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DEVELOPMENT OF A GUIDEBOOK FOR INVESTING THE CHARACTER VALUE OF ELEMENTARY SCHOOL STUDENTS IN CLASS IV OF SDN 1 HANTARA

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Abstract

Character is a special characteristic that a person has which is individual and reflects a person's morals. Education today does not only develop cognitive aspects, but one of the most important aspects of development is religious and moral values. The cultivation of character values is very necessary to create a nation's successor with character and noble character. Instilling character values in students is not only the task of teachers at school, but also the task of parents at home. Parents at home can use the manual as a tool in its implementation. This research and development aims to describe a guidebook for inculcating appropriate character values in fourth grade students at SD Negeri 1 Hantara. This research uses research and development method (research and development) model Borg & Gall. The purpose of this study was to develop a guidebook product for character values cultivation and to determine the feasibility of the product. According to Borg & Gall, there are ten steps in research and development, which are simplified into three steps, namely (1) preliminary study, (2) product development, and (3) testing and dissemination. Based on the feasibility test assessment carried out on each indicator the average score of Aiken's V obtained is 0.87, it can be interpreted as a fairly high coefficient for each indicator in the guidebook for planting the character values of the fourth grade elementary school students. This means that the developed manual product has a very high level of validity. So the product of the developed guidebook is categorized as very feasible based on each indicator contained in the guidebook for planting the character values of fourth grade elementary school students.

Keywords: Character, Character Values, Manual Book, Feasibility Test

Abstrak

Karakter merupakan ciri khusus yang dimiliki seseorang dimana sifatnya individual serta mencerminkan moral seseorang. Pendidikan saat ini tidak hanya mengembangkan aspek kognitif saja, akan tetapi salah satu aspek perkembangan terpenting adalah nilai agama dan moral. Penanaman nilai karakter sangat diperlukan untuk menciptakan penerus bangsa yang berkarakter dan berakhlak mulia. Penanaman nilai karakter kepada siswa tidak hanya menjadi tugas guru di sekolah, akan tetapi tugas orang tua juga di rumah. Orang tua di rumah bisa menggunakan buku pedoman sebagai alat bantu dalam pelaksanaannya. Penelitian dan pengembangan ini bertujuan untuk mendeskripsikan buku pedoman penanaman nilai-nilai karakter yang layak pada siswa kelas IV di SD Negeri 1 Hantara. Penelitian ini menggunakan metode penelitian dan pengembangan (research and development) model Borg & Gall. Tujuan penelitian ini adalah untuk mengembangkan produk buku pedoman penanaman nilai karakter dan mengetahui kelayakan dari produk tersebut. Langkah-langkah pada penelitian dan pengembangan ini menurut Borg & Gall terdapat sepuluh langkah yang disederhanakan menjadi tiga langkah, yaitu (1) studi pendahuluan, (2) pengembangan produk, dan (3) pengujian dan diseminasi. Berdasarkan penilaian uji kelayakan yang dilakukan pada setiap indikator rerata skor Aiken's V yang diperoleh yaitu 0,87, maka dapat diinterpretasikan sebagai koefisien yang cukup tinggi bagi setiap indikator dalam buku pedoman penanaman nilai karakter siswa kelas IV sekolah dasar tersebut. Hal ini berarti produk buku pedoman yang dikembangkan memiliki tingkat kevalidan yang sangat tinggi. Maka produk buku pedoman yang dikembangkan dikategorikan sangat layak berdasarkan pada setiap indikator yang terdapat dalam buku pedoman penanaman nilai karakter siswa kelas IV sekolah dasar.

Kata Kunci: Karakter, Penanaman Nilai Karakter, Buku Pedoman, Uji Kelayakan

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INTRODUCTION

Character is a special characteristic possessed by a person which is individual in nature and reflects one's morals. Education today does not only develop cognitive aspects, but one of the most important aspects of development is religious and moral values. Wijaya, Sudjimat and Nyoto (2016:263) state that the 21st century naturally demands quality human resources. Education in the 21st century has demands that humans must have the character of always being curious, taking initiative, diligent, adaptable, having a leadership spirit, empathy, and being socially and culturally aware so that the development of character values is needed in order to make humans have good behavior and character. As Thomas Lickona (2010) in Ramdhani, et al. (2019: 154) states that character building is a basic requirement in creating human beings who have good personality and behavior.

The development of the times or globalization has had a significant impact, especially in the world of education. With the development of the times, technology at this time can be accessed anytime, anywhere and by anyone. For example, there are lots of shows that are not intended for children, but can be easily accessed so that it is not uncommon for children to imitate what they watch. One of the negative impacts of the times is the moral crisis experienced by students today, such as bullying, harsh words, dishonesty, loss of manners and so on. In addition, the Ministry of National Education (2010: 8-9) also states that there are realities of national problems that are currently developing, such as: (1) disorientation and the values of Pancasila have not been internalized; (2) the limitations of integrated policy tools in realizing Pancasila values; (3) the shifting of ethical values in the life of the nation and state; (4) waning awareness of the nation's cultural values, the threat of national disintegration, and the weakening of national independence. This reflects how necessary it is to inculcate character values due to the presence of symptoms indicating the loss of national character. Furthermore, on 31 August 2020, the KPAI recorded many cases involving children, such as physical violence, sexual violence, traffic accidents, theft, psychological violence, possession of sharp weapons, sodomy, abortion, murder and kidnapping. In addition, there is also data on educational cases originating from the 2020 KPAI Information and Complaints Data Field where these cases involve children.

From 2011 to 2020 there were 5,246 cases that occurred to children both as victims and as perpetrators. In line with the opinion of Lestari, Elianti and Permana (2017) which stated that not a few children were victims, but not a few children began to get involved as perpetrators of crimes or exhibit deviant behavior. This happens because the implementation of instilling character values is difficult, moreover there has not been good communication and cooperation between teachers and parents in terms of instilling character values in students. As a survey of parents and teachers conducted by Nugraha and Yeni (2006) in Rachmah (2013:9), states that the current generation has more emotional and social difficulties than previous generations. The current generation is lonelier and moodier, more violent, less ethical, more anxious, nervous and more impulsive. The problem does not stop there, there is a discrepancy between *das sein* and *das sollen*. There is a clash of behavior between what is received at school and at home or vice versa so that the new moral lessons learned in the classroom are not very useful because

they cannot be used as daily habits. As was the case at SD Negeri 1 Hantara, based on the results of an interview with the homeroom teacher of class IV which stated that "there are still many students who are dishonest, speak harshly, say impolitely to their peers, teachers and even parents, commit acts of bullying , and fights."

Difficulties in inculcating character values are also due to the use of the current learning curriculum, namely the 2013 curriculum. The 2013 curriculum is a series of improvements to the previous curriculum which presents thematic teaching materials embodied in the form of textbooks for teachers and students. However, in its application, there are many obstacles in the 2013 curriculum, especially teachers who have not been able to apply the 2013 curriculum learning properly and correctly. This is in line with the opinion of Oktaviani and Wulandari (2019: 36) which states that the 2013 curriculum is a competency-based curriculum where the emphasis is on the process of achieving competence from students. The formulation of the curriculum that emphasizes competency achievement is not much different from the 2004 Competency-Based Curriculum (KBK). It's just that in the implementation process, the 2013 curriculum places more emphasis on character building. The emphasis on character building for students in the 2013 curriculum brought many obstacles. As was the case at SD Negeri 1 Hantara, based on the results of interviews with the homeroom teacher for class IV, it was stated that "in the 2013 curriculum, teacher books and student books were used as learning resources. However, with a learning system that is always changing, it is difficult for teachers to make adjustments to the 2013 curriculum used. Moreover, cooperation that is not established with parents at home results in the implementation of learning not achieving maximum results and the implementation of instilling character values cannot be realized properly. Therefore, parents need a guidebook to assist in the implementation of instilling character values in students in order to achieve the expected results.

Based on these problems, a guidebook was developed regarding the cultivation of character values for grade IV elementary school students, where the book is intended for parents. With this guidebook, it is hoped that parents will understand and know the character values that students must have so that the cooperation between teachers and parents in terms of instilling character values in students can run well.

METHOD

The method used to conduct this research is research and development or Research and Development (R&D). According to Sugiyono (2017: 297) states that research and development methods or in English research and development are research methods used to produce certain products, and test the effectiveness of these products.

The purpose of research and development (research and development) is to produce a new product through the development process. Research and development products in the field of education can be in the form of media, equipment, books, modules, evaluation tools and tools in the learning process (Mulyatiningsih, 2013: 161). As has been explained, research & development (R&D) research in this study aims to produce a product, namely a guidebook for instilling character values for grade IV elementary school students.

The development procedure describes the procedural steps taken in making a product according to the development model being carried out. The development procedure used in this study is the Borg & Gall model development research which consists of ten steps, but is

simplified into three development research steps, consisting of preliminary studies, development, and testing and dissemination. Details regarding the three stages are described in the following figure.



Figure 1. Guidebook Development Group for Instilling Character Values Grade IV Elementary School Students

This research was conducted at SD Negeri 1 Hantara involving teachers and students of grade IV semester 1 (themes 1-5) for the 2021/2022 academic year. The instruments used to obtain data in this study were in the form of interview guidelines and observation sheets by directly observing the character values found in class IV. Then this instrument was tested for validity through content and construct validation.

RESULTS AND DISCUSSION

A. Initial Product Development Results

1. Needs Analysis

At the needs analysis stage, researchers conducted observation, interviews and literature study. Observations were made with the aim of collecting data related to inculcating character values in grade IV students at school through direct observation. Interviews were conducted with the aim of collecting data related to the obstacles experienced by teachers in instilling character values in grade IV students and student character. Interviews were also conducted to find out the teacher's views regarding the need for a special guidebook to assist parents in instilling character values at home. The literature review is carried out by studying and studying concepts or theories related to the product being developed, especially regarding the cultivation of character values.

Based on the results of observations and interviews conducted, there were several findings in this development research. At school the teacher has instilled character values in students, but only those contained in the theme book and has not developed the inculcation of character values in students. Furthermore, the communication that occurs between teachers and parents is still passive or only occurs in one direction because parents do not understand about instilling character values in students. In addition, at school there is no special book for parents to help implement character values for students at home. The following is an explanation of the results of observations, interview results and literature reviews that have been carried out by researchers.

2. Product Development

Based on the stages carried out in the needs analysis, the researcher designed a guidebook product for instilling character values for grade IV elementary school students that

had been adjusted so that they could achieve the expected goals, namely making students who have good personalities and character. The first stage is to develop a guidebook concept for instilling character values for grade IV elementary school students. Then the next stage is to examine the indicators that will be used based on class and theme to be adapted to the implementation of instilling character values at home. In addition, reviewing reading sources related to the purpose of instilling character values. The purpose of cultivating character values is obtained from electronic media (the internet in the form of articles, journals, and so on). At this stage, pictures are also collected to be used in the instructions for using the book with the aim of helping parents in their use and to attract parents' interest. After all the needs are met, then proceed to the stage of compiling a guidebook for instilling character values. In the next stage, the product guidebook for instilling character values for grade IV elementary school students compiled was tested by expert validators and practitioners (teachers).

B. Product Trial Results

Product trials were carried out in two stages, namely limited trials and main trials. Limited trials were conducted with the aim of testing the feasibility of the product being developed. Product feasibility testing is carried out by expert validators and practitioners (teachers) using a product assessment questionnaire. While the main trial was conducted to measure the effectiveness of the product when used in the field.

1. Limited Trial

Product assessment is carried out by experts (expert judgment) by evaluating the product of the instrument guidebook for instilling character values for grade IV elementary school students. The product of the guidebook for instilling character values for grade IV elementary school students was assessed by expert validators and practitioners (teachers) to obtain data regarding the feasibility of the product being developed. Validation activities are carried out by providing a draft guidebook for instilling character values for grade IV elementary school students along with assessment sheets to both expert validators and practitioners (teachers). Validation by providing a draft guidebook for instilling character values for grade IV elementary school students that has been developed aims to make it easier for researchers to obtain input or suggestions, both orally and in writing obtained through discussions with both validators and practitioners (teachers).

The results of the feasibility test for the product manual for planting character values for grade IV elementary school students were assessed by the validator and practitioners (teachers), then the level of validity between validators was assessed using Aiken's V statistics. The range between the Aiken's V scores obtained above is between 0.00 up to 1.00, the 0.87 mean score of Aiken's V in the validator table can be interpreted as a very high coefficient for each of these indicators. This means that each indicator contained in the guidebook product for instilling character values for grade IV elementary school students has good content validity.

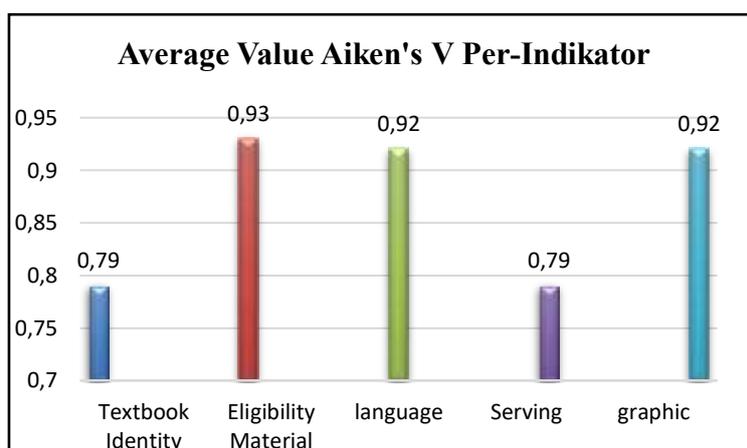


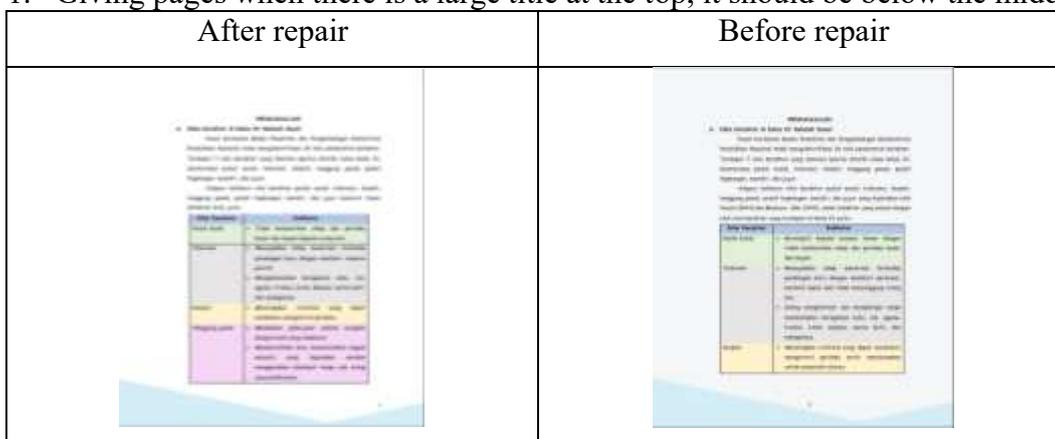
Figure 2. Average Aiken's V Score

Of all Aiken's V scores, the lowest indicator obtained is at 0.79 in indicators number 4 and 5, at that number it can be interpreted that the item has a high coefficient. This means that the item has good content validation and supports overall content validity. There are five product indicators for instilling the character values of grade IV elementary school students that were validated, namely 1) Textbook Identity, 2) Material Feasibility, 3) Linguistics, 4) Presentation, and 5) Graphics.

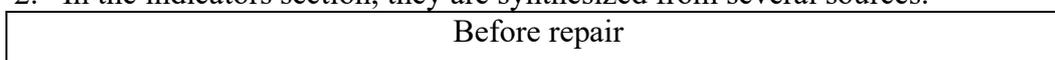
C. Product Revision

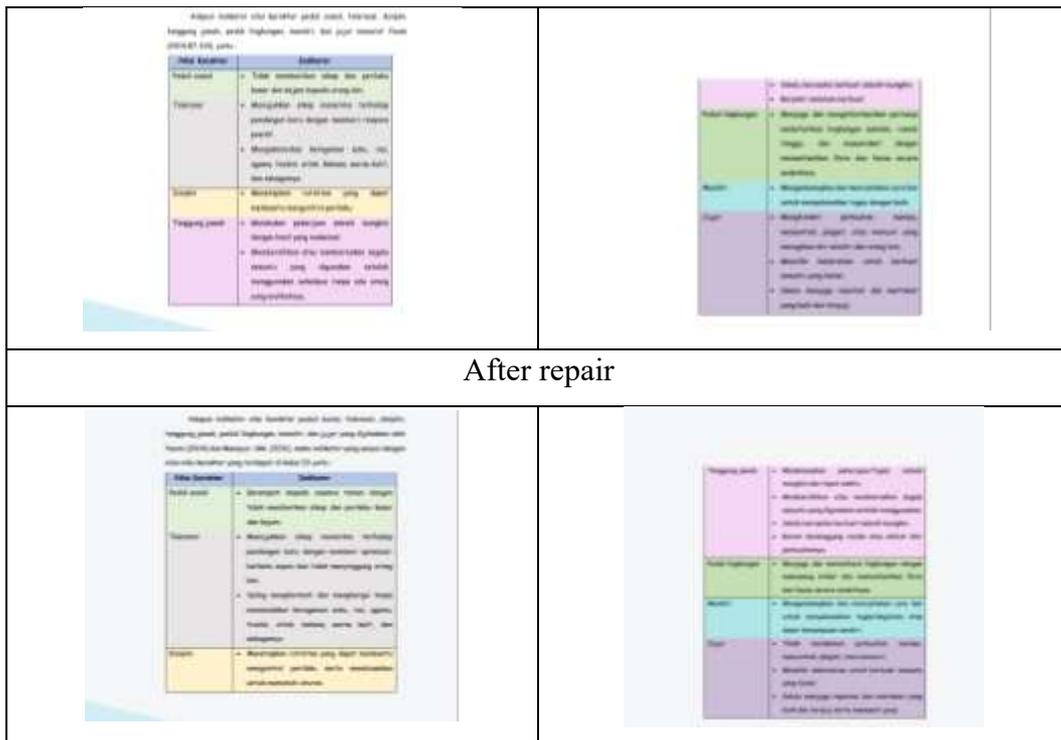
Product revisions are made to improve the product based on the results of discussions with experts and practitioners (teachers) during the due diligence. The guidebook product for instilling character values for grade IV elementary school students underwent revision before it could finally be used in the field. The following is input from experts and practitioners on the product guidebook for cultivating character values for fourth grade students at SD Negeri 1 Hantara, Hantara District, Kuningan, West Java. Input from expert validators and practitioners on the guidebook product for instilling character values for grade IV elementary school students that was developed is explained as follows.

1. Giving pages when there is a large title at the top, it should be below the middle.



2. In the indicators section, they are synthesized from several sources.





D. Final Product Review

The final product resulting from the development results is in the form of a guidebook for instilling character values intended for fourth grade students, where this book can be used to assist parents in implementing character values incultation for fourth grade students at home. As Syektiningsih, Sumardjoko and Muhibin (2017:229-230) argue that the incultation of character values that are always carried out on children intensively in the family and school/madrasah environment will result in the growth of generations who have morals or noble personalities, so that they will be able to elevate the degree and the honor of the nation and state.

Based on the validity test carried out on each of the indicators listed above, it can be seen that the Aiken's V score for all indicators is >0.70 so that all indicators in the guidebook for instilling character values for grade IV elementary school students have very high validity. So the product developed is categorized as very feasible based on the indicators contained in the guidebook for instilling character values for grade IV elementary school students.

CONCLUSION

Based on the results of research and development of a guidebook for instilling character values for grade IV elementary school students, it can be concluded that the development of a guidebook for instilling character values for elementary school students in grade IV SD Negeri 1 Hantara was carried out through Borg & Gall research and development procedures consisting of ten steps, but simplified into three steps, namely (1) preliminary study, (2) product development, and (3) testing and dissemination.

The guidebook for instilling character values for grade IV elementary school students is said to be suitable for use. Based on the results of product validation by the material expert

validator, media expert validator and teacher as a practitioner, each indicator contained in the product manual for instilling character values for grade IV elementary school students achieves high eligibility. This is evidenced by the average value of Aiken's V score obtained at 0.87 which is included in the very high category.

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