



Teacher Efforts to Instill Character Values in Learning

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Abstract: This study aims to describe the efforts of teachers to instill character values in economics lessons for class XI at MA Darul Ulum Tlagah Galis Bangkalan. This study used a descriptive qualitative research method. The subjects in this study were economics teachers, school principals and class XI students. The instrument in this research is the researcher himself. Data collection techniques using observation, interviews and documentation. Data analysis techniques include three activities, namely data reduction, data presentation and conclusion. The results of this study indicate that efforts to instill character education values in economics learning for class XI at MA Darul Ulum Tlagah Galis, Bangkalan Regency, have been going well. This has been seen from the lesson plans for economics teachers, which include character education values such as religion, honesty, discipline, responsibility, caring, politeness, responsiveness, and proactive. The efforts made by the teacher to instill character values in the learning process are prepared in a planned manner by school institutions using the teaching stages through the planning stages, implementation stages, and evaluation stages. Then the teacher's efforts to instill character values in economics learning inside and outside the classroom are carried out properly, starting from the methods used during learning, reading prayers before entering class, followed by Duha prayers and Duhur prayers in congregation.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan upaya guru menanamkan nilai-nilai karakter dalam pembelajaran ekonomi kelas XI di MA Darul Ulum Tlagah Galis Bangkalan. Penelitian ini menggunakan metode penelitian kualitatif deskriptif, subyek dalam penelitian ini yaitu guru ekonomi, Kepala Sekolah dan siswa kelas XI. Instrumen dalam penelitian ini yaitu peneliti sendiri. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data meliputi 3 kegiatan yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa upaya penanaman nilai-nilai pendidikan karakter dalam pembelajaran ekonomi kelas XI di MA Darul Ulum Tlagah Galis Kabupaten Bangkalan sudah berjalan dengan baik, dimana hal tersebut sudah terlihat dari RPP guru mata pelajaran ekonomi yang memasukan nilai-nilai pendidikan karakter seperti religious, jujur, disiplin, tanggung jawab, peduli, santun, responsif, dan proaktif, upaya yang dilakukan guru untuk menanamkan nilai-nilai karakter dalam proses pembelajaran disiapkan secara terencana oleh lembaga sekolah dengan menggunakan tahapan pengajaran melalui tahapan perencanaan, tahapan pelaksanaan, dan tahapan evaluasi. Kemudian upaya guru untuk menanamkan nilai-nilai karakter dalam pembelajaran ekonomi di dalam dan diluar kelas dilaksanakan dengan baik mulai dari metode yang digunakan saat pembelajaran, pembacaan doa sebelum masuk kelas, dilanjutkan dengan solat duha dan solat duhur berjemaah.

A. Introduction

Education is the transfer of values, knowledge, experience and skills to the younger generation as a companion to the older generation in preparing the next generation's life functions, both physically and spiritually (Kurniawan, 2017). The curriculum holds a central position in achieving desired educational outcomes. It is imperative for the curriculum to enhance its capabilities and quality to align with the unique circumstances of individual schools and cater to the diverse needs of students. As a result, the curriculum undergoes continual development to meet the expected standards of educational quality and leverage the specific potential of each region. Additionally, it is crucial to evaluate the effectiveness of its implementation. This evaluation helps identify areas for improvement and ensures the curriculum remains responsive to the evolving educational landscape. By continuously enhancing its capabilities and quality, the curriculum actively supports educational goals and contributes to the overall advancement of the education system (Ningrum & Muthali'in, 2023). Currently, education is the most appropriate way to develop students' intelligence and personality and perfect them from the past until now. Education is a right for all Indonesian citizens, in Law No. 20 of 2003. Education is a conscious and planned effort to create an atmosphere and learning process for students to actively develop their potential in religious and spiritual strength, self-control, personality, intelligence, noble character and skills they desire, society, nation and State (Hasbullah, 2015).

The functions and objectives of national education are outlined in Chapter 3, Article 3 of Law Number 20 of 2003 concerning the National Education System. It is stated that general education helps develop a dignified nation's skills, character and civilization. Education about the nation and state's life aims to develop students' potential, faith, and devotion to God Almighty. This aims to foster good morals, health, knowledge, ability, creativity, independence, democracy, and responsibility. Therefore, character education must be internalized from the start at all levels of education. Schools play an important role in shaping children's personalities and moral behaviour by instilling religious values to create religious individuals. Therefore, character education for children must start early to produce successors who have good morals. We need an educational process integrating school, family, and environmental education. This integration is expected to strengthen children's character education, increase family involvement in children's education, and build synergies between schools, families and communities. Ultimately, it will lead to the realization of a safe, comfortable and enjoyable learning environment (Ahsanul Khaq, 2019).

Character education is a solution to develop better character in students. It is a process of internalizing or instilling positive values in students to develop good character according to religious, cultural and ethnic principles (Oktari & Kosasih, 2019). Character education aims to form moral individuals with good personalities, noble characters, and dignified qualities through the education system. Thus, through character education, students can obtain moral values and noble character to be manifested in daily behaviour. In order to become intellectually intelligent students and students with good morals (Trahati 2015), character education aims to form moral individuals with good personalities with

noble and dignified characters through the education system. Thus, through character education, students can obtain moral values and noble character to be manifested in daily behaviour. Not only to be intellectually intelligent students but also to have good morals.

The character value is a trait or something that is considered important and useful in one's life. Character values can also be used as instructions or instructions for behaviour. Assidiqi (2015). Individuals with good character can make decisions and are willing to take responsibility for all the consequences arising from their actions. Vice versa, individuals who have bad morals are meritorious deeds. Building character is a long process. Children will develop into individuals with character if they grow in an environment with character (Wahab, 2022). It was revealed that nine pillars of character must be instilled in students to form character, namely: Love for Allah SWT with all his love, independence and responsibility, honesty and wisdom, respect and courtesy, generosity, help and cooperation, confidence, creativity, and work hard, leadership and justice, kind and humble, tolerance, peace and unity.

In general, character education aims to develop student values by practising theories that apply in the school environment so that the purpose of education is for students to have a noble character, think noble, be creative, independent, physically and spiritually healthy, and become responsible citizens. Responsible and democratic. So far, the government has tried implementing a character-based curriculum, especially the 2013 one. One school that has implemented character education is Madrasah Aliyah Darul Ulum. Moreover, to predict a decrease in character values, one aspect that can be used as teaching is to strengthen character education at all levels and academic units, starting from early childhood education to tertiary institutions. School is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and continuous, so it is called formal education and school is a special institution, a vehicle, a place to organize education, in which there is a process of teaching and learning to achieve certain goals (Ilmi et al., 2020).

According to Ihsana (2017), learning is a set of efforts made by educators to take the learning process within the students. Teacher activities are programmed into instructional designs so students actively learn, emphasizing providing learning resources. Economics is one of the subjects that play an important role in educating Indonesian people about honesty and responsibility and must be taught from an early age. Economics material focuses on the study of everyday human behaviour. Wherever in life, human behaviour cannot be separated from its values. According to Raharja (in Tesa & Harto, 2016), economics is a science that studies the behaviour of humans and society to use limited resources to improve the quality of life.

The purpose of studying economics is for students to have competence, namely for students to be able to provide an understanding of events and problems that arise in the environment where they live, the social environment, and the State environment. Students can show enthusiasm for several economic concepts to deepen their economic knowledge. Students have a wise, sensible and responsible attitude towards their economy so that the economy does not only help students but also the family environment, social environment,

school environment and the nation's environment, and students can make decisions and assume responsibility in the life of society, nation and state (Kemendikbud, 2014)

Core competence is the achievement of graduation standards expected by students in each subject (Kemendikbud, 2014). Basic competencies are core competencies that students must achieve through teaching and learning activities (Kemendikbud, 2014). Therefore, economics is one of the subjects taught at the secondary level with basic skills which contain several indicators and are determined by the government.

The teacher is an important factor, greatly influences the success of character education in schools, and even determines the success or failure of student learning. The teacher is the main supporter of the school, which has the function of exploring, developing and optimizing the potential of children so that they can integrate into a civilized society. (Karwati & Pariansah 2014). The teacher is an important factor, greatly influences the success of character education in schools, and even determines the success or failure of student learning. The teacher is the main supporter of the school, which has the function of exploring, developing and optimizing the potential of children so that they can integrate into a civilized society. (Karwati & Pariansah 2014).

Previous research conducted by Safrida (2020) in his thesis entitled "Teacher's efforts to instil character values in economics learning at SMA Negeri 1 Pujud" shows that teachers' efforts to instil character values in economics learning at SMA Negeri 1 Pujud are using stages school learning that is by using the stages of teaching through the stages of planning, implementation stages, and evaluation. a similar study was subsequently conducted by Ika Mariatun & Indriani (2018) entitled "Strengthening Pancasila-Based Character Education through the K13 Curriculum in Elementary Schools." This study found that implementing the 2013 curriculum could strengthen character education in students. The dominant character in the 2013 curriculum that appears after the implementation of the 2013 curriculum is a character that contains Pancasila values. This study found that teachers understood the goals and assessments in the 2013 curriculum and stated that the 2013 curriculum could shape student character.

Based on the results of research conducted by researchers at Madrasah Aliyah Darul Ulum, researchers found several problems related to student behaviour, including some students who came late to school, students who did not do their assignments, students who did not come to school without explanation, and students continued to use or bring cellphones to school, and students who cheat during tests or exams. This is important in teaching and learning in the school environment so that you become a person who is not only intellectually proficient but also has good morals. Efforts that can be made to form discipline, order and character values in students are through the inculcation of character values in the learning process, one of which is in economics, starting from the planning, implementation and evaluation stages (Huda, 2022).

Based on the problems above, it shows that students' character values are decreasing, and students even consider teachers like their peers who can be ignored when the teacher is

carrying out the teaching and learning process, even though the teacher wants students to become better human beings, good for themselves and good for others (Sari et al., 2022).

From the description above, the researcher considers it important to do research as a motivation to contribute to MA Darul Ulum Tlagah Galis Bangkalan. With the formation of students who are good at material things and have good morals which have an impact on the daily lives of students through the formation of student character. Forming student character can overcome the lack of moral values and make students more active and enthusiastic in teaching and learning activities. After planting character, students can respect the teacher more, respect, and appreciate the teaching and learning process in the classroom when economics lessons take place.

B. Method

This study uses a qualitative approach presented in a descriptive form where the data obtained is described in detail according to the findings in the field. The subjects in this study were Economics Teachers, Principals and Students consisting of 1 student representing class XI. The research location is at the Darul Ulum Tlagah Galis Bangkalan Madrasah Aliyah (MA) School. This research was conducted for seven days.

The data used is using primary data and secondary data. Primary data is a data source that provides direct data to data collectors (Sugiyono, 2015). This study obtained direct data from the object under study, namely MA Darul Ulum class XI. The data obtained was the result of direct interviews with informants, the school principal, an economics teacher, and one student of MA Darul Ulum class XI to obtain data related to the teacher's efforts. Embed character values in economic learning. According to Sugiyono (2015), Secondary data are sources that do not provide data directly to data collectors, such as through other people or documents. Sources of data in this research were obtained from documents, lesson plans, books on economics, and the history of the establishment of MA Darul Ulum Tlagah Galis Bangkalan. The purpose of the secondary data is to support the statement from the interview results given by the informant.

The data collection technique used in this study was an observation guide in the field, where observations were made when the teacher in question planted character values in class XI economics lessons both in class and outside the classroom. Observational data is supported by interviews with informants regarding the teacher's efforts to instil character values in economics learning in student character formation. Then another data collection technique is documentation. Documentation is used to complete information related to the problem under study. Then triangulation for checking data from the results of interviews, observations and documentation. The instrument in this study is the researcher himself. Researchers function as primary data collection tools because researchers are directly involved with the environment, including human and non-human elements (Alhamid & Anufia, 2019).

Data analysis in this study consists of several steps. First, data reduction involves selecting and simplifying raw data obtained from field notes. This process summarises

research findings into categories, concepts, and themes. Second, data presentation involves compiling research data and providing results to draw conclusions and take action. Data is presented in the form of narrative text derived from field notes. Third, concluding is an ongoing process carried out by researchers in the field to discover new findings that were previously unknown (Kartikasari et al., 2023).

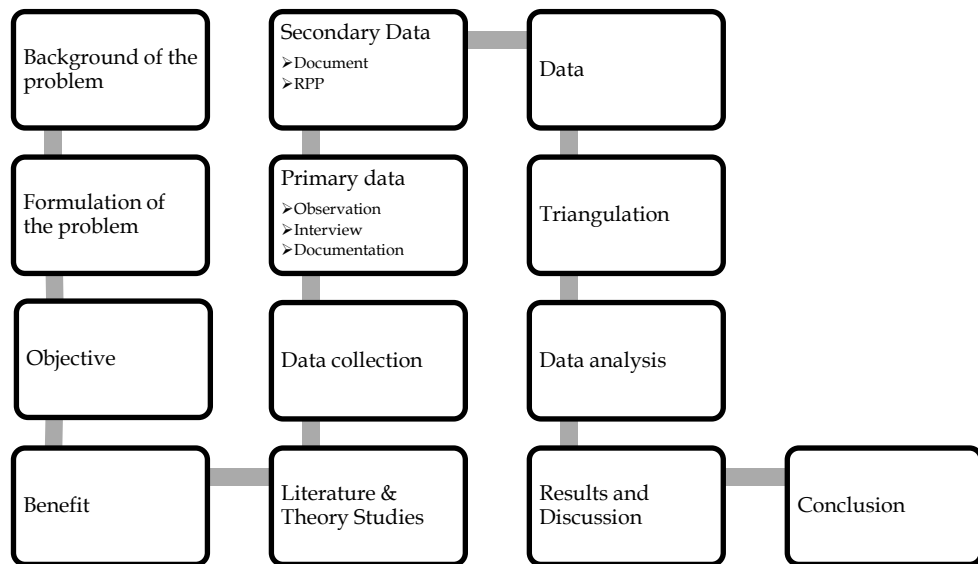


Figure 1. Research Method Flow Section

C. Result and Discussion

Result

Based on the results of interviews, observations and documentation conducted in class XI of the MA Darul Ulum Tlagah Galis Bangkalan School, it was revealed that the teacher's efforts to instil character values in economic learning inside and outside the classroom were carried out well, regarding students' various characters and depending on the character each student because of the nature, character, character, morals and morals of one student with another student will be different even though there are slight similarities. If classified as good character, students in class xi at MA Darul Ulum Tlagah Galis Bangkalan School are diligent, honest, persistent, trustworthy, responsible, hardworking, willing to work together, creative and polite to both older and younger ones. The following is data from interviews that the author asked the school principal and economics teacher and one of the class XI students at MA Darul Ulum Tlagah Galis Bangkalan, who met the criteria that the author did.

Based on the results of interviews with the school principal that the teacher's efforts to instill character values in learning use school strategies, namely by disciplining study time, Duha prayer, congregational noon prayers, greenery, and love for the environment and regarding the teacher's efforts in instilling character values there is no problem, all

teachers have carrying out their duties and responsibilities very well, it's just that the teachers lack the support or participation of parents of students, which parents should also be overly concerned about or take part in supervising the education of children at school, but here parents just give up, and parents of most students only visiting schools once every three years and regarding habituation of students in character building, namely having to repeat it every year or every time because when it comes to habituation, every year there must be a change in student habituation, and every year there must be a change of students if for now the habituation starts from prayer readings before entering school are followed by duha prayers, congregational noon prayers, and greenery such as planting chilies, flowers and so on. So that the instilling of student character can run continuously both at school and outside of school, the Principal, apart from providing character cultivation in all subjects, also gives a warning to students when doing things that are violated, such as for students who bring mobile phones to school then the teacher will confiscate the mobile phone, and give a squat jump sanction for those who are not disciplined, and if outside the school then the teacher will give a direct warning where they must maintain the good name of the school institution and may not use the school met in matters outside school if they cannot maintain a good name school".



Figure 2. Documentation During an Interview with the School Principal

Based on the results of interviews with the Darul Ulum MA Economics Teacher regarding the teacher's efforts to instil character values in economics learning, namely through a process of habituation of students starting from reading prayers together, dhuha prayers, noon prayers in congregation, greening, learning to sell such as selling pulses, learning to socialize such as visiting friends who being sick, takziyah, and financial responsibility. Then regarding the description of students' character in class XI, it depends on the students returning to each individual because each student has a different character. The supporting and inhibiting factors for the implementation of instilling character values in economics learning for class XI at MA Darul Ulum are adequate school facilities and infrastructure, professional teachers in the sense that teachers are said to be quite good at conveying material and educating student character, for the inhibiting factor is time-limited.

It needs to be underlined that not all students like economics subjects (Susilo & Asmara, 2020).



Figure 3. Documentation of an Interview with an Economics Teacher

The role of the economics teacher in the process of inculcating character in economics lessons for class XI at MA Darul Ulum is to be a good example for students in acting and behaving and being good at maintaining attitudes, besides appreciating the good that students do such as appreciating students without always comparing it to the values that it can, and teach courtesy because it is not uncommon for teachers to meet students who are rude just because they do not know how to behave properly and correctly so that the teacher can play a role in correcting this attitude. Furthermore, regarding the teacher's efforts to instill character values such as discipline, honesty, responsibility, curiosity, and independence in economic learning, especially in class XI so that it is more optimal, namely school institutions assign tasks to student councils to give sanctions in the form of squat jumps for children students when they come late to school, for the character value of honesty when they see students cheating during tests or exams, the teacher will reduce the child's value, for the character value of the responsibility of each child must do their respective duties if there are students who do not do the assignment, the teacher will not give value to the child, for the character of the value of curiosity the teacher gives provocation questions which will increase their enthusiasm to continue to hone their abilities and curiosity, so that they will understand what has been explained, and to independent character values, so each child must perform their respective duties and according to their own opinion so that they can also apply all of these character educations in their daily lives (Aeni et al., 2020).

In addition, the teacher's creativity towards the success of instilling character education values in economics lessons for class XI is very influential, such as sending material before the time of learning in the form of files or videos that they can study first so that it makes it easier for them to understand the explanations that will be conveyed in class because of the limited time and limited and lack of LKS which can cause them to lack understanding so that with the creativity of the teacher it can make it easier for students to understand the material in class.



Figure 4. Documentation of Joint prayer activities

Based on the results of interviews with students of class XI MA Darul Ulum namely that the teacher has taught the values of character education in the economics learning process in the classroom and everyday life, such as responsibility, discipline, independence, honesty, and curiosity and students claim to easily understand the methods and methods carried out by the teacher in economics learning because the economics teacher apart from giving explanations in class the teacher also sends files or videos from the previous day that can be studied at home so that students quickly respond to the explanations that the teacher conveys. Moreover, with character education in class XI, it can make students learn to respect time, respect teachers, listen well, and of course, provide moral education so that they are not only good at the material but also have rules in behaviour so that character education can be applied in everyday life. Days both at school and outside school.



Figure 5. Documentation of Congregational Noon Prayer Activities

Discussion

Based on the results of research conducted in class XI at the MA Darul Ulum Tlagah Galis Bangkalan School, the teacher's efforts to instil character values in economic learning inside and outside the classroom are carried out well, starting from the methods used during learning, reading prayers before entering class, followed by Duha prayers and Duhur prayers in congregation. When the teaching and learning process is carried out, students are active in learning and have good morals, as seen from politeness towards the teacher and how students sit and listen to the lessons conveyed by the teacher. Besides that, students also become more responsible and have good morals. Regarding the teacher's efforts in instilling character values, there is no problem, all teachers have carried out their duties and responsibilities very well, it is just that the teachers lack support or participation from parents of students, which parents should also play a big role or take part in supervising children's education at school.

The teacher's efforts to instil character values in economics lessons for class XI at MA Darul Ulum in learning are prepared with learning stages. These stages are the planning stage, the implementation stage, and the evaluation stage. The use of Darul Ulum MA curriculum is using Curriculum13, where in Curriculum13, it is quite clear that there are characters and values, which can be seen in KI1 (core competencies) and KI2 (core competencies). KI1 is about religious values, and KI2 is about social values.

Because MA Darul Ulum uses Curriculum 13, it means that there is an application of character in MA Darul Ulum Tlagah Galis Bangkalan, besides that the vision at MA Darul Ulum is also related to the character where the vision is "the realization of school culture as a vehicle for students who are conducive to empowering students to develop into good human beings." noble, intelligent, creative, and competitive in a global world.

Moreover, from this vision point of view, the teacher must use it to instil character values. Moreover, the demands of the curriculum are formulated in the form of a syllabus which is an elaboration of Competency Standards (SK), namely a minimum measure of the ability which includes knowledge, skills and attitudes that must be achieved, known, and proficiency in carried out by students in every action of a material being taught, and Competence Basic (KD) is an elaboration of students' SK which has a narrower scope of material than the students' SK. Then the next step is to realize these demands by compiling a learning implementation plan (RPP). Based on this RPP, the teacher carries out the learning process so that what is implemented in learning stays in the way and demands of the curriculum so that it finally achieves the goals that have been set.

D. Conclusion

Based on the results of the research and discussion of the research that the authors put forward, the authors conclude that efforts to instil character education values in economics learning for class XI at MA Darul Ulum, Galis sub-district, Bangkalan regency, have studied well, where this can be seen from the subject teacher's lesson plans. Economics

includes character education values such as religion, honesty, disciplined, responsible, caring, politeness, responsiveness, and proactive. Efforts made by teachers to instil character values in the learning process are prepared in a planned manner by school institutions using teaching stages through planning, implementation, and evaluation stages. Then the teacher's efforts to instil discipline character values for students who arrive late to school by giving sanctions in the form of squat jumps for undisciplined students. Moreover, efforts to instil the character value of honesty by giving a reduced value if there are dishonest children, such as cheating during tests, for character values, it is the teacher's responsibility to commit the child if they are not responsible for doing the assignment then they will not get a value. Moreover, for the value of curiosity, that is, trying to provoke questions and the value of independent character, instructing students to do assignments independently and according to their opinion.

Thus, the function of character education sought by teachers in subjects is to develop a student's potential so that he can live his life by being kind. In the formal education environment, character education in schools shapes students' character so that they become individuals who have a noble character, are moral, and tolerant, along with the times that have positive and negative impacts on the world of education.

To other researchers, this research should be used as a reference to conduct further research on cultivating character values using other analytical methods, such as quantitative or a combination of the two, in order to obtain more in-depth results.

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