Analysis of the Need for Developing a Learning Guidebook Based On Character Values: An Effort to Create a School Environment with Character

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Abstract

Character education is an important thing that must be implemented, especially in the school environment. Character values will guide students in life. In line with this, this research aims to determine the analysis of the need for developing a character values guidebook created by school principals to realize schools with character. This type of research is development research. This research is limited by discussing the analysis stages in the ADDIE model. Data was obtained from observations and interviews conducted at MTs YAPI Sleman. The results of the research show that teachers want a guidebook for implementing character education which is accompanied by tips for implementing character education.

I. Introduction

Education is a series of efforts to make the nation's life more intelligent (Rosad, 2019); (Syahbana et al., 2024). In line with this, in its implementation education must be carried out well, so that the value of the education will be achieved. Apart from this, the goal to be achieved from the education process is to create a generation that is moral and intellectual so that it can be applied in everyday life. This is usually known as character.

Character is a behaviour that is a benchmark for a person's attitude. Character is usually linked to character education. Character education can be defined as an effort to face the various challenges of changing character today. Character education aims to develop a person's ability to make good and bad decisions, maintain what is good, and realize goodness in daily life wholeheartedly. Character education is an important thing that teachers must apply to students at school The PPK (Strengthening Character Education) movement, which was launched by the Ministry of Education and Culture of the Republic of Indonesia in 2017,1 identified five main character values that are interrelated in forming a network of values that need to be developed as a priority, namely: religious, nationalist, independent and mutual values. -cooperation and integrity. The current era of the Industrial Revolution is the reason that character education must be implemented and accustomed to, to form a generation of people whose character is in line with the nation's goals.

Presidential Regulation of the Republic of Indonesia Number 87 Article 3 of 2017 formulates 18 values of strengthening national character education which are expected to be conveyed to students, namely: 1) Religious, 2) Honesty, 3) Tolerance, 4) Hard Work, 5) Creative, 6) Independent, 7) Democratic, 8) Disciplined, 9) Friendly or Communicative, 10) Curiosity, 11) Appreciates Achievement, 12) Loves Reading, 13) National Spirit, 14)

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Love of the Motherland, 15) Love of Peace, 16) Caring Environment, 17) Social Care, 18) Responsibility (Ningsih et al., 2021); (Fadhilah et al., 2022); (Rohmah, 2018).

Some of these character values need to be applied in learning. Teachers as learning facilitators must be able to present learning that is oriented towards character education, especially in the current era of the Industrial Revolution. However, based on the results of initial observations made, the implementation of character education in schools, especially at the junior secondary level, has not been carried out optimally. Many teachers do not understand strategies for applying character values that can be directly implemented by students.

Seeing these problems, school principals as policy makers and leaders who lead the education system in schools, must be able to present alternative solutions to overcome this problem. One of them is by presenting rules and guidelines in the form of a book as a guide for teachers and students in implementing learning and creating a school environment with character. The learning guidebook is a companion book to the main book as a reference for students and teachers in implementing values other than those contained in student books and teacher books (Fitria & Nugrahanta, 2023). A guidebook is said to be good if it is adapted to the intended learning objectives or media. Using a guidebook will be very useful in making it easier to understand a phenomenon and its objectives. A guidebook can also be called an instruction book, which contains procedures regarding something in doing a job. or certain activities. A guidebook is also called a book that contains instructions for doing something (Fajriyani et al., 2020); (Fitria & Nugrahanta, 2023); (Nasrullah & Reza, 2020).

Based on this description, this research aims to determine the initial need for developing a guidebook for character education in learning at MTs. The development of this book was carried out as a form of the principal's efforts to create a school environment with character. In line with the objectives, several relevant studies are carried out first as a basis or support for conducting research. This research was conducted by (Fitria & Nugrahanta, 2023); (Agustin Ningrum & Mahendra R. K. Wardhani, 2021); (Prastiwi & Nugrahanta, 2022) overall, these studies contributed to this research. This contribution is shown from several theories and research results which are used as studies in analyzing research data. This research is a continuation of several studies above, things that have not been revealed will be tried to be revealed in this research as a form of research novelty.

This research will try to reveal the initial analysis of the need to develop a learning manual with characters as a companion book for students and teachers to create a school with characters. The hope is that with this book, teachers and students will be able to collaborate in learning for the sake of creating a generation with character.

II. Research Method

This research is included in the type of research and development. The development model used is the ADDIE model (Cahyadi, 2019). This research will try to describe the initial needs for developing a character values-based learning guidebook. This data is the result of an initial needs analysis which is used as a basis for developing research products. The method used in this research is a descriptive method, which will be used to describe several stages of product development needs analysis through stages; (a) learning observation; (b) interviews with teachers (c) reviewing research results with expert opinions and relevant research. The research instruments used were observation and

interview guide questionnaires. This research does not only stop at the data analysis process but the results will also be concluded.

III. Discussion

The results of the research and discussion regarding "Analysis of Needs for Development of Character Values Based Learning Guidebooks" can be explained as follows.

Aspect	Results
Situations and conditions for implementing character education through learning in each subject	1. The first character education applied is character education towards God Almighty, namely praying before and after the start of learning; 2. In its application, character education currently still needs to be developed, so that students are willing and able to follow every direction given 3. Teachers always give directions to students to implement some character education, but in reality, there are still many students who do not want to implement what the teacher asks them to do.
Barriers Experienced by Teachers in Implementing Character Education to Students	1. The obstacle experienced is that there are still many students who do not want to follow carefully the implementation of character education; 2. Teachers still tend to remind students to implement character education continuously, there is no awareness among students 3. Teachers need tricks and tips, guidelines, and service guides to effectively implement character education with students
References that teachers use to apply character education in learning	1. By current developments; 2. Able to attract students' interest in implementing character education 3. There are tricks and tips regarding implementing character education in schools 4. Able to bring out character values 5. Easy to carry anywhere, and use anytime. 6. Collaborate with other aspects so that

Based on the results of the interview, it can be seen that the teacher's initial understanding regarding character education was not optimal. Character education is a mental or moral quality, moral strength, name or reputation (Hidayat & Nur, 2018). Character education as an effort to form moral strength must be done well. The problem experienced by teachers at MTs YAPI Sleman in implementing character education is that the obstacle experienced is that there are still many students who do not want to follow carefully the implementation of character education; Teachers still tend to remind students to implement character education continuously, but there is no awareness among students. Teachers need tricks and tips, guidelines, and service guides to effectively implement character education with students. Character education in its application must be implemented well. Character education should lead students to recognize values cognitively, appreciate values effectively, and finally practice values in real terms (Muchtar & Suryani, 2019).

In connection with the obstacles experienced by teachers in finding references for implementing character education, teachers want a guidebook that can guide teachers and students in implementing character education. This is an effort or form to create a school with character (Character & Comprehension, 2012). In forming a child's character to do good and not commit disgraceful actions, character education is needed. School principals as policymakers in schools should strive to form schools with character, one effort that can be made is by providing a guidebook for implementing character education that is adapted to the school's vision and mission, and daily school activities, so that several things related to character education can be achieved at the school.

IV. Conclusion

Overall, the research results show that teachers need references to help in implementing character education in schools. These references are used by teachers and students as a basis in addition to several books, such as student and teacher books on implementing character education. This is the principal's effort to create a school that has character and is integrated with the school's centre of excellence, so that things related to character can be implemented well, and can become the principal's centre of excellence in realizing the school's ideals, achieving a school that excels in religious, academic, and character fields.

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