

## Instilling Children's Character Education Through Tutoring in Krandegan Hamlet Sukomakmur Village

Eko Prasetyo Yoga Irawan<sup>a)</sup>, Titis Rosowulan<sup>b)</sup>, Siswanto<sup>c)</sup>

STAI Syubbanul Wathon Magelang, Magelang, Indonesia

<sup>a)</sup>Corresponding author : ekoprasetyoyogairawan09@gmail.com

<sup>b)</sup> titistitis320@gmail.com

<sup>c)</sup> siswanto@staia-sw.or.id

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### ABSTRACT

The problem of the deteriorating character of the Indonesian nation is a major concern in facing the threat of globalization and foreign cultural influences. This study aims to evaluate the effectiveness of character education, especially in tutoring activities, in dealing with this problem. With the Community Asset-Based Development (ABCD) approach, service activities will be carried out in Krandegan Village, Magelang Regency, from July 20 to September 5, 2023. This research highlights the importance of character education in shaping future generations who have positive values. The results showed that tutoring that integrates character education and IT introduction for grade 5 students can instill positive character values, despite being faced with challenges such as student indifference and lack of initiative. This study makes an important contribution to understanding national character challenges and offers practical insights for effective character education strategies in Indonesia.

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## INTRODUCTION

The current state of the Indonesian nation is experiencing several very fatal problems related to the nation's character (Retno et al., 2021). Cultural problems and the character of the nation are becoming the main concern of various parties both domestically and abroad. Some of the problems faced due to the decline and even loss of national character, such as corruption, violence, crime, and political life are currently increasingly unhealthy to show. Looking at the current era of globalization, everything such as foreign cultures is very easy to enter Indonesia. This kind of thing is a threat to Indonesian culture to be shifted from its position, and will even gradually change the character of the nation among adolescents who are still vulnerable to foreign cultures and also cannot filter and sort out which cultures are bad for the progress of themselves and the nation (Jannah, 2021).

Moral degradation has touched the realm of education, both in schools directly, and in the education office. In the smaller institution of the family, many parents and other family members complain of deviant behavior by children. On the other hand, children complain about the lack of time their parents spend with them because they are busy working (Gottman, 2003).

Various alternative solutions in overcoming the problems of the nation's character as a solutive and preventive effort to overcome the nation's character which is increasingly declining. One of the government's efforts to overcome the problem of declining national character is character education and the school also synergizes by creating or optimizing learning, especially in tutoring held by STAI Syubbanul Wathon KKN students in Krandegan Hamlet, Sukomakmur Village. The holding of character education in tutoring is one of the impacts of the problems that occur in SDN Sutopati 4 students that have been conveyed by the father or mother of the teacher there. It is also related to the purpose of an educational institution can be said to be successful and efficient, not only measured by the ability of the institution to manage but also the ability of the institution to manage human resources. Education is an effort to form a whole person (Nadiyah et al., 2023). Character education is not only based on the level of knowledge or in the mind, character education must be internalized to the object of education whoever it is (Ramdhani et al., 2020).

According to Law Number 20 of 2003 concerning the National Education System Article 3 (Law on SISDIKNAS, 2011), National Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the nation's life. The purpose of National Education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, healthy, capable, knowledgeable, creative, and independent, and become democratic and responsible citizens (Saleh, 2022).

The purpose of national education that has been described above is that education not only forms intelligent Indonesian people but also has personality or character so that later a generation of people will grow up with characters that breathe the noble values of the nation and religion. For this reason, an education system that touches all paths and levels is needed, namely character education. Character education is chosen as an effort to realize the formation of the character of students or generations of the nation with noble morals (Mulyasa, 2013).

According to Lickona (Ningsih, 2015) character education is the process of guiding students to become whole people with character in the dimensions of heart, mind, body, and taste. Education can be interpreted as a system of instilling character values in students which includes knowledge, awareness or will, and actions to carry out these values well towards God Almighty, oneself, the surrounding environment, and nationality so that they become human beings with complete character. According to Fitri (Fitri, 2012), character education aims to shape and build the mindset, attitude, and behavior of students to become positive individuals, charismatic, noble-spirited, and responsible.

Previous research has consistently highlighted the problem of national character in Indonesia. For example, research conducted by Retno et al (Retno et al., 2021) shows that cultural problems and national character have become the main focus, with moral decline triggering problems such as

corruption, violence, crime, and unhealthy political life. The threat of globalization is also identified as a factor that allows the penetration of foreign cultures, which can shift the character of the Indonesian nation, especially among adolescents who are vulnerable to foreign cultures (Jannah, 2021).

The importance of the role of education in overcoming the degradation of the nation's character has also been emphasized in the literature. Law Number 20 of 2003 concerning the National Education System affirms that national education aims not only to develop the intellectual abilities of students but also to form a dignified character (*Undang-Undang SISDIKNAS*, 2011). Character education is considered one solution to overcome this problem, to form a generation that has noble morals and noble values of the nation and religion (Mulyasa, 2013). To realize these good goals, so that the educational process can develop as expected, especially character education, it is necessary to have a system and method that can deliver the teaching and learning process to activities of educational value (Sholikhun, 2018).

Several studies have also illustrated the impact of moral degradation on education, including in schools and within families. Deviant behavior reported by parents related to the lack of time with children due to busy work is one aspect that complicates this condition (Tri et al., 2023).

In facing this challenge, the government has taken steps to implement character education. Character education, according to Lickona (Ningsih, 2015), is a process of guiding students to become complete humans with character in various dimensions. The implementation of character education, especially in tutoring activities, is considered a step that supports the formation of student character, presents positive values in the learning process, and effectively creates a generation of character. In this context, further research can provide in-depth insights into the impact and effectiveness of character education, as well as evaluate its implementation in tutoring as a concrete effort to improve the nation's character.

The importance of character education in today's era is an important thing to do considering the many events that show a moral crisis among children, adolescents, and parents (Sukma, 2021). Therefore, strengthening character education needs to be carried out as early as possible starting from the family environment, school, and expanding into the community. One of the character values that needs to be developed is discipline. The value of disciplined character is very important for humans to have so that other good character values emerge. The importance of strengthening the value of disciplinary character is based on the reason that there are now many deviant behaviors that are contrary to disciplinary norms. Other undisciplined behaviors such as littering, not doing homework on time, and so on. The existence of violating behavior shows the absence of awareness in children.

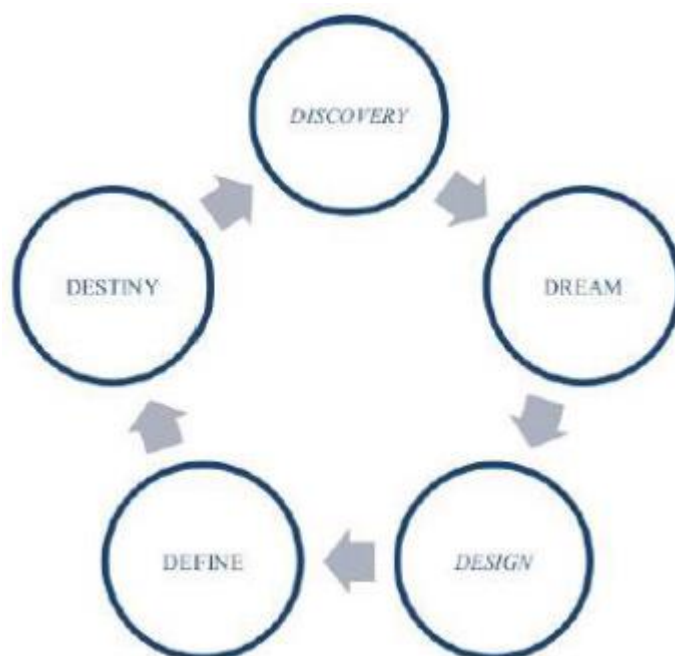
Although there has been significant research on national character issues and the implementation of character education, there are research gaps that can be identified. First, there is a need for more in-depth research into the effectiveness of character education programs, particularly in the scope of tutoring, and their impact on the character-building of learners. Second, literature detailing the influence of globalization on cultural change among Indonesian adolescents and how to deal with it in the context of character education is still limited. Third, research that focuses on the role of parents in supporting the character-building of their children, especially in overcoming the impact of lack of time together due to busy work, can also be a valuable area of research to explore further. Further identification and research into these gaps will make an important contribution to developing more effective strategies to address the nation's character problems in Indonesia.

The purpose of this study is to investigate in depth the impact of national character problems in Indonesia, especially in the context of globalization and the influence of foreign cultures on adolescents. This study also aims to evaluate the effectiveness of character education programs, especially those integrated into tutoring, as concrete solutions for shaping the character of students. In addition, this research will lead to a better understanding of the role of parents in supporting the character-building of their children, especially in overcoming the impact of lack of mutual interaction due to busy work. By detailing the existing research gaps, this study aims to provide more comprehensive insights and more targeted solutions to face the challenges of moral degradation and national character in Indonesia.

The contribution of this research is expected to provide a deeper understanding of the problems of national character in Indonesia, especially in the context of globalization and foreign cultures that affect adolescents. Through evaluating the effectiveness of character education programs, especially in tutoring, this research is expected to be able to provide concrete insights to improve the character of students. In addition, this study is expected to provide a more specific view on the role of parents in supporting the character-building of their children, facing the challenge of lack of interaction due to busy work. The results of this research are expected to make a real contribution to the development of a more effective and sustainable character education strategy to overcome the nation's character problems in Indonesia.

## METHOD

Service activities in Krandegan Hamlet, Sukomakmur Village, Kajoran District, Magelang Regency will take place from July 20 to September 5, 2023. This service uses an Asset Based Community Development (ABCD) approach. The ABCD approach assumes that those who can solve community problems are the community itself and all improvement efforts begin with improving social capital (Mallapiang et al., 2020). ABCD is an approach in community development that is in a large stream that seeks to realize an order of social life where the community becomes the actor and determinant of development in their environment (Ajhuri, 2018). The ABCD approach consists of 5 main stages, namely; Discovery, Dream, Design, Define, and Destiny (Widyaningsih, 2019).



**FIGURE 1.** Diagram Asset-Based Community Development

## RESULTS AND DISCUSSION

### RESULT

This community service activity starts from July 20 to September 5, 2023. The activity is grade 5 tutoring at SDN Sutopati 4 in the context of introducing IT to prepare for facing ANBK. The time and

implementation are carried out every Friday and Saturday after dhuhur at the Group 1 KKN post. The approach taken in the activity is the ABCD (Asset Based Community Development) method which consists of 5 stages, namely:

### Discovery

Discovery is the process of rediscovering success by conducting interviews and should be a personal discovery of what is a life-giving contribution to an activity (Falakhunnisa et al., 2021). This stage is carried out to find obstacles and obstacles in the IT encoding process for the preparation of ANBK grade 5 SDN Sutopati 4. The discovery process was carried out by conducting an FGD (Focus Group Discussion) process or an interview with the principal of SDN Sutopati 4, Mrs. Nurul.



**FIGURE 2.** Interview with Mrs. Nurul as Principal of SDN Sutopati 4

From the results of the interview, according to Mrs. Nurul, the teaching and learning process at SDN Sutopati 4 has been less effective and conducive. This is due to the lack of character education of children in Suk Makmur Village so there are still many children who act at will not according to the existing rules. The lack of parental supervision of children's activities also affects the low awareness of children of the importance of having good character.

### Dream

The dream is a process that is carried out creatively and collectively towards the future that may be realized, what is most valued is associated with what is very desirable (Dureau, 2013). The dynamics that exist and surround the teaching and learning process do not dim the hopes and dreams of the teachers at SDN Sutopati 4. Their dream is to produce the next generation who are virtuous have noble morals and have good academics. After knowing the desire or dream, the next step is to design an activity to fulfill the dream.

### Design

Design is a process in which the whole group is involved in the process of learning about their strengths or assets to utilize them in a constructive, inclusive, and collaborative way to achieve goals (Falakhunnisa et al., 2021). The first step at this stage is to identify the potential or assets owned by students by following the learning pattern that has been applied. The author also took part in IT introduction activities in grade 5 SDN Sutopati 4. The results obtained are as said during interviews with school principals, namely many children play alone or rowdy during teaching and learning activities. After knowing the conditions that occurred, it was decided that the tutoring method was the most appropriate step to use in instilling character education in addition to assisting in the introduction of IT for provisions to deal with ANBK.



**FIGURE 3.** Introduction to grade 5 students of SDN Sutopati 4 an introduction to IT

### Define

After identifying the IT introduction activities of grade 5 students at school, the service activities continued by determining the material for IT introduction and suitable methods in instilling character education. One thing that needs to be considered in improving the quality of learning is the application of an effective learning model (Siswanto et al., 2023). Character education can be implemented through several strategies and approaches. Fitri (Fitri, 2012) states clearly that there are six strategies for implementing character education, consisting of (1) integrating values and ethics in each subject, (2) internalizing positive values instilled by all school residents (principals, teachers, and parents), (3) habituation and training. With the commitment and support of various parties, and institutions, schools can implement positive activities such as greetings, smiles, and greetings (3S) every day when children come and go to school, (4) setting examples or examples, (5) creating an atmosphere of character in schools, (6) cultivating. Cultivating is the institutional goal of an institution that wants to implement character education through tutoring activities. Without the power of culture, the values and ethics taught only become cognitive knowledge. It takes effort, commitment, and support from all components to support the success of character education in every learning. Through the implementation of character education in tutoring, children will be familiar with good character values in every lesson. This will be the initial foundation for students to face this era of globalization, where some activities or elements that indicate negative can attack students directly or indirectly. Students will be able to face the challenges of the world, on the other hand, students are required to develop their skills and cognitive, on the other hand, students must have good character or attitude.



**FIGURE 4.** (a) Tutoring activities at the KKN Group 1 post and (b) Learning activities together while instilling character education

## 5. Destiny

Destiny is a process of a series of inspiring actions that support a continuous learning process and innovation about what will happen (Dureau, 2013). At this stage, tutoring activities began to be carried out for grade 5 students of SDN Sutopati 4. According to mutual agreement, tutoring activities are carried out after dhuhur and all grade 5 students must leave except those who are unable to attend for certain reasons. During the tutoring activities, KKN students instill character education either implicitly or expressly. This is done so that children as the next generation of the nation have good character wherever they are.

There are several descriptions of the values of character building in children carried out in Krandegan Hamlet, including:

- Be honest, for example telling the truth (not lying), acting according to the rules (not cheating), keeping promises spoken, and so on.
- Discipline, such as going to school on time, obeying every applicable regulation, refusing every invitation to violate rules or laws, being able to control yourself against reprehensible acts, saving in using money and goods, completing tasks on time, and putting things in their place.
- Responsible, for example completing every work charged to completion, not finding fault with others, daring to bear risks for actions done, willing to accept praise or reproach for actions taken.
- Mutual respect, for example, expressing gratitude for the gift or help of others, being polite in every social contact, respecting parents, not denouncing the work of others, and not disturbing people who are worshiping according to their religion.

In the implementation of tutoring activities, there are several obstacles faced, including:

- Sometimes children are too lazy to think about doing the questions and immediately ask KKN students what the answers to the questions are.
- It's still often the origin of guessing or answering questions without thinking about it first.
- The child's lack of knowledge about *etiquette*.
- In the following tutoring, there are still many lazy children to do the tasks given even if they play alone.

Overcoming existing problems can be done by approaching children or students.

## DISCUSSION

The results of this community service highlight several critical aspects related to character education at SDN Sutopati 4. The discovery process, which included an interview with the principal, Mrs. Nurul, revealed that the lack of effective teaching and learning in schools was due to the lack of character education in Sukomakmur Village. This has an impact on the high behavior of children who are not per existing rules.

In the dream stage, the hopes and dreams of the teachers at SDN Sutopati 4 include producing the next generation who are virtuous, have noble morals, and have good academic performance. They remain optimistic even though the dynamics of the teaching-learning process do not always support this dream.

Furthermore, at the design stage, it was identified that the tutoring method was the right solution to design IT introduction activities in grade 5 SDN Sutopati 4. The implementation of character education in tutoring is expected to provide positive values to students, help form good character, and prepare them to face ANBK.

At the define stage, KKN students implement character education culture in teaching and learning activities. This is done so that students who take part in guidance activities have good character as a result of habituation that is expected to continue in their daily lives.



Finally, at the destiny stage, tutoring activities are carried out in a structured and creative manner every Friday and Saturday after dhuhur at the Group 1 KKN post. KKN students play an active role in instilling character education through these activities. However, some obstacles arise such as lack of student initiative in independent thinking and guessing in answering questions.

Overall, this community service makes a real contribution to designing and implementing tutoring activities with the ABCD approach. This process is expected to overcome character education problems at SDN Sutopati 4, guide students in IT introduction, and create the next generation with good character. In addition, the obstacles that arise are also a focal point for future improvements.

In journal entitled *“Strengthening Character Education of Elementary School Students through Local Wisdom”*, discusses character education is in line with thinking about creating moral education. Conservative activities towards local natural and cultural wealth or commonly called local wisdom need to be instilled in children from elementary school age. The way that can be done is to provide strengthening of character education through material sourced from community activities, cultural products, and potentials others in the student’s surroundings (Masrurh et al., 2022).

In another journal entitled *“Instilling Student’s Character Values through Scout Extracurricular”*, discusses the cultivation of character values in schools through extracurricular scouts is very important in shaping the character of superior students. This greatly supports the purpose of education in laying the foundations of intelligence both intellectually, socially, emotionally, and spiritually to prepare students to take part in education at a further level. The results showed that by holding character cultivation in Scout activities, several benefits were found, namely: 1) Shaping student character; 2) Make students more respectful of others; 3) Train the mental and moral of the learners (Gazali et al., 2019).

Furthermore, the journal entitled *“Instilling the Value of Character Education through Storytelling Activities Based on Local Wisdom in Children in Sumber Urip Village, Rejang Lebong Regency”*, discusses character education has a very important role for the development and growth of a child, including: 1) The formation of positive values; 2) Form a good personality; 3) Cultivating social skills; 4) Increase academic success; 5) Building mental resilience (education character helps children develop mental and emotional resilience); 6) Be responsible citizens; 7) Prevention of negative behavior (Nyayu et al., 2023).

Compared to similar research efforts, this community service project in Krandegan Hamlet, Sukomakmur Village, Kajoran District, Magelang Regency, demonstrates a comprehensive approach to addressing the challenges of character education and academic preparation among grade 5 students. By applying the Asset-Based Community Development (ABCD) method, the project not only identifies existing strengths within the community but also actively engages stakeholders in problem-solving and capacity-building processes.

One striking aspect of the project is its emphasis on the collaborative and inclusive nature of community development. By involving stakeholders such as teachers, parents, and local leaders, the project ensures that the interventions are contextually relevant and sustainable. This participatory approach not only fosters a sense of belonging among community members but also increases the effectiveness of interventions by utilizing local knowledge and resources.

In addition, the integration of character education with IT introduction activities demonstrates a holistic approach to student development. By incorporating values such as honesty, discipline, responsibility, and mutual respect into the curriculum, the project aims to equip students not only with academic skills but also with ethical principles essential to their personal and professional growth.

In conclusion, this community service project reflects a proactive and collaborative approach to addressing the challenges faced by schools in rural communities. By adopting the ABCD method and integrating character education with academic interventions, the project not only contributes to the immediate needs of society but also forms the basis for long-term sustainable development. Going further, further research can be focused on evaluating the long-term impact of these interventions on student



outcomes and community development indicators, thus providing information for future initiatives in similar contexts.

## CONCLUSION

- Character education is the process of guiding students to become whole people with character in the dimensions of heart, mind, body, and feeling. Education can be interpreted as a system of instilling character values in students which includes knowledge, awareness, or will, and actions to carry out these values well towards God Almighty, oneself, the surrounding environment, and nationality so that they become human beings with complete character.
- Tutoring as well as character cultivation in children will help children understand the importance of learning as well as existing character values.
- The formation or cultivation of character values starts from individuals and schools both contextually and universally.

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