengthening character education is very good, but, unfortunately, there are still many teachers who do not understand the importance of implementing strengthening character education. Previous research conducted by Faiz (2018), in his thesis, revealed that the habituation program to sing national songs in strengthening character education at SMPN 2 Sumber, shows that the character education strengthening program has not yet achieved action. The evaluation conducted through Krathwohl's taxonomic theory, showed that students were still in stages 5 and 4, namely receiving and responding. The

factor causing the implementation of strengthening character education has not been achieved on target because of the lack of intervention from teachers so that students cannot understand the meaning of the song being sung, secondly, many teachers consider it trivial and think that the habit of singing the national anthem in strengthen character education does not need a plan. Ideally, any habituation program in strengthening character education requires a careful plan during its implementation so that the activity does not just fall out of obligation (Faiz, 2018).

The research above shows the lack of understanding of teachers in implementing character education strengthening. Indeed, from the results of this study, it cannot be generalized regarding the lack of implementation of character education strengthening, especially the limited research results related to criticism of strengthening character education carried out in schools, but the results of Faiz's research (2018) illustrate that in the implementation of character education it still requires expansion of concepts, strategies and approaches to implement comprehensive character education strengthening. This is considering that it will be very difficult for a character education strengthening program to run well if the implementer does not understand what the purpose of strengthening character education is.

When talking about strengthening character education, actually before there was a character education strengthening program released by the Ministry of Education and Culture in 2016, character education had become an inseparable part of educational practice. However, in its implementation sometimes there are many misconceptions that character planting needs to be done in a hard and painful way. The results of observations from (Affandi, 2016: 198) reported several violence perpetrated by teachers, including those carried out by a teacher with the initial (N) who is a teacher in the field of biology studies at SMP Negeri 1 Bantaeng, pinching his student who happened to be a police officer and then ended up in a prison cell. A similar case was also experienced by a private junior high school teacher in Sidoarjo with the initials (S) a resident of Bogem Pinggir Village, Balongbendo who pinched his students because they were busy hanging out on the riverbank during congregational prayers at the school prayer room and the case escalated after the parents of students who were members of the Indonesian Armed Forces Darat reported him on charges of molestation.

In addition, the results of <sup>Muis'</sup> related to acts of violence against high school teachers in Surabaya revealed 198 incidents in detail; verbal violence as many as 60 (30.3%) incidents, violence labelling students as many as 12 (6.1%) incidents, violence by ignoring students as many as 36 (18.18%) incidents, violence by using objects as much as 29 (14.65%), violence by intimidating as many as 33 (16.67%) incidents and physical violence as many as 28 (14.14%) incidents. Violence committed by teachers against students is generally seen by the teacher as a form of reasonable punishment.

These data are supported by the results of a survey conducted by the Indonesian Child Protection Commission (KPAI) in 2012 which stated that there were still mistakes made by teachers in terms of discipline to shape the character of students. KPAI concluded that 39% of respondents had experienced non-verbal violence such as being pinched by a teacher, and 34% had verbal abuse in the form of high-pitched speech. This is done with the initiative to provide a deterrent effect so that students are disciplined (Christiana, 2019: 60). Then in 2017 KPAI also revealed that as many as 84% of children in Indonesia had experienced violence in schools. These results put Indonesia in the highest rank in cases of violence in schools (KPAI, 2017). KPAI also released the latest results in 2019, which received complaints of physical and psychological violence in the school environment. KPAI data shows that 44% of perpetrators of violence are teachers or school principals to students (Widadio, 2019; Faiz et al., 2021).

If violence and something painful become an excuse to discipline students, then character education will always have negative implications for students because the understanding of teachers who think educating character must always be identical to violence. It is a natural thing if the teacher corrects the wrong behaviour of students, one of which is negative reinforcement so that students do not repeat their mistakes. However, sometimes the teacher's response is disproportionate. The disproportionate meaning here means, that if a student makes an error at level 3 (range 1-10), then give a response at the same level so that it is proportional. Do not let students make mistakes at level 3, the teacher responds to the behaviour of these students at

level 8, then this is disproportionate and unhealthy for the moral climate in the school or the classroom.

The emergence of a negative paradigm that character education by prioritizing violence reconstructs a new approach in educational practice with the emergence of the concept of child-friendly schools (SRA). The concept of SRA itself is motivated by misguided educational practices so that instead of making students' characters better, they do the opposite. This is anticlimactic from strengthening wrong character education so that new concepts are made. If teachers understand the various approaches and strategies in character education, perhaps the purpose of the National Education System (Sisdiknas) law number 20 of 2003 has been well achieved, but once again this needs to be conceptualized properly so that the implementation of character education has good progress.

The school environment in which there are teachers ideally can provide a good moral atmosphere in carrying out strengthening character education. As Megawangi said that the teacher must provide healthy moral air so that students breathe healthy moral air to nourish the students' lungs because children will be in class all day long, if the teacher can give an air of love and respect to students, then the child's character will be good (Megawangi, 2016: 181).

Thus, based on the background of the problems described above, it indicates that character education in schools requires mastery of concepts and strategies from teachers. Character education can't be carried out properly if teachers as education implementers do not understand the character education strategies that must be carried out for students. Therefore, the researcher formulated the concept of the activity "Workshop on strengthening character education strategies at SD IT Sabilul Qur'an Cendekia".

## **METHOD**

This community service is located at SD IT Sabilul Qur'an, which is located in Pelandakan, Harjamukti District, Cirebon City. The target of this activity is elementary school teachers at SD IT Sabilul Qur'an, totalling 15 teachers. The selection of the school is based on the teacher's background, and the school is remote so it is necessary to instil character education values to implement these values properly based on relevant theories. Implementation will be carried out in October 2021. The methods used are lectures, discussions, and questions and answers.

## **RESULTS**

Implementation of this Community Service activity is carried out using the lecture, discussion and question and answer method. The stages of implementing this service activity are Step 1 (Lecture Method): Participants are given an understanding of character education methods and strategies to be able to educate students by strengthening character education properly. The first step is held through the lecture method for 120 minutes; Step 2 (Discussion method and question and answer cases that arise): Training participants are allowed to discuss and ask questions related to cases of character education. This stage is held for 60 minutes.

## **DISCUSSION**

In general, the solution in this service has a target to transmit the character education strategies needed by elementary school teachers. In particular, this dedication can provide solutions for 1) Provide Transfer of knowledge of character education approaches that elementary school teachers must know; 2) Implementing character education strategy actions that need to be implemented in Elementary Schools. The useful solutions in this service for partners and the public are; 1) Can be useful for providing new thinking in the concept of character education; 2) Can be used as study material for scientific activities for further research purposes; 3) Provide valuable contributions and inputs for the improvement of the implementation of character education in elementary schools; 4) Able to contribute, the treasures of thought and the application of scientific theory for elementary school teachers in learning practices and daily life; 5) Become a new format in solving the problems of current character education strategies in schools.

Based on the results of the workshop activities, there is an understanding and improvement of teacher knowledge related to moral and character education strategies. The teacher initially only understood that the cultivation of moral values and character-building could only be done by transmitting values that emphasized indoctrination.

Moral education strategies that involve moral indoctrination tend to simply persuade students to adopt certain values in school. Indeed, all teaching aims to influence students, but not all teaching must involve indoctrination. As expressed by Snook (1972) that indoctrination is the development of a belief model into the thinking of others mainly through the use of non-rational methods. Snook expressed his opinion that moral education must use psychological power to construct students' thinking, not only limited to the doctrine of moral values because it will hinder students' ability to think openly. The effects of indoctrination are also prone to being overly controlled by others.

In addition, indoctrination is also coercive so that students inevitably have to accept grades by force, not because of their self-awareness. For this reason, this workshop received a very good appreciation from the teachers at SD IT Sabilul Quran Cendekia. With the workshop on moral cultivation strategies that prioritize development and discussion in the classroom, teachers are also increasingly open-minded.

With so many moral and character education strategies, it provides a scientific treasure for teachers in schools so that they can overcome problems that arise during the learning process at school. The number of strategies then mastered will facilitate the options that can be done by teachers from various problems of moral and character education in schools.

### CONCLUSIONS AND RECOMMENDATIONS

The development of moral and character education strategies in the 21st century requires various innovations because the challenges and obstacles of moral and character education are increasingly changing and differing from era to era. For this reason, teachers need to be given a variety of knowledge to be able to overcome various problems encountered during the educational process. This workshop is one of the efforts of teachers to open their minds so that they can be better prepared to face the challenges of education in this century.

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## APPENDIX



**Figure 1.** The presenters of 1 Workshop are conducting a transfer of knowledge regarding moral and character education strategies



**Figure 2.** Speaker 2 is providing a transfer of knowledge related to moral and character education strategies within the scope of national character