



Implementation of Honesty Character Education at Primary School

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Abstract

The aim of this research is to describe the implementation of honesty character education in class IV elementary school 140/I Sungai Lais. This research is qualitative research with a case study type. Subject this research is a class IV teacher at elementary school 140/I Sungai Lais. This research using data collection techniques in the form of observation, interviews, and documentation. The sources interviewed in this research were teachers. The data analysis technique in this research uses the Miles analysis technique and Huberman (data reduction, data presentation, and drawing conclusions). Validity test data using triangulation techniques. The results of the research show that the form of implementation of the character of honesty is by integrating honest character values in the program personal development, subjects and school culture. Integration of values honest character in self-development programs includes routine activities such as individual exercises at school, homework. Spontaneous activities like, teacher give a verbal warning to do the job honestly. Exemplary such as, picket duty and conditioning activities such as, conditioning students so that do the job honestly. Integration of character values in the eyes lessons are observed through learning implementation plans, processes implementation of learning and evaluation of learning. Integration of values character in school culture includes classroom, school and out-of-school activities.

Keywords: Character Education; Elementary School; , Honesty

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INTRODUCTION

One of the levels of Indonesian education is basic education. This basic education is a "ticket" for students to develop his potential for life in the future, and as a provision in society so that he can live a decent life wherever in this part of the world (Prastuti, 2020; Salma, 2020). Basic education learning plans must be: develop students' abilities in an integrated and synergistic manner. Education is basically an effort to make participants students who have good character in accordance with the goals of education alone (Ariyana et al., 2018; Roslinda, 2020). Character education is a way of educating students to form good character, character, attitudes, and morals possessed by students to carry out their lives both at school and in society (Mughtar & Suryani, 2019; Syaefudin, 2018). It is hoped that the implementation of character education in schools can be carried out with correctly so as to create students with good character. In this increasingly modern era, society no longer carries it the values of honesty can damage the nation's morals (Hidayati et al., 2020; Nopan, 2015). Child-Even children and

young people no longer pay attention to the aesthetics of honesty so that it will produce individuals who are not wise and will be detrimental to the nation and state as well as the people.

Honesty is a need for the Indonesian people today. Therefore the issue of national character, especially honesty, is often in the spotlight public. One alternative to overcome this problem is cultivating honest character through education (Harahap, 2020; T. Ningsih et al., 2015). Honesty in the context of character building at school is very important. It is important to use the character of current students as preparation for navigating the future life in the future (Hamid et al., 2018; Siregar, 2020). Such characters can be seen directly in the classroom, for example when students carry out the process studying and taking exams (Amaruddin et al., 2020; Sadia, 2013). The act of cheating is an act that reflects students being dishonest with themselves, friends, parents and educators.

One of the areas of character education that is very supportive. The implementation of progress in character education is the school. The school at development is an effort to create and transmit character values to all school members, including creating character education programs or guidelines. Maintain character values and appreciate achievements for what the school has achieved. In the context of character education at school, honesty is very important to make the character of today's students a guiding vehicle future life (Magdalena et al., 2020; Ningrum et al., 2019). These characters can be seen directly in the classroom, for example when students are carrying out learning activities or following exam. The importance of showing honesty to students while at school is so children's habits from an early age have been so well ingrained that they don't only proficient in certain knowledge in the future, but also deep skills. Implementation of character education in schools must be carried out as much as possible (Sutomo, 2014; Yulianti et al., 2016). The implementation of a good character of honesty will be very important support the implementation of honesty character education in schools (Anshori, 2017; Harun et al., 2020). Implementation character education can take place through implementation in schools, for example in writing at elementary school 140/I Sungai Lais.

The results of the writer's observations during the observation showed that the teacher had instilled the character of honesty in the learning process, this can be seen from children have not cheated on tests or school exams, done their assignments honestly, and admitted their mistakes if they made a mistake. In implementing good honesty character education in elementary schools efforts are made to form a good personality in students (Khusniati et al., 2017; Wuryani et al., 2018). One way to implement honesty character education in schools is through implementation of good school culture to strengthen character education. Culture the intended school is like a school that makes a discovery box, if there are children finds his friend's item, then the child who finds it will put/place the item in the box. Research on the Implementation of Honesty Character Education in Elementary Schools has several significant implications. First, this research shows that character education at the elementary level has an important role in forming strong moral and ethical values in children. Second, the results of this research can be a guide for schools to design character education programs that are effective and relevant to students' needs (Amrhein et al., 2019; Juniwati, 2020). Third, the successful implementation of honesty character education can contribute to creating a more positive and safe school environment (Neldawati, 2020; Prastuti, 2020).

One of the main novelties of this research is the approach used in integrating honesty values into the curriculum and daily activities in elementary schools. This research also places emphasis on creative strategies that can be used to facilitate character learning, such as the application of educational games, inspirational stories, and learning through experience (Farmi, 2020; Ningsih, 2020). In addition, this research presents an in-depth analysis of the impact of implementing honesty character education on student behavior, interactions in the school environment, and contributions to the formation of character with integrity (Azahara, 2020; Putra, 2019). The success of this research also provides inspiration for the development of other character education programs at the elementary level which can be adopted by schools as an effort to improve students' morality and ethics from an early age. Based on the description above, the author is interested in doing this research with the aim to be achieved from this writing is to describe the implementation of honesty character education in elementary schools.

RESEARCH METHODS

Research Design

The type of research used in this research is study research case, where case study research is a series of scientific activities carried out intensively, detailed and in-depth about a program, event, and activity, good at the individual, group of people, institution, or organization level to gain in-depth knowledge about the event. Usually, events that are taken and hereinafter referred to as cases are things that actual (real-life events), which are ongoing, not something that has already happened past. This type of case study writing is one type of internal writing qualitative writing method. The qualitative method is a writing method used to examine the condition of natural objects (Sugiyono, 2010). This qualitative writing focuses on a particular subject as a case and case study data is obtained from interested parties or the data for this writing were collected from various sources and the results of this writing only apply to cases that investigated.

Research Target/Subject

This research was conducted at Elementary School 140/I Sungai Lais. In the context of the research location, this place is the central point for the exploration and implementation of honesty character education. Through direct observation and interaction in the school environment, researchers can gain deeper insight into how character education programs are implemented and received by students, teachers and other related parties. By focusing research on this school, the research results can become more relevant and applicable to the context of character education at the elementary level, especially in the local context of Elementary School 140/I Sungai Lais.

Research Procedure

Data search stage in qualitative writing carried out in 3 stages, namely the preparation stage, the implementation stage, the and completion stage. The implementation stage is the stage where the author enters the field to do the writing. This step is carried out to get results required which contains data collection, data analysis and verification data validity. The final phase of the writing phase is completed by writer. This phase is the phase where the writer prepares the writing report and consult with the supervisor with the aim of strengthening reports that have been published and then presentation of the results of the writing.

Instruments, and Data Collection Techniques

The data for this writing is in the form of a description of educational implementation honesty character in elementary school. Data collection for this writing using primary data sources and secondary data sources. Data source is a subject who can provide information about the data we want research or obtain. The primary data source in this writing is teachers at elementary school 140/I Lais River. Secondary data sources are sources that are not directly provide data to the author, for example through documents such as study plan, syllabus at elementary school 140/I Sungai Lais. The data source for this writing is the teacher at elementary school 140/I Sungai Lais and documents relating to the implementation of honesty character education in elementary school. The data collection technique used in this writing is for collecting data is observation, interviews and documentation.

Data analysis technique

The analysis technique in qualitative writing is carried out at the time of writing carried out in the field. This data analysis technique uses the Miles model and Huberman. The steps in data analysis use a model Miles and Huberman, namely data reduction, data presentation and withdrawal conclusion. Data reduction is a form of analysis that sharpens, classify, direct, discard unnecessary data, and organize data in such a way that conclusions can be drawn end. Data presentation is a collection of information arranged in text narrative. At this preparation stage, the author systematically organizes information in the form of discussion topics so that it is easy to understand the meaning contained therein. The final stage of

the data analysis technique carried out by the author is drawing conclusions. According to Sugiyono, drawing conclusions is a complete depiction activity of the writing object/process drawing conclusions based on combining information arranged in a form that is appropriate for presenting the data.

RESULTS AND DISCUSSION

There are five indicators of success in the value of honesty that must be achieved implemented at elementary school 140/I Sungai Lais. Value success indicators this honesty is in accordance with the indicators, making and doing assignments correctly, without cheating or giving cheat sheets, building cooperatives or honesty canteens, reporting school activities transparently, and implementing an appropriate assessment system accountable and does not manipulate. Elementary school 140/I Sungai Lais has made several efforts implement the honesty value of the honesty value indicator developed, namely through an integrated model of character education. As for models integration of character education carried out by schools in accordance with the model recommended by the Ministry of National Education, namely through integration in self-development programs including routine activities, spontaneous, exemplary, and conditioning, integration in subjects, and integration in school culture includes classroom activities, school activities and extramural activities. However, in practice, efforts to implement honesty values in schools through the integration model have not run optimally, just as schools have not included indicators of honesty values development of the school curriculum, schools have not integrated development of honesty value indicators into study plan and evaluation systems learning. Integration in school and out-of-school activities is also not yet visible of several indicators of success in the value of honesty in schools.

This research brings significant innovation in the context of character education. This research introduces a new method that focuses on implementing the values of honesty practically and effectively in the elementary school environment. By utilizing a holistic and integrated approach, this research combines elements such as active learning, social skills development, and a values-based approach to form a strong character of honesty in students (Jumainah & Nurhayati, 2020; Lestariani et al., 2019). The novelty of this research also lies in its in-depth understanding of how contextual factors, such as school culture and the role of educators, can influence the effectiveness of implementing honesty character education (Juita, 2020). Thus, this research not only explores the theoretical aspects of character education, but also offers practical views that can be applied in real efforts to build the character of honesty in the younger generation in elementary schools.

Research regarding the Implementation of Honesty Character Education in Elementary Schools has several limitations that need to be considered. First, a limitation related to time is that this research was conducted within a certain period, so it cannot describe long-term changes or developments related to the implementation of honesty character education. Second, population limitations are related to the research focus on one particular elementary school, which may limit the generalizability of the findings to other elementary schools with different contexts (Kesuma & Wahyuni, 2020; Robo et al., 2020). Third, methodological limitations relate to the use of certain research methods that may have limitations in exploring in-depth understanding of the experiences and perceptions of research participants. Fourth, resource limitations are related to limited access to more complete and detailed data or information, such as historical data or long-term evaluations regarding honesty character education programs. However, these limitations do not reduce the value or relevance of the findings of this research in the context of character education in elementary schools.

CONCLUSION

Based on the results of research and discussion, this research can it was concluded that the form of implementation of the value of honesty carried out by teachers at elementary school 140/I Sungai Lais can be seen from the integration of character values honest in self-development programs, subjects and school culture. Integrating honest character values in self-development programs includes routine activities, spontaneous activities, modeling, and conditioning. The integration of character values in

subjects is observed through plans implementation of learning, process of implementing learning and evaluation learning. Integrating character values into school culture includes: classroom, school and out-of-school activities. However, in efforts to implement it not yet running optimally, as the school has not included indicators value of honesty into the development of school curriculum, schools have not integrating the development of honesty value indicators into the study plan and learning evaluation system. Integration in school and out-of-school activities there is also no visible implementation of several value success indicators honesty in school.

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