

# THE ROLE OF INDONESIAN LANGUAGE TEACHERS TO FAMILIARIZE THEMSELVES WITH THE POSITIVE CHARACTER AT MI AL-IHSAN MEDARI SLEMAN

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**Abstract:** The purpose of this research is to know the role of Indonesian teachers in familiarizing the positive character in MI Al-Ihsan Medi. The methods in this study use qualitative with this type of case study. Data and data sources in this study include basic data and supporting data collection techniques in this study, using interviews, observations, and documentation. Data analysis technique with data reduction, data presentation and withdrawal of conclusions (verification). Checking the validity of data using triangulation. The results of the study concluded that the role of Indonesian teachers when familiarizing the behaviour of positive character in the school is, first the teacher domiciled into someone who caused the change. The teaching of a teacher as a figure is being drafted and imitated, because the teacher is a mirror for the development of students ' character education. The two teachers must continue to revive the spirit and ability of the learners. All three teachers are able to unleash the potential of their own learners. The four teachers must be able to teach the learning that contains the character and contain activities on the stage of the deers, reading, writing, and speaking, so that the learners can know the qualities that have themselves.

**Keywords:** Role Of Teacher, Indonesian Language, Character

## INTRODUCTION

Citizens in Indonesia deserve and feel the education. Because education as a vehicle is important in forming quality human resources and character. In general, education can be interpreted as an effort to strengthen individuals and

groups to achieve the development of science and knowledge, where the process does not ignore creativity.<sup>1</sup>

One of the mandate of the 1945 Basic Law on national education, the government needs to organize education in order to educate the life of the nation and the formation of noble morality, increase the faith of human beings of Indonesia to the Almighty God. Then the education system is explained in law No. 20 of 2003 that education is a conscious business and also planned to create a learning atmosphere and active learning process can develop the potential of learners have a religious power, self-understanding, have a good personality, have the intelligence of all areas of interest talent, noble morality, and skills that are later needed for himself, society, and for the nation.<sup>2</sup>

Education in the country faces various challenges in creating the quality of learners. Because the current era whose information is affected by the current globalization is quite *memprihatikan*. Nowadays learners are familiar with gadgets that are always on hand, and also addicted to these gadgets that impact the moral damage of learners who easily access various information through the gadget. As it is known together that using social media all information is easily obtained. Both positive and negative information, or malicious information. A lot of current learners are victims of the "cruelty" social media. For that educational environment especially in elementary school environment teachers need to provide an education that can embed strong character values.

Mulyasa explains that the character is a very natural trait of the individual, in the sense that it can respond to the situation by showing the wave of good manners and manifested in real action through good manners, honesty, responsibility, respect for others, and the values of other noble characters. Later he also stated that the character is closely related to personality. Being reviewed in Islamic thought, a person with character will always relate to faith and Ihsan.<sup>3</sup>

The objective of education of the character of the Ministry of National Education (now: Ministry of Education and Culture) is as follows. Firstly, it develops the potential of the KALBU/conscience/affective students as humans and citizens who have cultural values and national character. Secondly, develop the habits and behaviors of the students who are praised and in line with the universal values and cultural traditions of the religious nation. Third, instill the soul of leadership and responsibility of students as generations of the nation's

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<sup>1</sup> Darmaningtyas, *Pendidikan Rusak-Rusakan*, ed. LKiS (Yogyakarta, 2005).

<sup>2</sup> Muhammad Fadlillah, *Desain Pembelajaran PAUD: Tinjauan Teoritik & Praktik* (Yogyakarta: Ar-Ruzz Media, 2012).

<sup>3</sup> E. Mulyasa, *Manajemen Berbasis Sekolah: Konsep, Strategi Dan Implementasi* (Bandung: PT Remaja Rosdakarya, 2011).

successors. Fourth, develop students' ability to become independent human, creative, knowledgeable. Fifth, develop the environment of school life as a learning environment that is safe, honest, full of creativity and friendship, and with a high and strong national flavor (dignity).

Language as a medium for communication, so that the language is used as a mirror of one's personality, meaning is through a person's language easily known to his personality or character.<sup>4</sup> In addition, language also plays an important role in human life because language as a means of human communication in everyday life.<sup>5</sup> Languages play an important role to form characters. So that the role of Bahasa Indonesia especially for learners especially in the school level is very important in mastering the speech both oral and written, is expected to also help students to form their character.

Forming a character is certainly not easy, because it needs a process of understanding the value, planting through habituation, and repetition, and the culture to be reflected in daily attitudes and behaviors. Character education through Indonesian language, as well as other subjects, need a priority determination on the values of the character. It was intended for teachers to focus on a number of values, making it easier to monitor, supervise and assessment.<sup>6</sup> The value of the characters prioritized in schools in general is religious value, honesty, discipline, nationality, and caring. The list of values is derived from Kemendiknas.

As an educator, teachers certainly hope that students can have a moral and a good character. Although it is realized that forming a character at the base age is not something easy. Forming a character takes quite a long time to do the habituation expected. Teachers are exempted by their personal power or charisma through their integrity, and respected for their actions, not because of their status or rank. Explained in the president's instruction No. 1 year 2010 that the completion of the curriculum and methods of active learning based on the values of the nation to form the competitiveness and character of the nation. Learning needs to be done effectively for character education, especially in elementary school instead of emphasizing theory but the real example of the teacher, according to the proverb "teacher, be drafted and imitated".

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<sup>4</sup> Pranowo, *Berbahasa Secara Santun* (Yogyakarta: Pustaka Pelajar, 2009).

<sup>5</sup> Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2016).

<sup>6</sup> Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa: Berbasis Kompetensi (Edisi 2)* (Yogyakarta: BPF, 2017).

Explained the principal of MI Al-Ihsan Medi Mr. Heri Sutejo Wibowo, that the school has implanted strong character habituation in the school environment, from the school is located in the factory, the school always builds positive characters to the students every day in the school, especially in class learning. In learning, teachers always strive to change and always keep an eye on students' language through Indonesian language lessons. Changes can be made when educators in teaching learners are in line with the purpose of learning language Indonesia.

In the education of Indonesian language learning plays a central role in the development of intellectual stage, social development, and emotional mastery of students, but also as supporting success in studying all fields of study, Indonesian language learning can foster learners to a certain purpose, especially to equip knowledge and skills in communicating every day. Based on some descriptions displayed, researchers are interested in studying more about the role of Indonesian teacher in familiarizing the positive character at MI Al-Ihsan Medari Sleman.

## RESEARCH METHODS

In this research researchers use qualitative research with this type of case study. A case study according to Nursalam that this study includes a study aimed at giving a detailed description of the background, nature or character of a case. From the explanation it can be said that the case study has more research principle to a case in an intensive and detailed.<sup>7</sup>

The research was at MI Al-Ihsan Medi which is located on Jl. Kalirase, Ngangkruk, Trimulyo, Sleman district. Regency of Sleman, Special region of Yogyakarta. Research to know the role of Indonesian teachers in shaping the positive character of learners. Data and data sources in this study have basic data and supporting data. The underlying data of the authors get directly from informant, while secondary data researchers obtain from books, documentation data, and scientific works to support this research.

The technique of data retrieval in this research is using interviews, as well as the researchers interviewed are guardians of class V MI Al-Ihsan mefrom Sleman, then observation, and documentation. Analytical techniques using the Miles and Heburmen data analysis techniques carried out by data reduction, data presentation and withdrawal of conclusions (verification). Checking the validity of data using triangulation.

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<sup>7</sup> Nursalam, *Metodologi Penelitian Ilmu Keperawatan* (Jakarta: Salemba Medika, 2016).

## FIND AND DISCUSSION

### *Indonesian language lessons.*

Indonesian language lessons are one of the important subjects that need to be taught in the education level. Where Indonesian language lessons have the purpose of education in general, namely, the first students are able to act to respect and apply Indonesia language in the form of language and national language, both understand the Indonesian language of the aspect, meaning, and function, three students are able to use Indonesia language as an effort to develop skills, whether in the emotional, or social, the four learners are expected , speaking can be through conditions while speaking and writing. The five learners must understand the literary creation to improve personality qualities, widen the insight into life, and improve knowledge and ability to say, the six learners are able to appreciate and boast of Indonesian literary works.<sup>8</sup>

From the explanation related to the general purpose of Indonesian language lessons, the scope of Indonesian language learning in elementary school in the aspect of the language, the purpose of learning Indonesia language so that students are able to communicate an event of verbal or writing done effectively and efficiently, then ability to understand, appreciate literature, and ability to use Indonesian language that includes skills in speaking, namely: listening, speaking.<sup>9</sup>

In elementary school, Indonesian language learning is an educator's effort to change students ' language behaviour, and changes in Bahasa Indonesia can succeed if educators in teaching students are appropriate and in line with the purpose of learning Indonesian at the elementary school level. Because Indonesian language learning is provided with the intention of developing good and true Indonesian proficiency.

Indonesian language proficiency There are both passive and active languages. Passive language covers first, listening to where learners can appreciate the opinions of others. The second reads, is the process of translating the written symbols into spoken words. While the active language includes a conversing of its objective so that the learners can give birth to their feelings and thoughts with

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<sup>8</sup> BSNP, *Kurikulum Tingkat Satuan Pendidikan* (Jakarta: BSNP, 2007).

<sup>9</sup> Dadan Djuanda, "Penilaian Dalam Pembelajaran Bahasa Indonesia Di Sekolah Dasar," *Researchgate.Net* (2010): 15, [https://www.researchgate.net/.../260302316\\_Penilaian\\_dalam\\_Pemb...](https://www.researchgate.net/.../260302316_Penilaian_dalam_Pemb...)

a regular verbal, the two compose or write that the student's purpose is able to write in good language.<sup>10</sup>

### ***The Role Of Indonesian Language Teachers In Familiarize Positive Characters***

In this explanation about the role of Indonesian teacher in familiarizing the positive character to the students, from the interview with the class V Eali, the father of Jupri as the class and Indonesian teachers explain the sense of language is a form of activity that is always used every human. Where the language serves as a means of communication between each other and also the use of language can be as self development.

Language learning is done for learners to be able to know the culture, know the contest, and preserve the environment for the sake of their life. Language is also a reflection of a person's personality, which means that the bad language a person is using is essentially a reflection of the person's personality. It is necessary to use caution when communicating in a very well-informed language because the language is a reflection of one's personality.

According to the English teacher of class V Mr. Jupri, the school environment always teaches the students to be kind to anyone, then can behave that reflects the behaviors according to the provisions of being a student, and cooperate with peers, both in maintaining the school environment, the family environment, even the community environment. Instilling character habituation to students in school, the foundation of course teachers need to position themselves as a reflection. Because the teacher as an example or idol to be formulated and imitated his students, the attitude and attitudes of a teacher is very old in the student, so that the speech, character and personality of the teacher to mirror students.

As for the efforts of Mr. Jupri teacher of Indonesian language in the violence of positive characters, namely:

1. Teachers explain and apply hygiene, beauty, and order programs. So this activity became a habit that culture in school.
2. Teachers before starting learning by managing classroom conditions. Classroom conditioning can be done with steps such as regulating learning readiness, observing order (appearance), viewing positions and seating, seeing the cleanliness of the class, and so on.

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<sup>10</sup> Eni Sulistiyowati, "PENDIDIKAN KARAKTER DALAM PEMBELAJARAN A . Pendahuluan Pendidikan Adalah Hal Yang Penting Sepanjang Hidup Manusia Karena Pendidikan Dapat Menghasilkan Manusia Yang Handal Dan Bermartabat . Pendidikan Juga Menentukan Nasib Dan Masa Depan Suatu Bangsa . Ole," *Edukasia: Jurnal Penelitian Pendidikan Islam* 8, no. 2 (2013): 31-330.

3. The teacher seeks to portray exemplary behavior in the presence of learners. Teachers should be able to give a good real behavior (Uswatun Hasanah) to the participants. Of course if it can be done, the learners not only get the subject matter, but also to prioritize the moral, which further builds the human mentality as learners.
4. Teachers can be friends and companions for the participants. So by knowing the problems that the learners have, Evaluasai students can be done with the report book and a heart-to-heart approach.
5. Combining Indonesian language lessons through good language activities, learners must speak politely, and should not use any language that is lacking. An example of learners use polite language when dealing with or an older person. Speak well to train learners to have good skills and character.
6. Unifying Indonesian language lessons through writing learning activities, i.e. learners should not write using short writings, writing must match the correct spelling of the language, and teachers are teaching students to be able to write neatly when there is a task. Writing neatly, thoroughly, Sabra will form a good character for the learners.
7. Teachers always use a character-based overall education plan. His hopes to equate between heart, brain, and muscle (holistic). Learners can think creative, responsible, and self-reliant (human holistic).
8. The teacher can prepare the model of planning, implementation and assessment of character learning. Along with it must be supported with material containing character education values in Indonesian language learning such as listening, reading, conversing, composing and writing.

With regard to this activity, Indonesian teachers can understand the individual character and personality of their children by using communication language during the learning process in the classroom and outside the classroom. In addition, teachers can know various attitudes such as honesty, intellectual power, politeness and character of participants in the students using effective language and sentences, and the way of delivery used at the time of communication, the language that is intended to communicate here can be verbal and written to his teacher, friends, and others.

Through Indonesian language learning, character education has the opportunity to build a praiseworthy behavior in the direction of religious objectives. Especially with the use of language, the character education objective is expected to build learners can use good language and correct according to the

foundation of the culture, because the character education has two points that is to build characters in general and have language characters.

In that explanation can be said the role of Indonesian teachers when familiarizing the behavior of the positive character in the, namely, first the teacher domiciled to someone who caused the change. The teaching of a teacher as a figure is being drafted and imitated, because the teacher is a mirror for the development of students ' character education. The two teachers must continue to revive the spirit and ability of the learners. All three teachers are able to unleash the potential of their own learners. The four teachers must be able to teach the learning that contains the character and contain activities on the stage of the deers, reading, writing, and speaking, so that the learners can know the qualities that have themselves.

## CONCLUSION

The role of Indonesian language teacher in Bahasa Indonesia as an familiarizing behavior that has positive character in the, namely, first the teacher domiciled to be someone who cause change. The teaching of a teacher as a figure is being drafted and imitated, because the teacher is a mirror for the development of students ' character education. The two teachers must continue to revive the spirit and ability of the learners. All three teachers are able to unleash the potential of their own learners. The four teachers must be able to teach the learning that contains the character and contain activities on the stage of the deers, reading, writing, and speaking, so that the learners can know the qualities that have themselves.

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