ANALYSIS OF THE IMPLEMENTATION OF CHARACTER EDUCATION TOWARDS STUDENTS THROUGH SCIENCE LESSONS IN GRADE VIII OF PRIVATE SMP BHAYANGKARI 3 RANTAUPRAPAT

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Abstract

This study aims to evaluate the character development of eighth-grade students at Bhayangkari 3 Rantauprapat Private Middle School, specifically within science lessons. Character education is essential for fostering positive traits among students, both within the school and its surrounding environment. Effective implementation of character education requires teachers to embody and impart values that enhance students' moral and social competencies. The primary objective of this research is to assess the extent of character education implementation and provide a comprehensive analysis of students' levels of responsibility, discipline, honesty, and cooperation. Utilizing a quantitative methodology, the study sampled 35 eighth-grade students from Bhayangkari 3 Rantauprapat Private Middle School. Data were collected through questionnaires and observational methods, focusing on indicators such as responsibility, discipline, honesty, and cooperation. The findings indicate that the overall implementation of character education is effective, with students achieving an average score of 93%. Specifically, the religious indicator scored very good, nationalism 65.9%, independence 85%, integrity 86.1%, and mutual cooperation 87.8%. These results demonstrate that the character education program at Bhayangkari 3 Rantauprapat Private Middle School successfully cultivates essential character traits among students. Despite a slight variation in the nationalism indicator, the overall data suggest that the character abilities of the eighth-grade students are well-developed and commendable. Therefore, the study concludes that the character education initiatives at Bhayangkari 3 Rantauprapat Private Middle School effectively promote positive student character, contributing to a conducive learning environment.

Keywords: *character education, student development, quantitative study.*

INTRODUCTION

Education is something that plays a very important role in human life, especially in the present era, with education, humans can use their minds and reason to be able to think about problems that occur and how to solve them. The role of this education is very important in increasing the ability and competitiveness of a nation in the eyes of the world and vice versa. For this reason, it is necessary to have student character that is instilled in schools and in the school environment, which can form humans who have better personalities and morals, all countries want a generation that has good character and personality, so is the country of Indonesia which can produce quality education. Nazilah, R., ddk (2020) stated that Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to choose spirituality, religion, and skills needed by the nation and state.

The implementation of character education is also very important to be able to create a very good education, we can see and judge from the quality of some students who are slightly worse than before, such as students who do not have honesty especially to themselves, do not respect teachers at school or in the school environment as they should, fight against teachers, no respect for teachers, teachers are also considered as friends not as teachers at school, fights, smoking at school or in the school environment, skipping or leaving school during class hours, the rules made are only considered as meaningless writing that is attached to each class. These students must be taught a value of character in science lessons. Character education determines what will or will not be done. According to Law No. 20 of 2003 concerning the national education system, Article 3 states: "National education functions to develop abilities and form the character and civilization of a dignified nation in order to

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make the life of the nation more intelligent." According to Hadi, k., et al. (2020), students can solve difficult problems in the learning process which can be done by guiding and giving maximum attention to all groups and classical explanations so that students can learn comfortably and understand the forms of learning materials presented.

According to Toni, T., & Harahap, HS (2020). Education is very important to create people who have good personalities, for that it is necessary to instill sufficient moral character values in students at school. Zulkarnain D. 2019. Teachers are figures who are idols for students, their existence as the heart of education cannot be denied. The good or bad of education depends on the teacher. The implementation of this character education carried out in schools can increase knowledge and can also create better characters, at school or in the school environment.

According to Atika et al., 2019. The collapse of moral values in today's society also has a negative impact on children's values and attitudes today, because one of the strongest factors is the use of gadgets in elementary school-aged children. This education is still reviewing the character of the child, there needs to be character education that must be carried out and implemented. This is also felt by all Indonesian people. A person's character is getting worse, society feels the need for character education which is currently starting to get out of control.

Character or moral issues are indeed not completely ignored by educational institutions, Setyani et al., 2019. However, seeing the facts of immoral acts around shows that there is a failure of educational institutions in developing the character of superior and characterful Indonesian people. Khotimah et al. 2019. Therefore, the need for education that can produce Indonesian people is very important, this is because immoral acts continue to occur in the next generation. Budiman et al., 2019.

According to Natalini & Hardini. In the learning process, teachers not only transfer the knowledge they have but a teacher must also be able to shape the character of their students according to the curriculum that emphasizes the formation of student character. Character education is one of the keys to the success of education in Indonesia. According to Mustika & Ain, 2020, creativity is the ability to create something new that has social meaning.

Harahap, 2019 stated that teaching is an activity to try to help, guide someone to get, change or develop skills, attitudes, ideals, appreciations and knowledge. In the learning process stage, the priority is a certain maturity of the child. SMP Swasta Bhayangkari 3 is an educational unit school organized by a foundation that is a legal entity. Private schools are independent, which means that in its implementation, SMP Swasta Bhayangkari is not managed by the local government, or nationally like public schools. SMP Swasta Bhayangkari 3 Rantauprapat was established to contribute to completing education.

In a life that has higher education, it requires a facilitator who helps students to be able to develop competencies with students' interests at school and provide good education to their students, because it can hone high abilities and curiosity. Science learning is a lesson that is found in several of the collections of a theory that is found from natural phenomena and research through scientific work methods such as observation and experimentation of a material, namely practicum.

According to Ilham & Yasnel, 2022. This science lesson is close to the surrounding environment, so there is a lot of local wisdom that educators can use as a source of science learning. This requires students' scientific attitudes such as curiosity, openness, honesty, and also having scientific literacy and environmental literacy characters (Ilhami, et. al, 2019). Thus, quality education must be in accordance with quality characters as well.

Many studies on character education policies have been conducted, for example Ismail et al., (2020) stated that strengthening character education is to realize Pancasila students. According to Fanny, (2020) stated about Ki Hadjar Dewantara regarding the implementation of the PPK policy.

Education emphasizes the formation of a person's character in behaving towards fellow human beings, this character is what is used as the basis in society. Many understand that character is created since he was born, even though character is not something that is brought since birth but character is something that can be formed and influenced by the surrounding environment, namely the people around him and also his place of residence.

According to Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. In Article 1 paragraph (1) which reads "Strengthening character education, hereinafter abbreviated as PPK, is an educational movement to strengthen the character of students through harmonization of heart, feeling, thinking, and sports by involving and collaborating between educational units, families, and communities as part of the National Mental Revolution Movement (GNRM)".

Education is an effort that can develop the quality of human thought patterns or ways of thinking about how to solve problems. In the life that is in the midst of generation z, there are many more concerning events in

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schools, about the behavior of students who are declining from characters that are getting worse from time to time. For that, it is necessary to implement character education for students. Schools are places to channel knowledge for students and there needs to be professional facilitators who have good education and good character to educate their students. Facilitators must be able to be examples for their students. In the learning process as a place to be able to channel knowledge, attitudes, and skills that involve students' physical and mental activities. The aim of implementing character education is to instill values in students, and to sharpen their life vision which will be achieved through a continuous process of self-formation (on going information) (Jamal, 2012:42).

Character education at the institutional level leads to the formation of school culture, namely the values that underlie behavior, traditions, habits, and symbols practiced by all members of the school and the surrounding community. According to the Ministry of National Education (2010), character is the nature, disposition, morals, or personality of a person which is formed from the internalization of various policies (*virtues*) which is believed and used as a basis for ways of viewing, thinking, behaving and acting.

From the impact and benefits of implementing character education, in its implementation in various subjects, education needs to be carried out in schools and in the school environment, especially by facilitators. Facilitators as the key to character education that must be applied in all subjects taught and given every time learning takes place. The purpose of the research to be analyzed is the character of students at school.

According to Nurlaida, Desy Khotimah. 2019 stated that children's character is greatly influenced by the environment around where the child lives. Through the implementation of this character education, researchers hope that students will be able to independently improve and use their knowledge in everyday life and can be useful for their nation and people and the surrounding community. Even after being explained in severalThe journal above shows that every existing reference always examines a character. For that reason, character education must be applied to students in schools.

METHOD

From this research is a case study at school with the research title: Analysis of the Implementation of Character Education for Students Through Science Lessons at Bhayangkari 3 Rantauprapat Private Middle School. The researcher conducted his research at Bhayangkari 3 Rantauprapat Private Middle School. Where the researcher wanted to know how much knowledge students gained while at school. After being given knowledge from character education. The researcher took all student subjects in class VIII, the research was conducted from October to December 2024. Starting from the research permit stage, data collection, and the last was analyzing the data. the object of the study was all students in class VIII of Bhayangkari 3 Rantauprapat Private Middle School, in the odd semester. This study uses a total sampling technique, where the entire population is used as a sample in this study as many as 35 students.

The data sources consist of students of class VIII and other references, with a relationship to the implementation of character education. This study uses a descriptive method with a quantitative approach. The descriptive method is used to investigate the level of character of students in class VIII of SMP Swasta Bhayangkari 3 Rantauprapat. Implementation of character education in science lessons, researchers have conducted observations of students during the learning process, to be able to determine the value of character during the learning process. The purpose of this study is to obtain or obtain the same data as the observations that researchers carry out at school. Then the researcher gave a questionnaire in the form of a questionnaire to all students in grade VIII which aims to determine the extent of the implementation of character education in science lessons. The following are the results of the questionnaire that researchers have distributed to all students in grade VIII:

Table 1. Results of the Questionnaire on the Implementation of Student Character Education in Science Lessons

Character Values	No. Question	Total Score	Percentage	Criteria
Religious	1	67	93%	Very good
	2	67	93%	Very good
	3	61	84.7%	Very good
	4	70	97.2%	Very good

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Average			92%	Very good
Nationalism	5	42	58.3%	Pretty good
	6	68	94.4%	Very good
	7	38	52.7%	Pretty good
Average	8	42	58.3%	Pretty good
			65.9%	Good
Independent	9	56	77.7%	Good
	10	61	84.7%	Very good
	11	66	91.6%	Very good
	12	62	86.1%	Very good Good
Average			85%	
Integrity	13	55	76.3%	Pretty good
	14	62	86.1%	Very good
	15	62	86.1%	Pretty good
	16	54	75%	Good
Average			80.9%	Good
Mutual cooperation	17	67	93%	Very good
	18	61	84.7%	Very good
	19	62	86.1%	Very good
Average	20	63	87.5%	Very good
			87.8%	Very good

The data results obtained in this study were analyzed quantitatively, namely by describing the students' answers related to this study regarding the students' character abilities at school.

To obtain this value, researchers can calculate using the following equation:

Character test with indicators consisting of 20 questions in the form of an essay test. It can be concluded that the character value on the religious indicator gets an average value of 92% in the implementation of religious character values in science subjects. The character value on the nationalism indicator gets an average value of 65.9% in science subjects. The independent character value gets an average value of 85% with a very good indicator. The integrity character value gets an average value of 80.9% on a very good indicator, and the mutual cooperation character value gets an average value of 87.8% with a very good indicator value. The following is a bar chart of the results of the implementation of character education in science lessons.
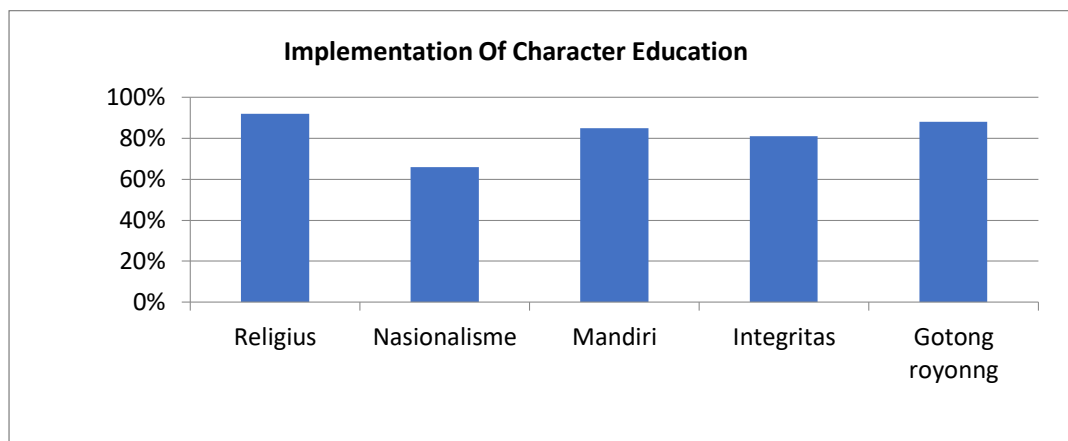
RESULTS AND DISCUSSION

Character education is an education that educates students in schools and in the school environment, to be able to become good individuals. In the learning and teaching process that can be done by each facilitator who has

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a more creative strategy in delivering and providing material to all students. This creativity is the key to carrying out activities during the learning process, because learning will be more focused and systematic.

According to Atika et al., 2019, one of the government's efforts regarding character education is strengthening character education (PPK) which is integrated into the national mental revolution movement, namely changing the way of thinking, behaving, and acting for the better. This research was conducted on 5 key values of the implementation of student character education, namely: religious, nationalism, independence, integrity, and mutual cooperation.

Of the 5 keys to a value, researchers group them into sub-indicators, namely the opening words for entering the class are greetings, before starting learning it is good to read a prayer before starting the lesson, following the rules at school, respecting the diversity of ethnicities, cultures, and religions, showing an attitude of helping each other, an attitude of cooperation, showing an attitude of working hard, daring to make decisions, being honest in saying something and doing something and how to complete tasks on time.

By conducting this research, the results obtained are satisfactory. By using a questionnaire, it can be seen how the implementation of character education for grade VIII students in schools in science subjects. Getting results in class VIII of Bhayangkari 3 Rantauprapat Private Middle School, on the religious indicator of 93%, nationalism 65.9%, on the independent indicator of 85%, on the integrity indicator of 86.1%, and on the mutual cooperation indicator of 87.8%. From these results, it can be seen in the implementation of character education for class VIII students of Bhayangkari 3 Rantauprapat Private Middle School. There is a difference in ability in student character. So based on data from class VIII students at Bhayangkari 3 Rantauprapat Private Middle School, there are very good values.

CLOSING
Conclusion

Based on the results of this study, it can be concluded that the level of character education ability of students in classVIII at Bhayangkari 3 Rantauprapat Private Middle School. North Rantau in the 2024-2025 Academic Year received results in the very good category using quantitative methods, which were given by the VIII homeroom teacher through science lessons. And the research on the implementation of character education has been carried out well during the learning process.

SAll schools have an important goal in developing and forming good student character through the implementation of this character education. Character education is very important to be implemented in schools, especially in SMP Swasta Bhayangkari 3 Rantauprapat, especially now in the era of generation z. Even though schools still involve character education in the vision and mission of the school. In addition, students are asked to achieve 5 keys to a character value which will later be implemented in the school environment and the community environment in accordance with the regulations set by the government and in accordance with the independent curriculum (KUMER).

This research can be seen from the improvement of each student in behaving towards each other student who experiences a change or improvement in their character, both at school and in the outside community. From the research conducted at school, students can understand the definition of the implementation of character education for students in grade VIII of SMP Swasta Bhayangkari 3 Rantauprapat. From the changes in students will be seen when given the application of the implementation of character education for students, who have begun to know the importance of character itself. The author can draw conclusions that the implementation of character education is a joint obligation between the role of parents and the school to be able to provide character knowledge to students, as well as provide education about character which is very much found in generation z during the current independent curriculum.

Suggestion
Based on the conclusions above, the author provides the following suggestions:

The questions given in schools should be able to refer to the students, so that character education capabilities can be maximized properly. In addition, schools should implement character values programs for students in the learning process in all subjects.

In order to make something better than the excellence of character education, it is necessary to implement a national standard curriculum, such as the current independent curriculum, for better teaching and must also be in accordance with Presidential Decree No. 87 of 2017 concerning the strengthening of character education.

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For further researchers, there should be more efforts in encouraging students to convey or show something about their condition as it is, such as when students fill out a questionnaire, they are able to build their character to be better. And are able to learn from the implementation of student character education.

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