



OBSTACLES FACED BY TEACHERS IN SHAPING STUDENT CHARACTER VALUES AT SD NEGERI 16 BANDA ACEH

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ABSTRACT

The aim of this research is to find out the obstacles faced by teachers in forming the character of students and to find out the efforts made by teachers in forming the character of students. This research uses qualitative research methods with a qualitative descriptive design. This research was carried out on the basis of a phenomenon that occurred in one case at SD Negeri 16 Banda Aceh. Researchers found several students' behavior that did not reflect the character values within the students. Researchers suspect that the decline in character values among students at these schools is due to the formation of character values which is still not comprehensive, as well as the existence of various factors experienced by students, which can influence the formation of their character values. This research describes how teachers make efforts to shape students' character values and what obstacles teachers face in forming students' character values. Data was collected through observation, interviews and documentation. The results of the research show that the obstacles faced by teachers in forming students' character values are: 1) the school environment and school facilities and infrastructure that are less supportive; 2) environmental factors (family and community environment); 3) lack of teacher role models. Meanwhile, the teacher's efforts in forming students' character values are: a) religious character b) honest character c) disciplined character.

Keywords: *teacher constraints, student character values*

INTRODUCTION

In the school environment, a teacher plays a very important role in shaping the character and developing the potential of students. The rest are just supporting factors. An SD/MI teacher has the responsibility to see everything that happens both in the classroom and outside the classroom. The Digital Era can be considered as the development of an evolutionary system where the turnover of knowledge is not only high, but also increasingly beyond human control, making our lives increasingly difficult to manage. The social implications of the Digital Age are enormous and will increase as the function of technology becomes more knowledge-based.

In the character education process, students must obtain at least three things, namely: (1) affective which is reflected in the quality of faith, piety, noble morals including noble character and superior personality, and aesthetic competence, (2) cognitive which is reflected on thinking capacity and intellectual power to explore and develop and master science and technology, (3) psychomotor which is reflected in the ability to develop technical skills, practical skills and kinesthetic competence (Narimo, Sabar, Utama, Novitasari, 2019). One component, in elementary schools, which is obliged to and also influences the success of disciplinary character education is the teacher (Vitalis Tarsan, Hermanus Saman, Arnoldus Helmon, 2022). Compliance grows in students because of coercion and fear of punishment or sanctions, not because of the student's self-awareness. Researchers suspect that the decline in character values among students at these schools is due to the incomplete formation of character values. In addition, there are various factors in the school environment and the various factors experienced by students, this is one thing that can influence the formation of their character values as well. This shows that teachers face obstacles in forming students' characters.

Character formation is very important for us to review, because character formation is one manifestation of the government's efforts to form the next generation of young people with character (Fatmah, 2018). Along with the times, many changes have occurred in various aspects of life, advances in technology have made it possible for people to penetrate the boundaries of space and time what ever happens in faraway parts of the world can reach all areas quickly (Sari et al., 2022). Of course, this requires an effort to be able to protect the young generation of Indonesia from bad influences from an early age (Mayang et al., 2021). Not only that, in the school environment students still see poor attitudes towards teachers and friends, such as teasing, playing pranks on friends, talking dirty, not sharing with friends at home, school or in the children's play environment, this is the role of parents who do not provide enough motivation (Sari et al., 2020), to their children to learn, and worship and have commendable morals. Likewise, society's attitude is indifferent towards developing children's character (Mayang et al., 2020). In forming the character

of students at school, not only teachers play an important role but parents and the entire school community also play a role in forming character values in children (Mardhatillah et al., 2023).

METHODS

This research uses a descriptive qualitative research method, namely research based on phenomena that occurred in one case at SD Negeri 16 Banda Aceh. that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to research natural, objective conditions where the researcher acts as an observer in the learning process. Qualitative research methodology is a research procedure that produces descriptive data in the form of writing about people or people's words and their apparent or visible behavior. In other words, qualitative research brings us to know people personally and see them as they develop or live according to their understanding of their own world (Dr. Nursanjaya, S.Ag, 2021)

RESULTS AND DISCUSSION

Based on the researcher's observations through interview data with 4th grade teachers at State Elementary School 16 Banda Aceh with the following questions: 1. What obstacles do teachers face in forming the character values of students at State Elementary School 16 Banda Aceh? 2. What are the efforts of teachers to shape the character of students at SD Negeri 16 Banda Aceh? According to the class 5b teacher in his interview, the first effort we made was to get used to Friday tahlil. Every Friday morning we always do yasinan and Surah Ar-Rahman habits before starting the teaching and learning process in class from 07.30-08.00, to run This activity was led by one of the religious teachers and attended by all students. This activity began with reading al-Fatihah then reading Surah Yasin, then reading tahlil and closed with a prayer as well as giving advice from the teacher. With this activity, it is hoped that it can foster students' religious character values. Student behavior in applying character values includes 5 characters, namely: religious, honest, diligent, disciplined, and caring/responsible (Rizka Pahmawati Regina Sitanggang & Gurning, 2023)



Figure 1. Observation photos in class.



Figure II. Submission to students of the Islamic speech competition.



Figure III. Submission to students of the Islamic speech competition.



Figure IV. Classroom observations.

CONCLUSION

Based on the discussion above, it can be concluded that the efforts made by teachers in forming students' character values are by carrying out habits and example, as has been implemented in schools, namely in the form of Friday tahlil (yasinan), the habit of saying greetings and praying before and after the learning process. in class and commemorate Islamic holidays. Many people have realized the importance of character education, but its implementation often encounters obstacles due to the limited skills and abilities of the educational institutions that implement it (M. Ali, 2018) in(Utomo et al., 2023).

The efforts made by teachers in forming students' character values are that the teacher provides a good example or model, the teacher applies these characters in everyday life and the teacher provides knowledge and confidence to students that Allah is all-seeing. Character education is now absolutely necessary, not only at school, but at home and in social environments. Even now, character education participants are no longer from early childhood to teenagers, but also adults. It is absolutely necessary for the survival of this nation(Omeri, 2015).

Success and failure in forming students' character is also more or less influenced by the surrounding environment. If the existence of the surrounding environment is able to reflect positively on the process of character formation of students, then it is able to make a good contribution to character formation. On the other hand, if the environmental contribution is not good, it is not relevant to the process of character formation of students, then it will clearly hinder the process of character formation of students.

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