

Implementation of Character Development and Creativity Learning In the Thematic Learning Process of Elementary School

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Abstract

Good character needs to be familiarized and exemplified in everyday life by teachers and parents. One character is instilled and accustomed to during that semester. Thus, 12 characters such as orderliness, patience, honesty, responsibility, forgiving, humble, care, sensitivity, concern, tolerance, self-control and wisdom have been formed in children during the 6 years of elementary school. Thematic learning is an interesting learning strategy a number of subjects that provide valuable experience educating students with concise language thematic learning is mixed learning a number of subjects or field studies in one theme. This integration can be seen from the aspects of process or time, curriculum, and teaching and learning aspects. Learning through character formation is the process of carving or sculpting the soul in such a way that it is 'formed' as unique, interesting, and different or distinguishable from others. Creativity learning is a term used in learning activities that have a relationship between creativity and student self-actualization which will be developed through thematic learning activities at school.

Keywords

Character formation; learning creativity; thematic learning



I. Introduction

In the beginning, humans were born with only personality. Every human being has a different personality, strengths and weaknesses. Personality and character are two different things. Personality is something that is innate, while character is something that must be created and built continuously through thoughts and actions, thought for thought, action for action carried out by humans themselves with the environment that helps shape a person's character. Samani and Hariyanto (2013: 41-42) said that character can be considered as human behavioral values related to God Almighty, oneself, fellow humans, the environment and nationality which are manifested in thoughts, attitudes, feelings and nationality which is manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, etiquette, culture, customs and aesthetics Character is behavior that appears in everyday life, both in attitude and action. Character must be built from an early age because forming a person's character requires a habituation process which will later become entrenched behavior. In the character formation process, there is a conscious effort made by a person to obtain a better life. The efforts made are part of the educational process for a person. Therefore, character education is no longer a new problem in the world of education. In reality, the practice of implementing character education is not in accordance with the promising theory that character education can answer educational problems in Indonesia. In this process, character values such as honesty and responsibility

are lost because they are more concerned with results. This problem becomes an action that looks simple but has long-lasting impacts if not resolved as early as possible.

A simple problem that often occurs in the world of education and is directly related to character is cheating. The act of cheating by students is evidence of students' lack of self-confidence in their abilities, where students do not try to work on their own. Apart from that, the results achieved are not the result of their own efforts, students try in various ways to get good grades and the questions they work on can be answered well. So, cheating becomes an option for him. In this process, character values such as honesty and responsibility are lost because they are more concerned with results. This problem becomes an action that looks simple but has long-lasting impacts if not resolved as early as possible. Therefore, building student character in elementary schools by developing creativity in every teaching and learning process is much more effective, because students will more easily understand every lesson taught by the teacher. Students are free to explore through their creativity, without any pressure when studying. According to the Norwegian National Curriculum in Beetlestone (2011:1) education must show how creative energy and abilities continuously develop the context, content and quality of human life.

In the field, the implementation of this learning is presented in various forms. Learning in elementary schools uses the Learning Center model, where children can choose various learning centers which can be done independently or in groups. Projects that promote creativity are carried out by small individuals with good character who are demonstrated competently in various learning programs. Therefore, the formation of student character and creativity in the learning of grade 1 elementary school students is the initial stage and becomes the basis for developing student character and creativity. Whether or not students are successful at the next grade level is contained in the initial learning process in grade 1 of elementary school. Based on the previous explanations above, there is a real form of character education and creativity that is implemented through the thematic learning process in elementary school. We also need to know that in forming students' character, it is necessary to avoid using the words "wrong" or "don't" to students. The character development learning program is a learning program that does not only prioritize intellectual intelligence. Because intellectual intelligence is meaningless if it is not balanced with an intelligent attitude. Good character needs to be familiarized and imitated in everyday life by teachers and parents. One character is instilled and accustomed to that semester. Thus, 12 characters such as orderliness, patience, honesty, responsibility, forgiving, humble, care, sensitivity, concern, tolerance, self-control and wisdom have been formed in 6 year old children in elementary school.

II. Review of Literature

Research requires a method because it is the way researchers conduct research to achieve goals. In general, research methods are defined as a scientific method for obtaining data with specific purposes and uses (Sugiyono, 2016: 3). This research uses a qualitative descriptive method which is a type, design or research design that is usually used to examine research objects that are natural or in real conditions and are not regulated as in experiments. Descriptive itself means that the research results will be described bluntly based on research that has been carried out without drawing conclusions based on the results of the research.

2.1 Data Collection Techniques

a. Observation

Observations are carried out through direct observation with the aim of obtaining the necessary data. The data obtained from observations is in the form of a description of the implementation of Character Building and Creativity Learning in the Primary School Thematic Learning Process.

b. Documentation

Dokumen merupakan pelengkap observasi dan wawancara. The documents used in this research are to collect an overview of the implementation of Character Building and Creativity Learning in the Elementary School Thematic Learning Process.

c. Interview

Interviews were conducted to obtain direct information from informants, namely the school, teachers and educational participants.

2.2 Data Validity Test

To test the credibility of the data, researchers used the following technique, that is:

a. Observation extension

Expansion of observations was carried out to increase the degree of confidence in the data. By expanding the observations, the researcher again carried out field observations, interviews and observations with data that had been encountered previously and that had not been encountered.

b. Triangulation

Triangulation is a technique for checking the validity of data that uses something other than the data for inspection purposes or as a data comparison. Denzim (Prastowo, 2016:269) distinguishes this technique into five types, namely source triangulation, technique, time, investigator, and theory.

c. Peer Examination

This peer review builds trust.

2.3 Data Processing Techniques

The data processing techniques in this research were adapted from Sugiyono's research (2014:104), that is:

a. Editing

The stage of re-checking the data that has been obtained to ensure its validity and then preparing it for the next stage. This editing is an activity carried out after the author has collected data in the field.

b. Coding

The stage of systematically grouping similar and orderly answers. This stage is carried out by collecting similar data. Data obtained in the field was then compiled into tables and coded.

c. Data Interpretation

This is done to provide an interpretation or explanation of the data in the table so that it has a broader meaning by connecting the data and results, as well as the results of existing documentation.

III. Result and Discussion

3.1 Character Education

Character formation is considered as a way of thinking and behaving that is characteristic of each individual to be able to live and work together, both within the family, community, nation and state. Individuals can be said to have good character, and are individuals who can take responsibility for their character. A person has full control over his character, therefore a person cannot blame others because bad character occurs in him. Developing character is the responsibility of every individual. The character that a person has is something that cannot be inherited, but this character must be built continuously through a learning process in which there are real actions of applying character. Through the learning process, a person does not only gain knowledge about character, but an understanding of character itself can also be applied in everyday life. Because in the learning process there is a complete and comprehensive educational process. Character can be interpreted as a way of thinking and behaving that is unique to an individual to be able to live and work together in the family, community, nation and state. Warsono, et al in Samani and Hariyanto (2013:42) states "Character is a person's attitudes and habits that enable and facilitate moral actions". Therefore, it can be interpreted that character can show a person's attitude carried out over a certain period of time where this attitude has become a habit. From the explanation above it can be said that the character is a mirror. The mirror in question is a person's self-image. How and who that person is. Commitment is the first step if you want to have good character. Commitment is what is needed to make a person's character successful, whether good or bad. This commitment is a discipline towards character education itself.

The implementation of character education in schools is not a separate subject, nor is it an addition to Competency Standards and Basic Competencies, but can be integrated into existing subjects, self-development, and school culture, as well as local content (Juidiani 2010). In order to run effectively, character formation can be done with three designs, namely: 1) Koesoema Class-Based Character Education (2012:105) said the classroom is the main place where real education takes place in school. There the community (teachers and students) interact with each other in learning and exploring various kinds of knowledge. It can almost be said that the success or failure of an education really depends on how a teacher and students build a comfortable and enjoyable classroom environment. In this way, the class becomes a learning community that mutually grows and develops, both academically, morally, personally and spiritually. The quality of the teacher-student relationship between students in the class determines the success or failure of a character education program. The classroom is the main locus of education for the practice of character education. 2) Character Education Based on School Culture. In class-based character education, there is a clear and limited relationship structure between teachers and students, as well as students and students. Meanwhile, character education based on school culture includes various kinds of educational events as a vehicle for the practice of character education. The development of school culture-based character education includes integration between the ideals of educational institutions: vision and mission, with various structures that determine individual performance through the scope of their responsibilities.

This development rests on the belief that humans and the environment have a reciprocal relationship. School culture is formed from various norms, behavior patterns, attitudes and beliefs held by members of the educational institution's school community. School culture or school culture is very important because "cultural values are used as the basis for giving meaning to a concept and meaning in communication between members of society. The important position of culture in people's lives requires culture as a source of value. in cultural education and national character" according to the Ministry of National Education in Koesoema (2012:125)³) Community-Based Character Education If class-based character education and school culture is only limited to the school environment itself, then community-based character education occurs. is a broader scope than school, namely society. In community-based character education, when educational institutions have close ties with the community who are part of the extended family of an educational institution. Many people are involved, both directly and indirectly. influencing the success of character education design, these communities include the school community, family, community and politics.

3.2 Creativity Learning

The word creativity is often associated with everything that is unique and different from others. Discussing creativity does not only talk about the uniqueness of something, but creativity can also be interpreted as a person's way of thinking in a way that is new and rarely used by other people so that it will produce a unique solution. "One of the most important concepts in the field of creativity is the relationship between creativity and self-actualization" (Munandar 1999: 23). According to Rogers (1962) in Munandar (1998: 24) emphasizes that the source of creativity is the tendency to actualize oneself, realizing potential, the urge to develop and mature, the tendency to express and activate all the abilities of the organism. The curriculum is designed to be creative learning by developing creativity in every lesson. The current reality is that we live in an era where science is developing rapidly, making creativity the only possibility that developing countries can exploit to be able to keep up with changes and face increasingly complex problems. Therefore, a person is required to think, create new ways, and change old ways creatively so that he is able to survive and not drown in competition between nations and countries.

Munandar (1998: 43-44) defines this. 1) Creativity is a fully functional individual manifestation. 2) Creativity or creative thinking as the ability to see various possible solutions to a problem is a form of thinking that until now has received little attention in the world of education. 3) Keeping yourself busy creatively is not only beneficial for yourself and the environment, but also provides satisfaction for the individual. 4) Creativity allows humans to improve the quality of their lives. In this era of exile, creative attitudes, thoughts and behavior must be fostered from an early age. The development of creativity in learning is much better if it is instilled from an early age through the transformation of creative values and habits so that creativity can continue to develop within a person. Budiarti (2015:61) for this reason, creativity development should be carried out from an early age or since elementary school. Creativity is the experience of expressing and actualizing an individual's identity in an integrated form that concerns oneself, nature and other people. The presence of creativity in every learning activity carried out makes children more respected because they can express their learning ideas according to their abilities. The task of a teacher in this case is to accompany children in developing learning creativity and bringing out the value of creativity so that it can be directed according to the child's abilities and needs.

3.3 Thematic Learning

Discussing learning is closely related to a series of planned and structured activities. In the Big Indonesian Dictionary, learning is defined as a process or way of making a person or creature learn. Meanwhile, according to Kimble and Garnezy, as quoted by Thabrani and Mustafa (2011:18) in Fadillah (2014: 172) states that learning is a change in behavior that is relatively permanent and is the result of repeated practice. The learning process uses an Integrated Thematic Approach (ITA), which is often also called Integrated Thematic Learning (ITL), which was originally conceptualized in the 1970s. This learning approach was originally only developed for gifted and talented children, intelligent children and fast learners. Sundayana (2014:14) said that "thematic models are very dominantly applied in learning in the scope of early childhood education (Kindergarten) and Elementary Schools. One of the assumptions that makes this model suitable for students at this level is that themes or topics can connect various activities with what students learn in class, so that themes can act as an integration of language skills and activities in classroom learning.

According to Dirman and Juarsih (2014: 108), the function and purpose of thematic learning is, "integrated thematic learning functions to make it easier for students to understand and deepen the concepts of material included in the theme and can increase enthusiasm for learning, because the material studied is real material (contextual) and meaningful for students.

Based on the thematic learning function above, it can be said that by using thematic learning in learning activities, students can more easily understand the material taught by the teacher. Because what is taught by the teacher, is actually taught by the teacher using learning methods that support the learning theme. So that students can directly understand the material taught by the teacher. Thematic learning is also designed in the form of a Syllabus and Learning Implementation Plan which refers to Content Standards. Planning includes preparing learning implementation plans and preparing learning media and resources, learning assessment tools, and learning scenarios. The syllabus and Learning Implementation Plan are prepared according to the learning approach used.

IV. Conclusion

Based on the results of research and discussions that have been presented regarding the implementation of character building and creativity learning in the classroom thematic learning process at State Elementary School 2 Gedong Tataan, it can be concluded:

- 1) The concept of learning character formation and creativity which is relevant to the learning objectives of character formation and creativity became the background for the establishment of State Elementary School 2 Gedong Tataan. Character formation developed through character focus at each grade level in thematic learning is presented in various forms through creative learning. Coupled with the existence of supporting facilities and infrastructure, character building and creativity learning becomes more well conceptualized.
- 2) The implementation of character building and creativity learning begins with learning planning activities made by each teacher, with thorough preparation. The lesson plans made from year to year are never the same, changes are always needed with the aim of continuing to innovate in developing creative learning and character formation. The next activity is implementation, this activity is divided into three activities, namely preliminary, core and closing activities. The teacher has implemented character building and creativity learning in the thematic learning process at State Elementary School 2

Gedong Tataan which is very well organized. Everything has been prepared so that students can receive the material taught well, students can understand and apply character building and creativity learning both in learning activities at school and at home. The final stage of implementation is an evaluation carried out through Circle Time, Group Sharing, School of Parenting, and during the distribution of report cards. Apart from that, other evaluations were also carried out between teachers and evaluations carried out by the Principal.

- 3) Character building and creativity learning is carried out at State Elementary School 2 Gedong Tataan through thematic learning activities, where the implementation of this learning becomes the basic basis for implementing character building and creativity learning. Children can also optimize all their potential and more easily be given a basic understanding of character building and creativity learning, and by using the 2013 curriculum which uses thematic learning, implementing character building and creativity learning will be easier.

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