ISSN:3026-0442

Proceedings of the 1st International Conference on Education, Science Technology And Health (ICONESTH 2023 Universitas Bina Bangsa Getsempena, Des 12-14, 2023, Banda Aceh, Indonesia)

ANALYSIS OF STUDENT CHARACTER IN SCIENCE SUBJECTS AT LAMPUYANG STATE ELEMENTARY SCHOOL, PULO ACEH DISTRICT

Lisnawati[1], Siti Mayang Sari[2], Mhd Syafii[3], Fitriani Manurung[4], Sariakin[5]
[12345]Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

***** Corresponding email: *wlisna938@gmail.com*

ABSTRACT

In character education, students can be taught and assisted in the process of forming character and ethical values. Character education can be implemented one way through science learning. The aim of this research was to find out how much interest students have in carrying out the learning process at school, especially science subjects, because this subject is one of the lessons that must be completed at elementary school level. What the researchers used as topics for interviews with students were, (1) Analyzing students' understanding in science lessons, (2) Analyzing students' interest in science material. The research method used is a descriptive qualitative method, namely research based on phenomena that occurred in one case of the Lampuyang State Elementary School, Pulo Aceh District. The research results obtained are very satisfying, where students do not think that science subjects are difficult and should be liked and studied and teachers can provide material that is easy to understand so that one day science lessons become the favorite subject of all students at Lampuyang State Elementary School, Pulo Aceh District.

Keywords: *Science, Character, Elementary School*

INTRODUCTION

Education is also a learning process for students, which consists of skills, knowledge that can be better understood and comprehended, to form students who are more critical in thinking and behaving. Article 20, Article 3 of the 2003 National Education System Law, states that national education aims to develop the potential of participants educate them to become human beings who believe and are devoted to God Almighty, people who have noble character, and people who are healthy and fit. Studets must be Become a creative (Sari, Amelia, et al., 2019), competent (Mastiah et al., n.d.), independent (Sari et al., 2021), democratic and responsible citizen (Sari et al., 2023). Education is also a place to develop individual abilities and increase the value of the nation's civilization (Wardani et al., 2018). This shows that education is important for character formation (Crump et al., 1988). Character is a combination of traits that should be admired and a sign of moral goodness and benevolence (Mardhatillah et al., 2019). Character education can be implemented one way through science learning (Fauzi et al., 2019). Where by integrating character education into science learning (Aldmour, 2019), it is hoped that it can give the impression that in science learning there are actually character values that have not been realized and must be explored and can be optimized in building students' character (Piaget, 1920) on (Sari, Surjono, et al., 2019). Learning is a process of student interaction with teachers and learning resources in a learning environment (Liber & Johnson, 2008) on (Mayang Sari et al., 2022). Learning is assistance provided by teachers so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. Learning is a process to help students learn well according to the student's interests and talents (Dinni, 2018).

One definition of learning put forward by Gagne (1977) is that learning is a set of external events designed to support several internal learning processes (Firman, 2020), Gagne (1985) stated that his theory is more complete (Prayitno, 2015), stating that learning is intended to produce a learning process (Khoza & Biyela, 2020), external learning situations must be designed in such a way as to activate (Andriani, 2016), support and maintain the internal learning process contained in every teaching and learning process (Pujiati et al., 2022). In an era of rapid technological development (Lili et al., 2020) understanding Natural Sciences (IPA) is the main key to students' success in following rapid advances in science and technology (WaruwuSari et al., 2022). Starting from elementary school to university (Yulia Indahri, 2020), science has a central role in education (Jalaluddin et al., 2020). At the elementary school level, science prepares students to face the real world (Ghanizadeh et al., 2020). The aim of science is to increase students' knowledge and train them to think systematically and logically through scientific methods. Science learning is not only theoretical (MARJAN et al., 2014), but also practical, involving activities such

as observation (Widyastuti et al., 2020), research, experiments and discussions (Santos & Castro, 2021). This helps students in solving problems and provides (Ritonga et al., 2020).

Natural Sciences (IPA) is also natural science related to human life directly and studying everything that exists in the universe. Science also contains a collection of knowledge in the form of facts, principles, concepts and discovery processes and has a scientific attitude. Basically, science learning can also be used as a solution to problems that can be identified in everyday life

METHODS

The research method used is a descriptive qualitative method. According to Sugiyono (2016) qualitative research methods are methods used to examine the condition of natural objects where the researcher is the key instrument. Descriptive research examines the status of human groups, objects, conditions, systems of thought or current events with the aim of making systematic, factual and accurate descriptions of the facts studied. Where the research was conducted based on a phenomenon that occurred in one case at Lampuyang Elementary School, Pulo Aceh District (Destiani et al. 2021).

RESULTS AND DISCUSSION

This research was conducted to find out how much interest students have in carrying out the learning process at school, especially science subjects, because this subject is one of the lessons that must be completed at elementary school level. What the researchers used as topics for interviews with students were, (1) Analyzing students' understanding in science lessons, (2) Analyzing students' interest in science material. The data obtained during the research regarding interest in learning was obtained from interviews with students at Lampuyang State Elementary School, Pulo Aceh District. Researchers conducted interviews with respondents, namely all students in grades 4, 5 and 6, with the aim of totaling 39 students at Lampuyang State Elementary School. So that these interviews can support research data to be more accurate. Researchers found various answers depending on the condition of each student, and there were also several answers that were similar where the questions were as follows: 1). Is it easy for you to try to understand the material in science lessons? Where according to the 6th grade student with the initials "MI" he answered yes, it was very easy. According to the 5th grade student with the initials "H" he answered easily. According to the 4th grade student with the initials "MF" he answered very easily. 2). Is the science material able to attract students to show interest in studying the material further? capable or not. "Yes, I can" which was conveyed by students with the initials "DM" and "AN" in class 4. "Yes, I can" which was conveyed by students with the initials "A" and

"P" in class 5. "Quite capable" which was conveyed by students with the initials "MR" and "M" class 6. Their answers also varied, some said they were capable and some said they were quite capable, this was due to how the students understood the material as well as their ability to grasp the child's intelligence mindset and the IQ that each child had, thus creating a sense of interest in learning and not understanding. material. The following are Figures 1, 2, 3 interviews with children in grades 4, 5 and 6.



Figure: 1. Colaborate with student



Figure: Interview with class students 4, 5 dan 6

CONCLUSION

In character education, students can be taught and assisted in the process of forming character and ethical values. Character education can be implemented one way through science learning. The data obtained during the research regarding interest in learning was obtained from interviews with respondents, namely all students in grades 4, 5 and 6, totaling 39 students at Lampuyang State Elementary School, Pulo Aceh District, Aceh Besar District. This research uses descriptive qualitative methods, and the subjects of this research are 63 students at Lampuyang State Elementary School, Pulo Aceh District, Aceh Besar District, and the focus of this research is students in grades IV, V and VI of SD. The research results obtained were very satisfying where respondents did not think that science subjects were difficult and should be liked and studied.

REFERENCES

Aldmour, H. A. (2019). The Impact of a Play-Based Training Program on Reducing the Negative Effects of Students Abuse and Improving Their Self-Esteem. *International Education Studies*, *12*(8), 94. https://doi.org/10.5539/ies.v12n8p94

Andriani, T. (2016). Sistem pembelajaran berbasis teknologi informasi dan komunikasi. *Sosial Budaya*, *12*(1), 117–126.

Crump, W. D., Schlichter, C. L., & Palk, B. E. (1988). Teaching HOTS in the middle and high school: A district-level initiative in developing higher order thinking skills. *Roeper Review*, *10*(4), 205–211. https://doi.org/10.1080/02783198809553131

Dinni, H. N. (2018). HOTS (High Order Thinking Skills) dan Kaitannya dengan Kemampuan Literasi Matematika. *Prisma*, *1*, 170–176.

Fauzi, C., Sari, S. M., Kartikawaruwu, W. A., & Putra, H. (2019). *Community Character Education Society 5 . 0 and Future Management*. https://doi.org/10.4108/eai.4-12-2019.2293792

Firman, F. (2020). Dampak Covid-19 terhadap Pembelajaran di Perguruan Tinggi. *BIOMA: Jurnal Biologi Dan Pembelajarannya*, *2*(1), 14–20. https://ojs.unsulbar.ac.id/index.php/bioma/article/view/743

Ghanizadeh, A., Al-Hoorie, A. H., & Jahedizadeh, S. (2020). Higher order thinking skills. In *Second Language Learning and Teaching*. https://doi.org/10.1007/978-3-030-56711-8_1

Jalaluddin, Mardhatillah, Silaban, P. J., Sari, S. M., & Setiawan, D. (2020). The effect of emotional intelligence on the results of learning mathematics in students elementary school. *Advances in Mathematics: Scientific Journal*, *9*(12), 10577–10582. https://doi.org/10.37418/amsj.9.12.43

Khoza, S. B., & Biyela, A. T. (2020). Decolonising technological pedagogical content knowledge of first year mathematics students. *Education and*

Information Technologies. https://doi.org/10.1007/s10639-019-10084-4

Liber, O., & Johnson, M. (2008). Personal learning environments. *Interactive Learning Environments*, *16*(1), 1–2. https://doi.org/10.1080/10494820701772645

Mardhatillah, Sari, S. M., Surjono, H., & Muhtadi, A. (2019). Development of teacher and student thematic learning books based on gender and diversity for elementary school students in district of Aceh barat. *International Journal of Scientific and Technology Research*, *8*(10), 896–898.

MARJAN, J., Arnyana, M., & Setiawan, M. (2014). Pengaruh Pembelajaran Pendekatan Saintifik Terhadap Hasil Belajar Biologi Dan Keterampilan Proses Sains Siswa MA. Mu Allimat NW Pancor Selong Kabupaten Lombok Timur Nusa Tenggara Barat. *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia*.

Mastiah, S., Safhunna, M., Sari, S. M., & Getsempena, B. B. (n.d.). *THE IMPORTANCE OF USING MEDIA IN THE LEARNING PROCESS TO IMPROVE SCIENCE LEARNING OUTCOMES*.

Mayang Sari, S., Dwi Suyanti, R., Yus, A., Sinaga, B., Bukit, N., & Bunawan, W. (2022). Development Book Of Science Process Skills Through Problem Based Learning Models Improving Creative Thinking Ability. *Journal of Positive School Psychology*, *2022*(8), 4662–4667. http://journalppw.com

Mutu, P., Sari, S. M., Kasmini, L., Keguruan, F., & Pendidikan, I. (2020). *YOUTUBE VIDEO-BASED LEARNING IN IMPROVING STUDENTS ' COGNITIVE AND PSYCHOMOTOR ABILITIES*.

Piaget, J. (1920). Piaget ' s Theory Piaget ' s Assumptions About Children Nature vs . Nurture Continuous vs . Discontinuous. *Children*.

Prayitno, W. (2015). Implementasi Blended Learning dalam Pembelajaran pada Pendidikan Dasar dan Menengah. *Artikel LPMP D.I. Yogyakarta*.

Pujiati, D., Basyar, M. A. K., & Wijayanti, A. (2022). Analisis Gerakan Literasi Sekolah di Sekolah Dasar. *Pedagogik Journal of Islamic Elementary School*, *5*(1), 57–68. https://doi.org/10.24256/pijies.v5i1.2615

Ritonga, A. A., Susanti, E., & Juanda, J. (2020). Student Perception Relationships about Teacher and Pedagogy Learning Motivation with Education Learning Results Islamic Religion in SMP Negeri 12 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *3*(3), 1564–1569. https://doi.org/10.33258/birle.v3i3.1233

Santos, J. M., & Castro, R. D. R. (2021). Technological Pedagogical content knowledge (TPACK) in action: Application of learning in the classroom by pre-service teachers (PST). *Social Sciences & Humanities Open*, *3*(1), 100110. https://doi.org/10.1016/j.ssaho.2021.100110

Sari, S. M., Amelia, C., Syukri, M., & Lubis, A. (2019). Terapan Multimedia Meningkatkan Hots Dan Hasil Belajar Siswa Sd Melalui Model Inkuiri Terbimbing. *Prosiding Seminar Nasional Fakultas Ilmu Sosial*

Universitas Negeri Medan, *3*, 834–837.

Sari, S. M., Bina, U., & Getsempena, B. (2023). *Jurnal Ilmiah Mahasiswa PENGEBANGAN MODEL PBL MELALUI METODE FIELDTRIP UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA PEMBELAJARAN IPA*. *4*(1), 1–8.

Sari, S. M., Fauzi, C., Amintas, W., Waruwu, K., Bangsa, B., Meulaboh, G., Ilmu, S. T., Takengon, H. M., & Medan, U. N. (2021). *PENGARUH METODE ASSESMENT PROSES KONTROL*. *1*, 98–103.

Sari, S. M., Surjono, H., & Muhtadi, A. (2019). *Development of Teacher and Student Thematic Learning Books Based on Gender And Diversity for Elementary School Students In District of Aceh Barat*. *8*(10), 10–12.

Wardani, D. N., Toenlioe, A. J. E., & Wedi, A. (2018). Daya Tarik Pembelajaran Di Era 21 Dengan Blended Learning. *Jurnal Kajian Teknologi Pendidikan (JKTP)*.

WaruwuSari, W. A. K., Sari, S. M., Jalaluddin, J., Manurung, F. W. S., Purba, S., & Saragi, L. P. (2022). The Use of Gadgets As E-Learning Basis during The COVID-19 Pandemic. *Proceedings of International Conference on Multidiciplinary Research*, *4*(1), 141–145. https://doi.org/10.32672/pic-mr.v4i1.3778

Widyastuti, A., Mawati, A. T., Yuniwati, I., Simarmata, J., Pakpahan, A. F., Ardiana, D. P. Y., Gandasari, D., & Inayah, A. N. (2020). *Pengantar Teknologi Pendidikan*. Yayasan Kita Menulis.

Yulia Indahri. (2020). Permasalahan Pembelajaran Jarak Jauh Di Era Pandemi. *Pusat Penelitian Badan Keahlian DPR R*.