EXPLORATING CHARACTER VALUES IN PRIMARY SCHOOL WITH JAVANESE CULTURE BACKGROUND

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Abstract— This study aims to explore the values of character that urgent to be developed in students in rural elementary school. Exploration was using focus group discussions with 21 teachers from public and private elementary school (islamic foundation) in Semarang. The result are several factors that can be considered to integrate in learning process beyond the academic factors. Some of these factors are religiosity, Value of culture (Javanese language), Honesty, Acculturation of cultures and religions, and Caring with others.

Keywords— Character, Students, Religiosity, Local Cultural Values, Honesty, Caring

I. INTRODUCTION

Some expert believe that school as a formal institution is very important in shaping students character. Schools not only help children being smart, but also has a good character. Student with good character will be able to control themselves in any areas of life, so that they will avoid stress and their mentally healthy. Trumbull and Fisch (2011), summarizes some of the research conducted by Reese et al in 1995, Li in 2002, and Trumbull et al in 2002 about the different cultural in three groups of immigrant students Latin America, China, and European Americans in the United States. The result is equal between students from Latin American and China, that being a good kid is more important than smart kid. It can be seen from data that children try to internalize the concept of morality. In contrast, students of the American-European group is more oriented to be "smart kids", they are not too concerned with moral issues. This different orientation is due to family background. Latin America immigrant student and China comes from a family with a pattern of collective interaction, while the European-American students come from families with more individual interaction patterns.

A similar study conducted by Benninga, Berkowitz, Kuehn, and Smith (2003) which showed that the number of elementary schools in California showed that students with strong positive or good character tend to be oriented to high academic achievement, no matter how large IQ scores has. In other words, a strong good character more powerful to determine the academic success rather than merely intelligence potential. Based on that analysis, this study was conducted to explore the values of character education of students important profit was developed, where the information will be obtained through elementary school teachers.

Character Values

According Lickona (2012), the character is an operative value that becomes a virtue, a disposition that can be relied to respond the situations with good moral. In this case, the character has three components, namely moral knowledge, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good things and doing the good. These will form the moral maturity.

Furthermore, Lickona (2012) states the moral component includes moral knowledge, moral feeling, and moral action. In detail, explores the moral knowledge of individual cognitive areas, therefore the area that "worked" by moral knowledge includes aspects of moral consciousness, knowledge of moral values, the determination of perspective, moral reasoning, decision making, and personal knowledge. Completing cognitive aspect, moral sense as part of the exploration of the affective domain covers aspects listen to their conscience, increase self-esteem, improve the ability to empathize, loves a good thing, able to control themselves, and have humility. As for moral action "work" psychomotor domain of the individual, in this case covers the aspect of how to hone competencies, desires, and habits of the individual to behave in accordance with moral values. In detail there are six things that the purpose of the teach moral knowing, namely: 1) moral conscience (moral awareness), 2) determine moral values (knowing moral values), 3) perspective talking, 4) moral reasoning (moral reasoning), 5) making decisions (decision making), 6) knowledge of self (self knowledge). In this case filling cognitive moral knowing. Next is Moral feeling. There are six things that the aspect of emotion to be able to be felt by a person to become a man of character, namely: 1) conscience (conscience), 2) self-esteem (self-esteem), 3) empathy (empathy), 4) love kindness (loving the good), 5) self-control (self control) and humility (humality). The last one is the act of moral action or moral action as the outcome of the two components of the previous character. To understand what drives a person to do (act morally) it must be seen from competence (competence), desire (will), and custom (habit).

II. METHOD

The process of taking data conducted for one week through the Focused Group Discussion forum on 12 to 19 December 2014. The teachers who involved in this study are 21 people, consisting of 11 teachers from public elementary schools and 10 teachers from private elementary school (moslem foundation). Data were collected by using interview guide that improved from character education concept by Thomas Lickona, which includes moral knowing, moral feeling and moral acting. For getting a deep and wide data, some questions that are elaborated. The average time of the interviews is three times (excluding building rapport process), with 1 - 1.5 hours per interview. Operationally, data obtained by asking : what is urgent character to be developed through the school to the primary school level. Then, the data was analyzed qualitatively with descriptive approach.

III. RESULT

Based on discussions with teachers about how the image of the character education that have been implemented in primary schools and the existing problems, here is the themes :

[1] Religiosity
Religiosity is the most important factor. Teachers from both schools assume that smart students will be more "balanced" when accompanied with strong faith base. In real, student do good habits (habituation) conduct morning and afternoon prayer before and after school. A striking difference is that the private religious schools, religious activities much more, it means that the load of student from private school is two times more than the student from public school, because the target of religious areas more complicaten than public school.

[2] Local value (language
Cultural background subject is Javanese culture, so the majority of students are Javanese. Local cultural values are considered to give an important role in the process of delivering materials at the school. For example, issues related to language, with using local language, teacher can teach them easier. In addition, local value also about respecting older people, this is very important to improve this character to the student. Manners developed so that students learn not to hurt human beings. In this case teacher agreed that using Javanese level of language (krama inggil) is effective enough to train students more respect for older people by manage their emotions, so they do not easily hurt people, especially older.

[3] Honesty
Honestly is considered a moral urgency to be developed, considering the progress of time and technology that often triggers individuals to cheat. For this reason the subject found the student must have honest nature so that later can survive under any circumstances, as good as any in the competition.

[4] Acculturation and religion
Considering Islam as the religion of the majority in this research area, both public and private schools emphasized religious education. But pattern is in the area of research which shows that rural local culture (Java) and rituals are still quite thick. Therefore it is important for the proper attempted acculturation models, where religion does not lose its essence when combined with the local culture. And the local culture is loaded with the noble values was also aligned with religious values

[5] Caring with others
Capable of loving friends are considered as very important in shaping the character of student learners. Attention as a form of concern can provide "energy" for colleagues to consider or pay attention. Positive emotions will be "transmitted" to a friend so that the activities of the day will be more excited. To train the ability to pay attention and care about the condition of a friend, the teacher also gives the example that is giving attention to the students, not for some favorite student, but fair to all students.

IV. DISCUSSION

Elementary School as the first formal education institutions play an important role in shaping the character of her students. Age of children who still need to make an example and guidance of teachers in primary school holds two important tasks that deliver material and be a good role model for children. The research findings in the field shows that teachers understand the character education as a form of education "indirect". Its meaning is not stated explicitly in the learning material in the classroom, but it should always be "no" in any learning activities at school. The majority of subjects stated that the values of character education already exists in the vision and mission of the school. While the vision of the school's mission was not so operating. For instance, the purpose of education is to form students who are intelligent and faithful, it feels less concrete, remember the most important thing that must be done by the school is an effort "to" excellent student, and believe that much more important.

The results could be used as a reference to conduct more in-depth exploration of the importance of exploring the teachers' understanding of the values of character education. Given the biggest challenge in the coming years is not only to educate students to become savvy generation, but also form a generation of personality and noble character. Therefore, the values of what is urgent for development should be explored in accordance with the needs and challenges of the

times. This research is still necessary to develop, for the next researcher can correlate with other variables that predicted affect teachers' understanding of the values of character education and skills of teachers to apply in various programs.

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