

**KENDALA GURU DALAM MENGIMPLEMENTASI NILAI-NILAI
KARAKTER BERLANDASKAN BUDAYA BANGSA DALAM
PEMBELAJARAN DI SD NEGERI 54 BANDA ACEH**

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ABSTRAK

Pendidikan dalam sistem persekolahan selama ini lebih menekankan pada kemampuan akademis dan kurang perhatian pada perkembangan karakter, sehingga karakter seseorang hanya berkembang berdasarkan potensi yang dibawa sejak lahir atau yang dikenal sebagai karakter dasar yang bersifat biologis. Penelitian ini mengangkat masalah bagaimana Kendala Guru Dalam Mengimplementasi Nilai-Nilai Karakter Berlandaskan Budaya Bangsa Dalam Pembelajaran. Adapun tujuan dilaksanakan penelitian ini adalah untuk mengetahui Kendala Guru Dalam Mengimplementasi Nilai-Nilai Karakter Berlandaskan Budaya Bangsa Dalam Pembelajaran.

Dengan menggunakan pendekatan kualitatif dan jenis penelitian deskriptif. Serta yang menjadi subjek dalam penelitian ini adalah 12 orang guru, yaitu wali kelas di SD Negeri 54 Banda Aceh. Teknik pengumpulan data dilakukan dengan menggunakan observasi dan wawancara dan dianalisis dengan tiga tahapan analisis data kualitatif yaitu reduksi data, penyajian data dan penarikan kesimpulan.

Dari hasil analisis data dan pembahasan hasil penelitian, kendala guru dalam menerapkan nilai-nilai karakter pada peserta didik yaitu masih adanya rasa malu dalam berteman dan belum sangat akrab, masih sangat kuat sikap *premanisme*, mereka tidak peduli hal apapun yang menimpa anak lain diluar kelompoknya, anak susah untuk mengikuti peraturan, mudah dalam melakukan kebohongan serta anak tidak memiliki rasa takut untuk melanggar peraturan walaupun terdapat sanksi dan juga tidak ingin menaati peraturan walaupun diberikan hadiah.

Simpulan penelitian ini adalah suatu kendala yang mengakibatkan lambatnya penerapan nilai-nilai karakter dalam proses belajar mengajar terjadi akibat ketidaksenangan hubungan peserta didik, orang tua peserta didik dan guru. Kebiasaan yang baik akan menghasilkan suatu pembiasaan yang baik pula. Namun hal tersebut tidak hanya dapat oleh seorang guru namun harus dibantu oleh factor lingkungan yang baik dari orang tua peserta didik.

Kata Kunci: Kendala, Implementasi, Nilai-Nilai Karakter

PENDAHULUAN

Education is a right for all citizens of Indonesia, because education has a very important role in creating quality and characterized human resources. In order to implement character education, 18 values have been derived from religion, Pancasila, culture, and national education objectives: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) (10) the spirit of nationalism, (11) the love of the homeland, (12) appreciate achievement, (13) friendly / communicative, (14) love of peace, (15) love to read, (16) care about the environment, (17) social care, (18) responsibility (Zaenul Fitri, 2012: 40)

Character education according to Sa'dun Akbar, in Nova Ardy (2013) is often referred to as value education. Caused, a character is a value in action, a tangible value in action. Characters are also often called operative values or values that are operationalized in action. Therefore, character education is basically an effort in internalizing, presenting, menyemaikan, and develop the values of virtue in the learners themselves

Character is a newly used term specifically in the context of education at the end of the 18th century. The originator is FW Foerster, "character is a science and skill bridge. Knowledge without the right personality foundation will be misleading, and skills without self-awareness will destroy ". Hence good character encompasses understanding, care, and action based on ethical values, and includes the cognitive, emotional and behavioral aspects of moral life (Asmani, 2013: 27)

Based on preliminary observations and short interviews at SD Negari 54 Banda Aceh, it was found that teachers in these schools were almost entirely trained in character education, both government and non-governmental. With the training on character education, it is expected that teachers are able to implement the values of the characters towards the students well. But in reality, there are still many students who show bad character, one of them is the presence of students who have a thuggery attitude to his classmates, where the attitude is very contrary to one of the points of the character's values, that is friendly / communicative. So here the teacher finds difficulty in giving students understanding of the value of the character friendly or communicative. Symptoms like this look at educational output that has high

intellectual ability, smart, class champion, but poor ability to build relationships and tend to be selfish, and become a private person. With this background also the author is increasingly interested to conduct research at SD Negeri 54 Banda Aceh about the constraints experienced by teachers in implementing the values of character based on the nation's culture.

Based on the formulation of the problem then the purpose of this study describe the obstacles of teachers in implementing the values of character based on the nation's culture in learning in SD Negeri 54 Banda Aceh.

METODE PENELITIAN

Researchers used a qualitative approach to obtain accurate data and provide insight and explore information about teacher constraints in implementing the values of character based on national culture in learning in SD Negeri 54 Banda Aceh. According to Sugiyono (2013: 29) "Descriptive is a procedure that solving the problem investigated by describing the subject / object of the seen and heard based on facts that seem".

In line with the purpose of this study, the authors chose the type of research by using descriptive method to describe the constraints of teachers in implementing the character values based on the nation's culture in learning in SD Negeri 54 Banda Aceh.

SD Negeri 54 Banda Aceh as a research location is located at Jalan T. NyakArief No.140 Peurada, Kec. Syiah Kuala, Banda Aceh.

Data collection techniques used in this study are interviews and documentation. Interviews were conducted orally by using questions that fit with the focus of research that is about the constraints of teachers in implementing the character values based on the culture of the nation in learning in SD Negeri 54 Banda Aceh.

To describe the teachers in implementing the values of character based on the culture of the nation in learning in SD Negeri 54 Banda Aceh, the data collection by interview and documentation will be analyzed by three stages of qualitative data

analysis as explained by Miles and Huberman (in Sugiyono, 2013: 337) Reduction, Data Display, Conclusion Drawing / verification.

The study reduces the data in accordance with the problems that researchers want to get the teacher in implementing the values of character based on the culture of the nation in learning in SD Negeri 54 Banda Aceh. After the data reduced, then the next step is to present the data.

Furthermore, in analyzing done step three that is analyzing qualitative data, conclusion and verification. In qualitative research that is expected is a new finding that had not previously existed. Findings can be a description or description of an object that was previously still dim so that after examined becomes clear.

PEMBAHASAN HASIL PENELITIAN

In this discussion will be discussed further about the results of research from teachers in implementing the values of character based on national culture in learning in SD Negeri 54 Banda Aceh

The results of interviews conducted by researchers with teachers of State Elementary School 54 Banda Aceh, can be seen that: The teacher has obstacles in applying the character of honesty, that is still the attitude of students who lie like cheating, cheating when teachers give individual tasks.

The teacher has constraints in applying the character of discipline. in the case of children difficult to follow the rules, and the children at home are not accustomed to discipline, so that even at school children are also unable to discipline. Teachers have difficulties in applying communicative characters. children perform actions that show displeasure when talking, getting along, and working with others.

The child is unable to work together in the child's sense of self that is great, he is able to do it himself without having to get help from others. Master has obstacles in applying the character of peace love. Teachers have obstacles in applying fond characters. children do not show a person's attitude and behavior to carry out their duties and obligations, which should be done to self, society, environment (nature, social, and culture) country, and God Almighty. Children do not care about their obligations

SIMPULAN

Based on the results of research in SD Negeri 454 Banda Aceh, it can be concluded that the constraints of teachers in implementing the values of character based on the culture of the nation, still much happening in the process of teaching and learning. It is undeniable that the development of the current age greatly affects the development of children, should it not be solely the responsibility of a teacher, the responsibility of the person becomes very important in the process of child development. Still many parents who do not maximize educate children directly so there are many obstacles in the development of children

The role of teachers in providing motivation to stimulate the character that is based on the culture of the nation becomes constrained in the implementation of the obstacles that are often faced by teachers. The teacher has constraints in applying the character of honesty. The teacher has constraints in applying the character of discipline. Teachers have difficulties in applying communicative characters. Master has obstacles in applying the character of peace love. Teachers have obstacles in applying the likes of reading. Teachers have obstacles in applying the caring character of the environment. Teachers have difficulties in applying social caring characters. Master has obstacles in applying the character of peace love. The teacher has obstacles in applying the character of responsibility

Based on the conclusion of the research result, the researcher's suggestion is To the principal of SD Negeri 54 Banda Aceh, the teacher should always apply the values of the character in school to the students, and assisted by the parents to apply it in their neighborhood. Designing a lesson plan in which it contains character values. Plant a good attitude regularly both in the classroom and outside the classroom. The teacher / mother becomes an example and a good example so that it can be imitated by the students

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