

## **Implementation of Character Education in Elementary Schools of Tanjung Agung District, Muara Enim Regency**

**Tria Pangesti<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [triaa@gmail.com](mailto:triaa@gmail.com)

**Abstract:** This study aims to describe the implementation of character education in elementary schools. This research was conducted at SD Negeri 3 Tanjung Agung which is located at Jalan Lintas Baturaja, Pulau Panggung Village, Tanjung Agung District, Muara Enim Regency, South Sumatra Province. This research was conducted starting from February to May 2022. Collecting data and information obtained by researchers while in the field by directly obtaining surveys and documentation. The results state that almost all students can implement character education in elementary schools with habituation that is scheduled and used by school teachers.

**Keywords:** Character Education, Elementary School, Habituation

### **A. Introduction**

Character education is actually not a new thing for Indonesians. Even since the beginning of independence, during the Old Order, New Order, and now the Reformation Order, many steps have been taken within the framework of character education with different names and forms. In fact, education is an essential task of educational institutions, but so far it has received little attention. As a result of the lack of attention to character education in educational institutions, it has led to the development of various social phenomena that show.

Another phenomenon that has recently been carried out by students at SD Negeri 3 Tanjung Agung, Muara Enim Regency, is one student who was beaten by a friend which resulted in an injury. Even an occurred because a student who hit his friend felt unacceptable because he was always insulted or made fun of. This is because has not able to absorb values and norms into his personality, so he has not been able to distinguish between appropriate and inappropriate behavior for the people around him Several phenomena have in the area that will be studied are that many high school, junior high and even elementary school students have shown negative behavior, both in the school environment and outside the school environment. For example, in the area where the research is going to be conducted, many school children say impolite words, don't want to sit on public transportation while sitting on a chair, but on and even sit on top of the car, even while. That is the basis for why

the researcher chose this theme, because character education must be instilled at an early age.

Several other phenomena that occur in the area that will be studied are, many high school, junior high school children and even those still at the elementary school level, have shown negative behavior, both in the school environment and outside the school environment. For example, in the area where the research is going to be conducted, many school children say impolite words, don't want to sit on public transportation while sitting on a chair, but instead hang on and even sit on top of the car, even while smoking. That is the basis for why researchers choose this theme, because character education must be instilled from an early age.

This is where character education plays a big role in the educational process, namely to form crystal grains so that they can be embedded in every young generation. The formation of these characters must be instilled from a young age, namely the golden age where the formation of personality is very necessary, because if noble values have been formed in a child from an early age, then he becomes an adult he will become a responsible and dignified human.

Previous research related to the theme of character education and the cultivation morals implemented in educational institutions has been carried out a lot. Wahab et al (2021) conducted research using the R n D approach through a one group pre-test post-test design analysis to conduct an effectiveness test. The research results found that there is a level of need for teachers and students in moral education. Research conducted by Fahroji (2020) that teachers in carrying out the learning process need to have moral and spiritual leadership. The same research with a different approach was carried out. This model is expected to increase students' emotions. The Islamic Quantum Moral Education Model has efficiency in imparting moral conducted research using the same approach, stating that moral education has a behavioristic tendency, while the application of moral education often has a cognitive tendency, so that moral reasoning is needed in the development of character education.

Basically, an educational institution must have a vision as a guideline for achieving the expected educational goals, as well as SDN 3 Tanjung Agung, Muara Enim Regency. The vision of the school is Islamic, superior and independent education so that intelligent and moral people are formed. This vision can be seen that SDN 3 Tanjung Agung, Muara Enim Regency has implemented superior character, such as getting used to shaking hands with teachers when coming to school and returning home by saying hello, the behavior of students and teachers is very polite, the habit of praying together in the yard before class starting, lining up before entering class, praying dhuha regularly, praying in congregation, infaq, TPA activities and other activities. This is an effort to build superior character in students. In fact, all students

at SDN 3 Tanjung Agung, Muara Enim Regency were guided to memorize short letters and it was said that after graduating from elementary school these students would have memorized all the juz 'amma.

From the description above, to answer and find out in more detail how the implementation of character education at SDN 3 Tanjung Agung, Muara Enim Regency, the researcher intends to conduct further research. The title of the thesis that the researchers took was "Implementation of Character Education in Elementary Schools of Tanjung Agung District, Muara Enim Regency".

Based on the background of the problem and the focus of the problem above, the researcher will formulate the problem statement as follows: (1) what are the values of character education at SDN 3 Tanjung Agung, Muara Enim Regency? (2) How is the implementation of character education at SDN 3 Tanjung Agung, Muara Enim Regency? and (3) what obstacles affect character education at SDN 3 Tanjung Agung, Muara Enim Regency?

## **B. Methods**

This research was conducted at SD Negeri 3 Tanjung Agung which is located at Jalan Lintas Baturaja, Pulau Panggung Village, Tanjung Agung District, Muara Enim Regency, South Sumatra Province. This research was conducted from February to May 2022. The object of this study focuses on the policy of implementing character education at SD Negeri 3 Tanjung Agung, character education programs at SD Negeri 3 Tanjung Agung, developing the ability of teachers to implement character education, the characters of students at SD Negeri 3 Tanjung Agung. As for informant info in this study, namely the principal as a key informant, vice principal for student affairs, homeroom teacher, teacher, students and parents/guardians of students.

This research is descriptive research using a phenomenological approach, namely a research process and understanding based on a methodology that investigates a social phenomenon and human problems, the problems studied relate to problems that are currently developing in life, especially at SD Negeri 3 Tanjung Agung. Data sources are principal, deputy students, teachers, learners, parents/guardians of students. The research instrument is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables by (Suryana, 2017). Data collection technique is used: Observation, interview, and document Review. Data analysis technique used: Data reduction, namely making abstractions of all data obtained from field notes from observations, interviews and document reviews. Data reduction is a form of data analysis that sharpens, expects things important, classifying, directing, removing unnecessary and organizing data

so that it is systematic and can make a meaningful conclusion. Data presentation, and conclusion.

### **C. Results and Discussion**

Implementation of character education can be done by instilling good behavior in schools, traditions and daily habits of students, in accordance with law number 20 of 2003 concerning the national education system, namely that national education functions to develop capabilities and shape dignified national character and civilization in In order to educate the nation's life, it aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible state. Related to the implementation of k character education in SD Negeri 3 Tanjung Agung:

#### **Values of character education at SDN 3 Tanjung Agung, Muara Enim Regency Behavior**

Education aims to improve the quality of implementation and results of education in schools that lead to the achievement of the formation of character and noble character of students as a whole, integrated and balanced in accordance with graduation competency standards. Character education is moral education that touches on the cognitive, affective and psychomotor domains. Character education is an in-depth element of knowledge, feelings and actions.

In this case, the application of character education can be done by instilling good behavior at school, traditions and daily habits of students which can be monitored properly because students also spend a lot of time at school. Schools have a major role in implementing character education, Tanjung Agung 3 Public Elementary School has implemented character education well for its students when they are at school even to the supervision of students when they are outside the school environment. The first aspect that can be seen from the successful implementation of character education is in student behavior that can be seen and assessed in everyday life both in the school, family and community environment. The implementation of character education at SD Negeri 3 Tanjung Agung has been running with learning activities for students for all subjects as well as with various school programs or activities. As stated by Mardalena, S.Pd. as the principal of the school in the research interview that the character education taught in schools includes theory through subjects and in practice through various school activities and supervision of their application. Character education is instilled in students through instilling good behavior, traditions and daily habits of students at school, at home and in the wider community

From the results of interviews conducted by researchers with Ms. M as the school principal on Thursday 4 May 2023 regarding the implementation of character education for students at SD Negeri 3 Tanjung Agung, which is applied theoretically to subjects and there is supervision from various parties who are responsible at school, parents and the local community. The application of character education to students is also applied directly through three aspects, namely student behavior, school traditions and students' daily habits both in the school, family and community environment. The head of SD Negeri 3 Tanjung Agung always strives to implement character education for students to run optimally and produce students or output from SD Negeri 3 Tanjung Agung who have noble character.

In addition to the statement above, it is also reinforced by the observations of the Deputy Head of School for Student Affairs, namely Mrs. D conduct coaching on student behavior by providing an understanding of the rules that exist in schools and students are required to comply with these rules. Guidance is also carried out through organized extracurricular activities. Waka students will give strict punishment to students who have problems. The efforts to deal with students who have problems outside of school are by working with the community to report directly to the school if they find students who make mistakes in the community environment.

Then the researchers conducted interviews with subject teachers about the implementation of character education on May 5 2023 showing that at SD Negeri 3 Tanjung Agung students had behaved well at school and when the learning process took place if there were students who violated the rules both at school and during the learning process takes place, the picket teacher and subject teacher will follow up on these students and give educational punishments in accordance with school regulations. This is reinforced by the results of interviews with parents regarding the implementation of character education for students.

### **Implementation of character education at SDN 3 Tanjung Agung, Muara Enim Regency**

Tradition or school culture is an important aspect in planting, traditions that exist in schools have a great influence on the formation of student character. Character education will be instilled in students if the traditions or culture in the school are also good, and vice versa if the school has bad traditions, then indirectly the character of students will also be bad. Daryanto (2015), explains that school culture is a set of norms, values and traditions that have been built for a long time by all school members and lead to all activities of school personnel.

Meanwhile, according to Yusuf (2008), school culture is the quality of school life that grows and develops based on the spirit and certain values that are adhered to by the school. The formation of a character education-based school culture can be carried out through exemplary behavior, spontaneous activities when the teacher knows the behavior of students who are not good, examples/stories, conditioning and routine activities. An effective process for building a school culture or tradition is to involve and invite all parties or stakeholders to jointly provide their commitment. The main belief of the school must be focused on efforts to instill and instill beliefs, values, norms and habits that are the hopes of each person in charge of these interests.

According to Rhodes et al., (2011), a positive school tradition will encourage all school members to work together based on mutual trust, invite the participation of all citizens, encourage the emergence of new ideas, and provide opportunities for reforms to be carried out in schools, all of which lead to the achievement of results. best. School traditions greatly influence the achievements and behavior of students from the school. Tradition as a part of the school culture is the soul and strength of the school that allows schools to grow and develop and adapt to various existing environments. Furthermore, in the analysis of school culture it is stated that in order to realize a dynamic-familiar school culture, social engineering is necessary. The importance of a positive school culture, because it can encourage all school members to jointly realize reforms in schools, all of which lead to achieving the best results.

According to Arista et al., (2017), character education through a school culture that has students based on values will essentially form children with better traits and in a positive direction. The school's cultural atmosphere is created to have a good impact on student character. The process of implementing character education in school tradition or culture is very important in forming stronger student characters. Likewise in educational units, that the inculcation of character values in basic education units such as in elementary and secondary schools is absolutely necessary as a foundation for student character in the future.

In realizing the culture or traditions of students at school, by using strategies carried out by education practitioners to form a religious school culture including through: a) giving examples (exemplars), b) getting used to good things, c) upholding discipline, d) providing motivation and encouragement, e) giving gifts, especially psychological ones, f) punishing (in the context of discipline), g) creating a good atmosphere that influences the character growth of children or students. Tanjung Agung 3 Public Elementary School as an educational institution that plays a major role in the formation of student character has made efforts to create and implement good and conducive school traditions for students as a form of effort to implement character education for students.

The tradition in Tanjung Agung 3 Public Elementary School has always been endeavored to contain good character values so that it becomes a character installation for students who are accustomed to good traditions, because students also spend a lot of time in a day at school. The tradition of Tanjung Agung 3 Public Elementary School has been well seen from the existence of rules governing various student behaviors in carrying out their activities at school. Discipline as one of the traditions that must be obeyed by students. If there is a violation by a student then there will be a penalty that has been determined in the order. Rules are expected to be able to discipline students in carrying out traditions or activities carried out at school. This is in line with the results of the researcher's interview with Mrs. M as the head of SD Negeri 3 Tanjung Agung that Tanjung Agung 3 Public Elementary School students have carried out the rules that exist in the school and community environment.

The school principal always works closely with the Waka of students in overcoming student discipline in all of their activities while at school and there are strict but educational penalties for students who violate them. In the community environment, the school invites student guardians and the community to supervise the Tanjung Agung 3 Public Elementary School students and ask them to report students if they violate the rules in the community environment. Furthermore, the above statement was also strengthened by the observations of the vice principal for student affairs, Mrs. D. The results of the observations of the deputy head of student affairs and subject teacher interviews on May 5 2003 showed that there were only a few students at SD Negeri 3 Tanjung Agung who still violated the school rules.

Orderly school and during learning in class. However, Waka students and subject teachers always provide a deterrent effect for violating students. Waka students give punishments for violators and give appreciation to students who have never violated school rules in every new school year announced so that they can be an example for other students. And for violations in the classroom, the teacher will independently give punishment to students. Another program to improve student discipline is the school tradition by holding activities including routine Monday ceremonies, morning assembly, and mandatory scouting extracurricular activities for grade 5 and 6 students. Then the researcher conducted interviews with student guardians about the implementation of character education on May 6 2023, that SD Negeri 3 Tanjung Agung students and students have complied with the rules that exist in schools and the community.

Some students are also known to be active in every community activity including community service and social assistance. There is good cooperation between schools, parents and the community, so that if there are students who commit violations in the community, parents or the community can report these problems to the school,

and then the school will participate and follow up on these students. The application of traditions in schools that instill discipline, politeness, social values, and noble character also makes students carry these traditions into the community. Thus, there are rarely students who are known to violate the norms or rules of society. Examples of school traditions in implementing character education include apples every morning, flag ceremonies every Monday, 1000 daily programs for building mosques, commemoration of 1 Muharram, commemoration of national children's day with useful activities, literacy which is held regularly, socialization from community organizations around.

Students spend most of their time in a day at school, leaving in the morning and coming home in the afternoon becomes a student's routine. Therefore, there are also many daily activities of students at school compared to at home. Habits of students' daily activities at school have an important role in the formation of student character. Students who have daily activities in good schools will have good character and vice versa. Every activity carried out by every student at school is focused on developing character values in the school culture. These activities are interactions that are created between individuals in the school environment who are bound by various rules and norms that apply in the school. While the scope of character education itself in the totality of psychological and socio-cultural functions consists of processes that are interrelated between the heart, exercise of thought, exercise and exercise of taste and intention.

According to Hidayatullah (2010) children grow according to the environment that teaches them and this environment is also something that becomes a habit that they face every day. If a child grows up in an environment that teaches him to do good, it is hoped that he will get used to always doing good. Conversely, if a child grows up in an environment that teaches him to commit crimes and violence, then he will grow up to become a new perpetrator of violence and crime.

While according to Mulyasa (2011) habituation is something that is deliberately done repeatedly so that something can become a habit. Habituation is actually based on experience, what is accustomed to is something that is practiced. Habituation places power, because it will become a spontaneous inherent habit, so that power can be used for various activities in every work and other activities.

The character that will be developed in students is to be used as a guideline and practiced in everyday life, meaning that in students there is a process starting from hearing or seeing, understanding, realizing and making decisions to do so. Character building is done through positive habits both at home, school and society. For this reason, schools as formal institutions must include character education through all subject matter in schools that are integrated with the school curriculum. Because to

create a quality and cultured Indonesian nation, not only are smart and have faith, but also ethical. By educating students in the field of social values that are continuous and synergy between family, school and community education. Because actually informal education instilled by parents in the family and society is more oriented towards religious values and student behavior. Character education is an effort to instill social values in students. Social values need to be instilled in students because they will function as a frame of reference in interacting and behaving with others so that their existence can be accepted in society.

This is in line with the results of the researcher's interview with Mrs. M as the head of SD Negeri 3 Tanjung that SD Negeri 3 Tanjung Agung students have been accustomed to good daily activities while at school, including getting used to being disciplined with morning apples every day before starting lessons. If someone is late for the morning assembly, they will receive a punishment from the picket teacher or student assistant. Another program to familiarize students with character is Dhuha and Dzuhur prayers in congregation, ceremonial officers who are carried out alternately by all classes, extracurricular activities and other activities that have a positive impact on students. The daily habits of students while in good schools are expected to be applied by students in the community environment.

Furthermore, the statement above is also strengthened by the observations of the vice principal of the student affairs section regarding efforts to improve school infrastructure on May 5, 2023 that Tanjung Agung 3 Public Elementary School students have received strict supervision during their daily activities at school by the Deputy Head of Student Affairs, teachers, and school principals. In addition to learning activities, students are accustomed to morning apples before entering class. Other programs include activities for Islamic holidays which are filled with various competitions which contain character education values, commemoration ceremonies for national holidays. The application of character education involves parents and the community, so that it is maximized.

Then the researchers conducted interviews with student guardians about the implementation of character education on May 6, 2023, that students who already have daily habits at school with positive activities so that these good habits are applied when students are at home and in the community where they live. Because activities and habits at school make them active individuals, have a high social spirit, are disciplined, care for each other, orderly and honest, these things are instilled in students and applied to their lives when they are outside the school environment, daily habits of positive activities The school indicates that the implementation of character education at SD Negeri 3 Tanjung Agung has gone well so that students have good personalities even when they are outside the school environment and on certain days mosque community service activities are held.

## **Obstacles affecting character education at SDN 3 Tanjung Agung, Muara Enim Regency**

Based on the results of field research, there are several obstacles that affect character education at SDN 3 Tanjung Agung, Muara Enim Regency:

### **From the family side**

The scope of character education must first be planted through a family. As the first school for a child, the family which is played mainly by both parents has a central position in introducing a child to character education.

But In practice, this is not easy. Character education is closely related to religious values in society. Meanwhile, the psychology of the Indonesian people in understanding character education is divided into three classes, namely the lower, middle and upper groups.

The lower group, they basically don't understand what and how character education is. They don't even bother to find out. This happened because the group was more concerned with the wheels of the family economy that had not been established so that character education for their children was forgotten. With this type of family, the process of introducing character education within the family does not work as it should.

### **From the Environment**

We know that the environment plays a major role in the formation of a child's character. No matter how good a family is in teaching character education at home, if the child's environment is not supportive, this process will definitely fail.

Indonesia itself is a developing country. Various kinds of information enter and are consumed by the people, from the young to the old. Of course, this is good, but the ability to analyze and filter this information is still not owned by our students. In this case, information that has been consumed without the ability to criticize will become a character for a child that shapes his personality. Several months ago, one of the children had to suffer an injury to his leg and hand, because they were practicing fighting scenes. This matter was influenced by what they saw on TV and social media.

## **Curriculum and Educators**

In practice in the field, the government has revised the national curriculum several times which emphasizes the importance of character values applied in learning. Some of them are honesty, religion, tolerance, discipline, hard work, creativity, independence, etc. Steps like this still seem to be not optimal considering that tolerance, especially for those with different beliefs, has begun to decline among students. The seriousness of the implementation of education, in this case teachers, is still not optimal. Learning in class, still focuses on cognitive abilities only. Learning orientation is still heavily influenced by the value of the report card, not the internalization of the character itself. Even worse, the dichotomy of exact subjects and socio-language added to the murky track record of education. So far, every school is more concerned with their sense of pride in enrolling their students in entering their favorite high school. Of course, this is a good thing, but tendentiousness is the main goal of education, namely character building.

Based on the results of data analysis, the researcher discussed and described the results of data analysis but did not repeat the description in the data analysis chapter. In this discussion section, the researcher conducts a discussion of the descriptions in the data analysis section.

### **Values of character education at SDN 3 Tanjung Agung, Muara Enim Regency.**

According to Samani et al., (2011) character is a way of thinking and behaving that is unique to each individual to live and work together, both within the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for any consequences of their decisions. Character education has the same essence and meaning as behavior, morals or education. The goal is to shape students' personalities, so that they become good individuals, if in society they become good citizens, and if in the life of the state they become good citizens. As an aspect of personality, character is a reflection of a person's complete personality, mentality, attitude and behavior.

The implementation of character education for SD Negeri 3 Tanjung Agung students has gone well, this can be seen from the behavior of students who as a whole can be categorized as good and known by the general public. This was also obtained because of the collaboration between schools, parents and the community that had been established. The school principal always seeks to provide guidance to students in the form of procuring activities that can instill good behavior or personality in students. Coaching is also carried out during the learning process and the principal always participates in supervising student behavior by holding activities related to

honest behavior, discipline, caring for the environment, respecting diversity and complying with social rules.

For the cultivation of environmental care character education, it can be proven by the existence of community service activities that clean up the school environment in order to welcome the month of Ramadan. This activity is carried out every year, by also cleaning several public places closest to schools such as mosques, village halls and so on.

Likewise, the Waka for student affairs conducts guidance on student behavior by giving students an understanding of the rules that exist at school, and students are required to comply with these regulations and the extracurricular activities that are held. Waka students also work closely with parents of students to tell when students make mistakes in the community. In learning students follow well, but sometimes there are students who have problems during the learning process. The teacher in carrying out coaching is by giving separate rules to students for each class they are in charge of. Students have also obeyed the rules or regulations of the school and society properly. Students have behaved well during the learning process in class, school and community environment.

From the results of filling in the instruments, interviews and observations, it is in accordance with research that has been conducted by Amazon, which is about the implementation of character education in the Hidayatullah Yogyakarta Integrated Islamic elementary school which aims to: a) Know the planning, implementation, and evaluation of values the selected character education values are religious, honest, diligent, disciplined and caring/responsible; b) Know the religious, honest, diligent, disciplined and caring/responsible behavior of SDIT Hidayatullah Yogyakarta students.

This is also in accordance with the research of Lian et al., (2020) which explains that character education in the era of globalization is religious, virtuous, nationally competitive, creative, independent, disciplined and environmentally sound. This can be done by cultivating good manners in relationships between school members so that familiarity and kinship arise, fostering honest, trustworthy attitudes in entrepreneurship and managing cooperatives, and always maintaining the cleanliness of the environment around schools, especially in student cooperatives. Character values are applied through behavior between oneself and God, other individuals, the social environment, society and nationality.

## **Implementation of character education at SDN 3 Tanjung Agung, Muara Enim Regency**

Good school traditions or culture strongly support the success of character education programs, but not all school cultures support the achievement of maximum character education. Negative culture in school culture also hinders the implementation of character education in schools such as the many empty hours, disobedience in the implementation of rules, and so on. This shows that school traditions have a major influence on the process of implementing character education. It can be interpreted that education also has a role to be part of forming a positive school tradition. Therefore, the implementation of character education in the school tradition is something that is absolutely needed by schools to create a conducive school culture and facilitate the inculcation of character values in students. The process becomes more effective when it is applied to students.

The implementation of character education at Tanjung Agung 3 Public Elementary School has also been applied to every school tradition which in this case is religious, obedient to social rules, disciplined, nationalist and self-confident. It is known that as a whole the students of SD Negeri 3 Tanjung Agung have complied with school rules, religious, disciplined, nationalist. For students who have violated the school rules, strict punishment is given in order to be a deterrent but still educational and to give appreciation to students who are stated to have never violated school rules. There is good cooperation in supervising students by the Principal, Vice Student Affairs and teachers.

Other programs or activities to improve student discipline, namely with the school tradition by holding activities related to student discipline, namely, 1000 daily programs for the school mosque, routine Monday ceremonies carried out by officers of each class alternately, other activities that require all students to actively participate. If there is a violation in the learning process, punishment is given by the teacher independently. Students are also known to have complied with the rules in the community, many students of Tanjung Agung 3 Public Elementary School are active in every activity held by the community around where they live, such as community service. The school invites the cooperation of parents of students as guardians of students and the surrounding community. Almost all students are disciplined in life outside the school environment because the application of disciplinary traditions while at school is closely monitored by the school. If there is an act of violating community rules, the school will immediately find out and follow up on the problem by the student concerned.

The discussion of the results of this study, where tradition as the application of character education to students is carried out both in the learning process and in

extracurricular activities. This is also in accordance with the research of Lian et al., (2020) which explains that character education in the era of globalization is religious, nationally competitive, creative, independent, disciplined and environmentally sound. This can be done by cultivating good manners in relationships between school members so that intimacy and kinship arise, fostering honest, trustworthy attitudes in socializing.

Character education at the level of the education unit in the formation of school/madrasah culture, namely the values that underlie behavior, traditions, daily habits, and symbols that are practiced by all members of the school/madrasah, and the surrounding community. This research is also in accordance with research conducted by Khamidah & Maunah (2023) which explains that the management of character education can be divided into two strategies, namely internal and external schools; the school's internal strategy can be pursued through four pillars, namely teaching and learning activities in class, daily activities in the form of *School Culture*, and external strategies can be pursued through collaboration with parents and the community.

Every activity carried out by every student at school is focused on developing character values in the school culture. These activities are interactions that are created between individuals in the school environment who are bound by various rules and norms that apply in the school. While the scope of character education itself in the function of psychological and socio-cultural totality consists of processes that are interrelated between exercise of the heart, exercise of thought, sports, and exercise of taste and intention. Character building is done through positive habits at home, school, and society. For this reason, schools as formal institutions must include character education through all subject matter in schools that are integrated with the school curriculum and various activities in schools. Because to create a quality and cultured Indonesian nation, not only are smart and have faith, but also ethical. By educating students in the field of social values that are continuous and synergy between family, school and community education.

The implementation of character education through good daily habits at school has been implemented in SD Negeri 3 Tanjung Agung. Tanjung Agung 3 Public Elementary School students as evidenced by the results of the research, on the character values of smiles, greetings, politeness and manners become daily habits at school. SD Negeri 3 Tanjung Agung has carried out activities to welcome students at the school gate every day with smiles, greetings, polite and courteous. Students are under strict supervision of the school during their activities at school starting at 06.30-13.00.

Then the learning activities are under the supervision of the subject teacher and for other activities, the school has always implemented character education, for example coming at 06.30 the children perform ablution in preparation for the Duha prayer together in their respective classes, followed by reciting the Quran and praying together before starting lessons, ceremonies commemorating national holidays, and when commemorating Islamic holidays are filled with various competitions which contain character education values. With cooperation between the school, parents and the community, students can become disciplined and have good character. For students' daily habits at home or the community environment as students behave when at school. In accordance with the mission of the study program is organized PGSD service, cooperation and development education at the elementary school level (Triana et al., 2023)

Students have good habits in the environment where they live because they are used to being disciplined, honest while at school. It can be said that the application of character education for students at SD Negeri 3 Tanjung Agung has been carried out well, because students have good daily habits when they are in the community. Every activity at school requires students to be active individuals, have a high social spirit, be disciplined, orderly and honest so that these things are instilled in students and applied to their lives when they are outside the school environment.

The discussion above regarding the application of daily habits as a form of habituation which is applied to students at Tanjung Agung 3 Public Elementary School. Where his research t aims to describe the application of integrated character education values to Islamic Religious Education (PAI) learning and school culture at SDIT Kautsar Ilmi Tanjung Raja, which shows that the application of character education to discipline coaching, the 5S program (smile, greet, greetings, courtesy and manners), line up neatly before entering class, flag ceremony every Monday, Friday gymnastics, deliberations for consensus, educational visits, infaq activities every Friday, close teacher and student relations, and annual holiday activities carried out through school routine activities, activities with existing character values This indicator can be a parameter of the success or failure of school institutions in implementing character education. The supporting factor for success is the existence of self-awareness in each individual (Agustin, 2019).

This research is also in accordance with research conducted by Khamidah & Maunah (2023), which explains that the management of character education can be divided into two strategies, namely internal and external schools; The school's internal strategy can be pursued through four pillars, namely teaching and learning activities in class, daily activities in the form of school culture, habituation activities, co-

curricular activities, and extra curriculum, and external strategies can be pursued through collaboration with parents and the community.

### **Obstacles affecting character education at SDN 3 Tanjung Agung, Muara Enim Regency**

Based on the results of field research, there are several obstacles that affect character education at SDN 3 Tanjung Agung, Muara Enim Regency: From the family side, From the Environment, and Curriculum and educators. In practice in the field, the government has revised the national curriculum several times which emphasizes the importance of character values applied in learning. Some of them are honesty, religion, tolerance, discipline, hard work, creativity, independence, etc. Steps like this still seem to be not optimal considering that tolerance especially towards those with different beliefs is starting to decrease among students.

The seriousness of the implementation of education in this case is that the teacher is still not optimal at learning in class, still focuses on cognitive abilities only. Learning orientation is still heavily influenced by the value of the report card, not the internalization of the character itself. Even worse, the dichotomy of exact subjects and socio-language added to the murky track record of education so far, every school is more concerned with their sense of prestige to graduate their students into their favorite high schools. Of course, this is a good thing, but tendentiousness is the main goal of education, namely character building.

### **D. Conclusion**

Based on the results of data analysis, it can be concluded that the implementation of character education towards students at SD Negeri 3 Tanjung Agung has been going well, which is proven by the existence of several indicators of good character in students, namely : (1) The values of character education at SDN 3 Tanjung Agung, Muara Enim Regency, have been implemented in terms of behavior, traditions and daily habits, namely that students comply with social rules, there are school rules and strict punishments for students who violate rules. order, religious, discipline n and nationalist. (2) The implementation of character education at SDN 3 Tanjung Agung, Muara Enim Regency, by carrying out the daily habits of students while at school, has always been trained and undergone a process of learning and character education both in class and in other activities.

The daily habits of students being disciplined, honest, obedient to worship and obeying rules are also applied by students in the environment and community activities. This habit makes students able to behave like that. This shows that the implementation of character education in SD Negeri 3 Tanjung Agung has been well

implemented and has a significant effect on student character. (3) Obstacles that affect character education at SDN 3 Tanjung Agung, Muara Enim Regency, are sourced from the family, namely parents who are more concerned with the wheels of the family economy that are not yet established so that character education for their children is forgotten. Barriers also come from the environment, one of which is the influence of social media where students have not been able to filter and analyze which information is good. And then the obstacles come from the curriculum and educators themselves, which still focus on cognitive abilities. Learning orientation is still heavily influenced by the value of the report card, not the internalization of the character itself.

### **E. Acknowledgement**

We would like to express our sincere gratitude to our family, friends, and colleagues Universitas PGRI Palembang.

### **References**

- Agustin, Y. I. (2019). Implementation of Character Education through Extracurriculars in Elementary Schools. *Journal of Basic Education Bantara*, 2 (1).
- Arista, P., Kristiantari, R., & Sri, A (2017). The Influence of Literacy Learning Model as a School Culture on the Mastery of IPS Knowledge Competence in Class V Students of PGSD. *E-Journal of PGSD Ganesha University of Education Mimbar PGSD*, 5(2): 1-10.
- Daryanto. (2015). *Management of School Culture and Climate*. Yogyakarta: Gava Media
- Fahroji, O. (2020). Implementation of Character Education. *Qathrunâ*, 7 (1), 61. <https://doi.org/10.32678/qathruna.v7i1.3030>
- Hidayatullah (2010). *Character Education Building National Civilization*. Surakarta: Yuma Pustaka
- Khamidah, K., & Maunah, B. (2023). Strategy for Developing Religious Character through the Al-Qur'an Education Park Program at MI Tholabuddin Gandusari Blitar. *Genderang Asa: Journal of Primary Education*, 4(1), 13-34.
- Lian, B., Kristiawan, M., Ammelia, D., Primasari, G., Anggung, M., & Prasetyo, M. (2020). Teachers' model in building students' character. *Journal of Critical Reviews*, 7(14), 927-932.
- Mulyasa, E (2011). *Character Education Management*. Jakarta: Bumi Aksara.
- Rhodes, V., Stevens, D., & Hemmings, A. (2011). Creating positive culture in a new urban high school. *The High School Journal*, 94(3), 82-94.
- Samani., Muchlas., & Hariyanto. (2011). *Character building*. Bandung: Remaja Rosdakarya.
- Suryana, A. (2017). Research Methods Research Methods. *Qualitative Research Methods*, 17, 43.

- Triana, A. Y., Supono, A., & Aini, A. N. (2023, April). Integrating Islamic Values on Math Learning in Welcoming the Society 5.0: How It Works? In *The 1st Annual Conference of Islamic Education* (pp. 203-211). Atlantis Press.
- Wahab, et al., Junaedi, J., & Azhar, M. (2021). The Effectiveness of Learning Educational Statistics Using the N-Gain Improvement Test at PGMI. *Basicedu Journal*, 5 (2), 1039-1045. <https://doi.org/10.31004/basicdu.v5i2.845>
- Yusuf, C. F. (2008). *School Culture and Education Quality*. Jakarta: Pena Citasatria.