

BASIC EDUCATION POLICY PERSPECTIVE

CHARACTERISTICS OF LEARNERS

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Abstract: Education policy is a public policy in the field of education. In the national policy, among others, it is emphasized that the development of the nation's character is a fundamental need in the process of nationhood and statehood. Sometimes students in learning activities do these three learning styles. The research method used is a literature research method whose research object is searched through a variety of literature information (books, scientific journals, newspapers, magazines, documents) and so on with data analysis techniques. Each implementation of education has been regulated based on policies including the implementation of character education. the formation of the character and moral education of learners so that it becomes the next generation of the nation that has a strong foundation of both knowledge, skills, religion, and national values. Therefore, learning activities, classroom organization, learning materials, learning time, learning tools, and assessment methods need to be adjusted to the characteristics of the students. Of all the characteristics possessed by the above students, it is necessary to be noticed by an educator. So an educator must be able to understand every character that the students have so that the learning process can take place smoothly, effectively and efficiently. So that the educational goals that have been envisioned can be achieved.

Key words: Policy, Basic Education, Student Character.

INTRODUCTION

Education in the past and present including in the era of globalization, is expected to produce qualified graduates, have the ability in science and faith. The purpose of education in general in a broad sense is to bring students to have the ability to face their future with their independence and intelligence and moral majesty. In terms of character education, the Indonesian nation desperately needs a large and quality human resources to support the implementation of a good development program. Education that is needed today is an education that can integrate character education with education that can optimize the development of all dimensions of children. Learning activities need

to place students as learning subjects and encourage students to develop all their talents and potentials optimally. In the national policy, among others, it is emphasized that the development of the nation's character is a fundamental need in the process of nationhood and statehood. Since the beginning of independence, the Indonesian nation has been determined to make the development of the nation's character as an important material and not separated from national development. Sometimes students in learning activities do all three learning styles, but at some stage students will tend to one or both learning styles, so in other words this categorization does not mean that the student has only one particular learning style. With regard to the era of globalization and multiculturalism, the role of teachers and school administrators must work together to improve the quality of students both academically and non-academically so that maximum learning outcomes can be achieved.

RESEARCH METHODS

According to Ratna in Prastowo suggested that the method of literature is a method of research that collects data through the storage of research results, namely libraries.¹ Literature research or often also called literature studies is a series of activities related to the method of collecting library data, reading, and recording, as well as processing research materials.² The approach used in this research is qualitative research. The research conducted is library research. This research does not have to be direct spaciousness but data obtained from literature sources or documentation. The data source of this research is the book. The data used is basic education policy material perspective characteristics of learners. Data collection techniques using literature and documentation studies. Data validity checking technique using triangulation method. Data analysis techniques using content analysis.

FIND AND DISCUSSION

Basic Education Policy

Policy implementation is one of the components in the implementation of education policy. Implementing the policy means implementing an option that has been determined from various alternatives in the formulation of applicable legislation, supported by professional personnel, as well as available facilities and

¹ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian* (Yogyakarta: Ar-ruzz Media, 2011), 190.

² Mestika Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Obor Indonesia, 2004), 3.

infrastructure. Sanusi in Hasbullah argues that the implementation of policy is a process in carrying out, organizing and pursuing alternatives that have been decided based on applicable law.³

Education policy is understood as a public policy in the field of education. Policies in an education is a key to excellence, even the existence of the nation in competition globally. One of the main arguments is that globalization brings democratic values. Democracy will of course deliver results if democracy is supported by educational values. Olsen said "Education policy in the twenty first century is the key to global security, sustainability and survival. Education policy is central to such a global mission".⁴ Basic education development policy known as Compulsory Learning program is a strategic step carried out in the form of social engineering strategies by changing the value system in society. With the ultimate goal of educational engineering is the change of mindset, behavior and the formation of higher education aspirations in the community.

Bennis, Benne and Chin in their explanation related to social engineering revealed by Suyanto that there are three strategies to conduct social engineering related to education that are expected to have a significant impact in the implementation of education development of a nation or country, namely:

1. Power Coercive Strategies, relying on its success through a legal approach. This is still very difficult to implement in Indonesia because it has not given strict sanctions to those who do not implement it.
2. Empirical-Coersive Strategies conduct Compulsory Learning Movement campaign through empirical findings and evidence that can be observed by the community.
3. Normative-Reductive Strategies is the most suitable strategy to use. This strategy assumes that the pattern of community behavior will be maintained and maintained through the sociocultural commitments contained there.

Engineering and change will of course occur if individuals in society are encouraged to make changes to their value system, beliefs, attitudes and knowledge of education.⁵

³ M. Hasbullah, *Kebijakan Pendidikan: Dalam Perspektif Teori, Aplikasi, Dan Kondisi Objektif Pendidikan Di Indonesia*, (Jakarta: Rajawali Pers, 2015), 93.

⁴ Olsen Mark, John Codd and Anne-Marie, *Education Policy: Globalization, Citizenship and Democracy*, (London: Sage, 2001), 12

⁵ Muchlis DP, "Kebijakan Pendidikan Dasar Di Provinsi Sulawesi Selatan," *Analisis Kebijakan Publik* 2, no. 1 (2011): 49–58, <https://ojs.unm.ac.id/index.php/iap/article/view/874>.

Simply put, the purpose of policy implementation is to set the direction so that policy objectives can be realized as a result of government activities. The entire process of setting a new policy can begin when the originally general goals and objectives have been detailed, the program has been designed and funds have been set to manifest the objectives and objectives of the policy.⁶ There are several factors that cause failure in the implementation of a policy, namely:⁷

1. Information

In an effort to unite the understanding, vision, mission of the policy formulated, it is very necessary to have information. The effectiveness of an information will flow if a group of cooperating people can communicate openly. Information that is lacking results in an inappropriate picture of the object of the policy as well as to the implementers of the contents of the policy that will be implemented.

2. Policy Content

Considering that public policy such as education is a means to overcome problems in an education, the content of the policy is very influential in its implementation. The content of the policy must be clear and firm and contain political content that accommodates the interests of all stakeholders. Failure to implement policies usually occurs due to the vagueness of the content or objectives of the policy, inaccuracies, inaccuracies in the internal and external or policy itself. This indicates that there are shortcomings related to supporting resources.

3. Support

There are two types of support, namely physical and non-physical support. If the implementation of a policy is insufficient both support then the implementation will be difficult to do. So basically both support is closely related to community participation as one of the stakeholders in the program implementation process.

4. Potential Sharing

Basically the element of potential division is related to the coordination performance of the wider community. Coordination is needed because each perpetrator has a different background of interests and desires, so that the coordination process becomes a central point as a meeting point for the successful implementation of educational development programs organized.

⁶ Hasbullah, *Kebijakan Pendidikan: Dalam Perspektif Teori, Aplikasi, Dan Kondisi Objektif Pendidikan Di Indonesia*, 94.

⁷ *Ibid.*, 95-96.

The implementation of policies in education is a process that not only concerns the behavior of administrative bodies responsible for implementing the program and causing concern to the target group, but also concerns legal, political, economic, social factors that directly or indirectly affect the behavior of various parties involved in the program.

According to the frame of mind of the Minister of State Regulation of The Use of State Apparatus (MEN-PAN) No. PER/04/M-PAN/4/2007 on General Guidelines for Formulation, Implementation, Performance Evaluation and Revision of Public Policy in the Central and Local Government Institutions, there are steps taken in the implementation of education policies including:⁸

1. Preparation of policy implementation (0-6 months), including socialization and empowerment activities of parties who are implementing education policy, either from the government or bureaucracy or the public (public). The socialization stage is carried out by disseminating information to the community through various media and direct meetings with the community.
2. Implementation of education policy shall be implemented without sanction (trial period)
3. Implementation of education policy with sanctions shall be carried out after the trial period is completed, accompanied by supervision and control of.
4. After the implementation of education policy for three years, an evaluation of education policy is carried out.

Tilaae and Riant argue that as a policy process develop each other in the form of contributions of "value" between sub systems. Value created at the formulation stage contributes at the implementation stage. Value created at the implementation stage contributes to the policy performance stage. Value created in the environment contributes to each stage, both formulation, implementation, and performance. Value creation approach is a management approach in the public policy process. Success at each stage will contribute to the success of the next stage. Similarly, failure at each stage will contribute to the failure at a later stage. Success is called value creation which is an important capital for the next stage. This Value Creation process itself is generated from the internal dynamic of each process.⁹

⁸ Ibid., 100–101.

⁹ Riant Nugroho H.A.R Tilaar, *Kebijakan Pendidikan* (Yogyakarta: Pustaka Pelajar, 2008), 158.

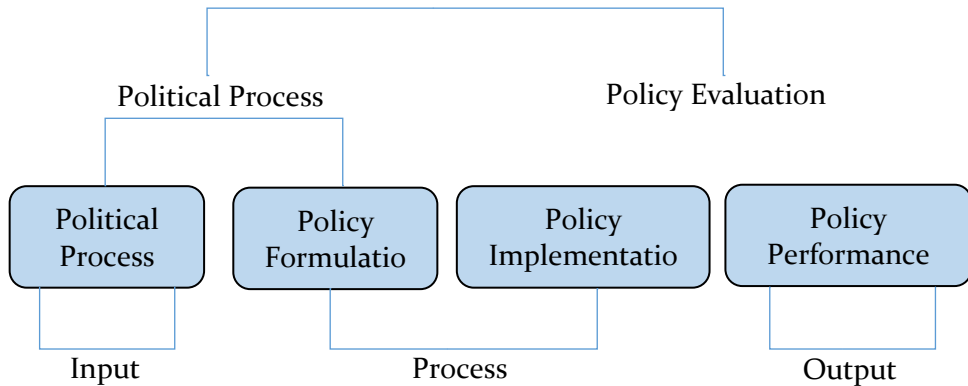


Figure 1. Policy Process

According to some experts there are several approaches that can be taken to implement policies in education, including:

1. Structural Approach

Structural approach is one of the top-down approaches known in modern organizational theories. The problem in this approach is that education policy must be designed, implemented, controlled and evaluated structurally. This approach emphasizes the importance of command and supervision according to the stages or levels in the structure of each organization. The weak point of this approach is that the process of implementing education policy becomes rigid, too bureaucratic, and less efficient.

2. Procedural and Managerial Approach

This approach was basically developed to address the weaknesses of the structural approach. This approach does not concern the arrangement of implementing bureaucratic structures suitable for program implementation, but to develop appropriate managerial processes and procedures and management techniques.

3. Behavioral Approach

Human behavior is the basis of all orientations of policy implementation activities. Human behavior that efforts to implement good policies, if human beings and all attitudes become a matter to be considered and influenced so that the process of implementing the policy is well underway.

4. Pendekatan Audience

This approach refers to political factors or powers that can facilitate or impede the process of policy implementation. In the process of implementing policies, using a political approach allows the use of coercion from a dominant

group. The political approach plays a role in considering all aspects of behavior. If this does not take into account the ability of policy opponents groups to block the efforts of the supporters of the policy implemented.

Basic Education

In the Government Regulation of the Republic of Indonesia No. 28 of 1990 it is stated that basic education is a nine-year education, consisting of a six-year elementary education program in elementary school (SD) and a three-year education program in the first secondary school (SLTP). Therefore, elementary school is one of the education units at the elementary education level.¹⁰

Based on the 1975 elementary school curriculum in Suryosubroto, the elementary school is an educational institution that completes basic education programs to prepare its students who can continue their lessons to higher education institutions in order to become good citizens.¹¹ Nationally, the primary school aims to: a) Educate students to become fully Indonesian based on Pancasila. Able to build himself and take responsibility for individual development and nation building; b) Provide the necessary skills for learners in order to continue higher tiered education; c) Provide basic ability to live in society and develop themselves in accordance with the talents, ask and abilities of the environment.¹²

Meanwhile, according to Subari, the purpose of education in elementary school is divided into two parts, namely:

1. General Purpose

Primary school education aims to ensure that graduates have basic qualities as good citizens, healthy physically and spiritually, and have the skills and knowledge, basic attitudes necessary to continue their lessons, work hard in society and develop themselves in accordance with the principles of lifelong education.

2. Special Purpose

The objectives of primary school education include areas of knowledge, skills and areas of value and attitude.

Primary schools play an important role in students' ability to gain general knowledge, verbal and numerical communication skills, attitudes and

¹⁰ Ibrahim Bafadal, *Manajemen Peningkatan Mutu Sekolah Dasar* (Jakarta: Bumi Aksara, 2003), 3.

¹¹ B. Suryosubroto, *Manajemen Sekolah Dasar: Buku Pegangan Kuliah* (Yogyakarta: FIP UNY, 2007), 1.

¹² *Ibid.*, 3.

orientations of values and systematic hard work. This proves that education contributes to many aspects, such as: a) Educating students in playing their social role; b) Cultural and community transformation; c) Ensuring social integrity; d) Sources of social innovation; f) The glory of the nation in the future.

Meanwhile, Purnomo Setiadji Akbar's opinion in *The Bulletin of Teacher Voice* No. 2 year XVIII February 1994 (in B. Subroto) states that there are several benefits of elementary school education as follows: a) Education at the elementary school level is the first formal education where children are expected to socialize with their environment (home environment, school, and wider environment) so that their personality, intellectual capacity and social sensitivity will be formed; b) Primary school education is expected to prepare children to continue their higher education, so that at this level it is expected that children have sufficient resources to be able to continue the next level of education; c) If they do not continue their education, at least they have the knowledge and skills that can help find a job.

Student Development

Development is closely related to how a person grows, can adapt to the environment and change physically or psychically throughout his life. Education has an important role in the development of an individual, where education has a role as a helper in dealing with and carrying out developmental tasks. A development has the following characteristics: a) The development of the child takes place by itself on the strength that is in the child himself, because in the child there is already potential just waiting for the time to develop; b) Development in children (learners) cannot be mixed by changing it. Efforts to change and interfere with that development usually pose a danger and will make the potentials or damage the results to be achieved; c) The level of development achieved is a combination of strength from within the child that encourages to develop and the environment that affects the output (the resulting learner).

The development of learners who are closely related to learning, namely:

1. Development of Cognitive Aspects

a. Sensory motor (0-2 Years)

Understand the environment by looking, fingering or holding, tasting, kissing and moving.

b. Pre-operation (2-7 Years)

The tendency of the child to always rely on himself on his perception of reality. The child's intelligence is limited by his own ego, he does not realize that others have different views with him.

c. Concrete operational (7-11 years old)

Able to develop logical minds.

d. Formal operation (11-15 Years)

According to Piaget (1970), the period that began at the age of 12-18th was a period of formal operation. At this age, what develops in students is the ability to think symbolically and be able to understand something meaningfully (meaning fully) without the need for concrete objects. At this age the learners have understood imaginative things.

2. Development of Psychomotor Aspects

The psychomotor aspect is one of the important aspects for teachers to know.

3. Development of Affective Aspects

Affectives include the emotions or feelings that each learner has, which also need to get attention in learning. These affective aspects can be seen during learning, especially when students are working in groups. Therefore, during the learning process, teachers constantly monitor and observe the activities of their students.

Characteristics of Elementary Age Children (SD)

The average age of Indonesian children when attending primary school is 6 years and finishes at 12 years old. When referring to the division of stages of child development means that school-age children are in two developmental times, namely middle childhood (6-9 years) and late-right childhood (10-12 years). These school-age children have different characteristics to younger children. He loves to play, enjoys moving, enjoys working in groups, and enjoys feeling or doing things in person. Therefore, teachers should develop learning that contains elements of the game, make it easier for students to move or move, work or learn in groups, and provide opportunities to be directly involved in learning.

According to Havighurst, children's developmental tasks after primary school include:¹³ a) Mastering the physical skills required in games and physical activity; b) Fostering a healthy life; c) Learn to get along and work in groups; d) Learn to perform social roles according to gender; e) Learn to read, write, and count in order to be able to participate in society; f) Acquire a number of concepts necessary for effective thinking; g) Develop the word of heart, morals and values; h) Achieve personal independence.

In an effort to achieve each of these developmental tasks, teachers are required to provide assistance in the form of:¹⁴ a) Creating a peer environment that teaches physical skills; b) Carry out learning that provides opportunities for

¹³ Desmita, *Psikologi Perkembangan Peserta Didik* (Bandung: Remaja Rosdakarya, 2007), 35.

¹⁴ Ibid., 36.

students to learn to get along and work with peers so that their social personality develops; c) Develop learning activities that provide concrete or direct experience in building concepts; d) Carry out learning that can develop values so that students are able to make stable choices and become a handle for themselves.

Characteristics of Elementary School Students

There are four characteristics of elementary school students, as follows:¹⁵

1. Enjoy Playing

This characteristic requires elementary school teachers to carry out educational activities that are more game-loaded for low grades. The teacher of SD Seyogiannya designed a learning model that allows for the presence of game elements in it. Teachers should develop serious but relaxed learning models. The preparation of the lesson schedule should be crossed between serious subjects such as science, mathematics and lessons containing elements of the game such as Physical education or Arts and Culture and Skills and can be done in an integrated manner.

2. Happy to Move

Adults can sit for hours while elementary school children can sit with tenag for at least about 30 minutes. Therefore, teachers should design learning models that allow children to move or move. Telling the child to sit neatly or for a long period of time, the child feels as torment move.

3. Children Enjoy Working in Groups

From association with peer groups, children learn important aspects in the socialization process, such as learning to meet group rules, faithful learning of friends, learning does not depend on being accepted in the environment, learning faithful friends, learning to accept them responsibilities, learning to compete with others healthily, learning sports and the implication that teachers should design learning models that allow children to work or learn carries the implication that teachers should design a model of learning that allows children to work or learn in groups. Teachers can ask students to form small groups of 3-4 members to study or complete a group assignment.

4. Happy to Feel or Do Something in Person

Judging from the theory of cognitive development, elementary school children enter the concrete operational stages. from what was learned in

¹⁵ Mohamad Syarif Sumantri, *Strategi Pembelajaran: Teori Dan Praktik Di Tingkat Pendidikan Dasar* (Jakarta: Rajawali Press, 2015), 154-155.

school, he learned to connect new concepts with old concepts. Based on this experience, students form concepts about numbers, space, time, bodily functions, gender, morals, and others. For elementary school children, the teacher's explanation of the subject matter will be better understood if the child carries out his own, as well as giving examples for adults. Thus, teachers should design learning models that allow children to be directly involved in the learning process. For example, children will understand more about the concept of science if directly with the practice. feel or demonstrate something directly.

Understanding Learning Styles

Learning style is a consistent way that a student can capture stimulus or information, how to remember, think and solve problems.¹⁶ Learning style is a way that a person chooses to receive information from the environment and process that information or the way that an person tends to receive information from the environment and process information.¹⁷

There are four different learning styles of learners, as follows:¹⁸

1. Visual Learning Style

Visual learning style is a way or model of learning by apparition or visualization. In the context of early childhood, the visual learning style is the same as the visual play style. In general, visual children (a term for children who like to use visuals when playing) always play through visual relationships. If you pick up the phone, for example, the visual child's hand usually can not be still. They tend to make scribbles and talk relatively quickly. When playing, visual children always use media, such as drawings, pencils, puzzles, blocks, pegs, and others. When talking, visual children often use words related to vision, as it seems, it seems, it seems, and others. For example by saying, "It looks like the picture on the wall is a bit slanted," or "Do you seem hesitant?" could also be, "I think I can do it."

In general, visual children have the following characteristics: a) Neat and orderly; b) Speak quickly; c) Able to plan and manage a good long term; d) Be careful of detail and strange; e) More concerned with appearance, both in

¹⁶ Febi Dwi Widayanti, "Pentingnya Mengetahui Gaya Belajar Siswa Dalam Kegiatan Pembelajaran Di Kelas," *Jurnal Erudio* 1, no. 2 (2013): 9, <https://erudio.ub.ac.id/index.php/erudio/article/view/228>.

¹⁷ M. Joko Susilo, *Gaya Belajar Menjadikan Makin Pintar* (Yogyakarta: Pinus, 2006), 94.

¹⁸ Suyadi, *Psikologi Belajar Pendidikan Anak Usia Dini* (Yogyakarta: Pedagogia (PT Pustaka Insan Madani), 2010), 60–62.

terms of dress and presentation; g) Good spelling and can see the actual words; h) It is easier to remember what is seen than what is heard or done; i) Easier to remember with visual associations; j) Not easily disturbed by commotion; k) Difficulty in understanding verbal instructions and often ask to repeat them but easier to understand written instructions; l) Readers diligently and quickly; m) Scribble meaninglessly during the conversation both on the phone and casually chat unless the interview is serious; n) Often forget to convey verbal messages to others; o) Prefer to do demonstrations rather than give speeches; p) Prefer art (performance) rather than music (sound).

2. Auditory Learning Style

Auditory learning style is a way or model of learning using the auditory senses. Typically, auditory children tend to play independently and rely on their interpersonal intelligence. When he played, he was very happy to be accompanied by music. On the contrary, auditory children are very tired of silence and silence. When talking, he often uses auditory words, such as "it sounds". For example, with the phrase, "Wow... it sounds like a very interesting story!" or "His voice is less obvious!" and, "Listen, our friend is sick?"

In general, the characteristics of the auditory learning style are, as follows: a) like to speak to one another (in the language of children called inner speech); b) Easily disturbed by noise; c) When reading, involuntarily their lips move around as if they were making a sound; d) Often enjoy reading aloud than anyone who reads it, especially fairy tales or stories; e) Being able to imitate one's speech style is even very easy to recognize tones and sounds; f) If speaking very systematically, patterned, and runtut; g) Enjoy discussion, seminat, and if asked something answer at length; h) Love music more (tone of voice) than performing arts.

3. Kinesthetic Learning Style

Kinesthetic learning style is a method or model of learning with movement. Usually, kinesthetic children need to move around to receive information. Kinesthetic children are usually very difficult to sit sweetly in class with their friends. In addition, they are very happy to do 'nosy' by touching or manipulating the object of the game. More than that, they also enjoy learning or playing while walking, want to experience for themselves what teachers and parents describe, and tend to be field-dependent. In addition, kinesthetic children in communicating use many physical words,

such as experience, practice, work, and others. For example, "I want to know what it's like to catch the ball, " or "How do I practice that explanation?" or "I want to work on this game with my own hands," and so on.

It is not surprising that early kindergarten and elementary schools (grades I and II) that use old learning models (sitting sweetly indoors, teachers teaching children to learn, children's lecture teachers listening) are very detrimental to kinesthetic children. In fact, the teacher did not hesitate to say that kinesthetic children are as stubborn, hyperactive, and difficult to educate.

In general, kinesthetic learning style can be seen from the following signs: a) If speaking very slowly; b) Able to respond with reflexes; c) Often touch people to listen to what is being said; d) Approach the interlocut if you want to communicate; e) Often move his own hands when he is alone; f) Enjoy learning more by walking than sitting still; g) Many use verbal language or body language rather than written language; h) It is difficult to sit still for a rather long period of time.

4. Multisensory Learning Style

Multisensory learning style is a learning style with a high level combination of all existing learning styles. Children who are able to use this style of learning or playing can do a variety of games without being picky. That is, he can be invited to play anything and can adjust in any circumstances.

One of the signs of a child having a multisensory learning or playing style is that the score in each category above reaches 10 (ten) or maximum. Or, if it does not reach the maximum score, then the score of each category of learning style is relatively high. For example, a score in the visual learning style category = 8; score in auditory learning style category = 9; and score in kinesthetic learning style category = 8. That is, the combination of children's learning styles is relatively high.

Therefore, multisensory children have never experienced any significant difficulties in learning or playing either visually or auditorically or kinesthetically. Because, he was able to keep up with the teaching style of his teachers in keals. He is also good at adjusting to his playmates.

Understanding Character Education

Character education can be interpreted as a conscious and planned effort in knowing the truth or goodness, loving it and doing it in everyday life.¹⁹ According

¹⁹ Suyadi, *Strategi Pembelajaran Pendidikan Karakter, Cet. Ke-2* (Bandung: Remaja Rosdakarya, 2013), 6.

to D. Yahya Khan in his book *Jamal Ma'mur Asmani* suggested that character education teaches habits of thinking and behavior that help individuals to live and work together as a family, society, and nation and help others to make responsible decisions. In other words, character education teaches students to think intelligently, activate the middle brain naturally.²⁰ Character education is everything that teachers do to influence the character of learners. Teachers help in shaping the character of learners by providing accuracy, speaking or conveying good material, tolerance, and various other related matters.²¹

Character Education Functions

Character education has three main functions: development, improvement and filtering. The first function plays a role in developing the potential of students to be well behaved individuals; this is for students who already have my attitude and attitude that reflects the culture and character of the nation. The function of improvement is to strengthen the national education gait to be responsible in developing the potential of more dignified students; and filter function to filter the culture of the nation itself and the culture of other nations that are not in accordance with the cultural values and character of a dignified nation.²²

Character Education Objectives

There are several objectives of character education, namely:²³ a) developing the potential of heart / conscience / affective students as human beings and citizens who have cultural values and characters bagsa; b) develop commendable student habits and behaviors in line with the universal values and cultural traditions of the religious nation; c) instill the spirit of leadership and responsibility of students as the next generation of the nation; d) develop students' ability to become independent, creative, national-minded human beings; e) develop the school environment as a safe, honest, creativity and friendship learning environment, as well as with a high sense of nationality and full of strength.

²⁰ Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter Di Sekolah* (Yogyakarta: Diva Press, 2011), 30.

²¹ *Ibid.*, 31.

²² Endah Sulistyowati, *Implementasi Kurikulum Pendidikan Karakter* (Yogyakarta: Citra Aji Prima, 2012), 27.

²³ *Ibid.*, 27-28.

The Legal Basis of Character Education

Here is the legal basis for fostering character education, namely:²⁴ a) the 1945 Constitution; b) Law No. 20 of 2003 on the National Education System; c) Government Regulation No. 19/2005 on National Standards of Education; d) Permendiknas No. 39 Year 2008 on Student Development; e) Permendiknas No. 22 Year 2006 on Content Standards; f) Permendiknas No. 23 Year 2006 on Graduate Competency Standards; g) National Medium Term Government Plan 2010-2014; h) Strategic Plan of the Ministry of National Education year 2010-2014; i) Resentra Directorate of Junior High School Development Year 2010-2014.

The Urgency of Character Education

Character education is expected to raise awareness of this nation to build a solid foundation of nationality. With character education, it is expected that outside and deep ingenuity become united in the soul as a powerful force in achieving the great ideals dreamed of the nation, namely as a developed and dignified nation that is respected for its integrity, credibility, achievements, and great work in the stage of human civilization.²⁵

Principles of Character Education

Character education should be based on the following principles:²⁶ a) promoting basic ethical values as a character base; b) identify the character comprehensively in order to include thoughts, feelings, and behaviors; c) use a sharp, proactive and effective approach to character building; d) create a caring school community; e) provide opportunities for learners to exhibit good behavior; f) have coverage of a meaningful and challenging curriculum that values all learners, builds their character, and helps them to succeed; g) seek to grow self-motivation in the participants in the study; h) enable all school staff as a moral community with various responsibilities for character education and faithful to the same basic values; i) enable families and community members as partners in efforts to build character; j) evaluate the character of the school, the function of school staff as character teachers, and the manifestation of positive characters in community life. This principle is the principal's handle in monitoring the performance of the staff, development, and dynamics. So, every problem can be quickly detected and sought a practical solution.

²⁴ Asmani, *Buku Panduan Internalisasi Pendidikan Karakter Di Sekolah*, 41-42.

²⁵ *Ibid.*, 49.

²⁶ *Ibid.*, 56-58.

Character Education Values

The values to be internalized to students through character education are:²⁷

1. Religion is a compliant attitude and behavior in carrying out the teachings of the religion it embraces, tolerant of the implementation of laim religious worship, and living in harmony with other religions.²⁸ Religion is a character value in relation to God. He shows that the thoughts, words, and actions of a person who is pursued are always based on the values of the Godhead and / or the teachings of his religion.²⁹
2. Honesty is a behavior based on the effort to make himself a person who can always be trusted in words, actions, and work both against himself and against others.³⁰ Honesty education must be applied early, dimaan only, and at any time. In school, students are honest when:³¹ 1) conveying something according to the actual circumstances; 2) be willing to admit mistakes, shortcomings or limitations of self; 3) dislike cheating; 4) do not like to lie; 5) dislikes manipulating facts/information; 6) dare to admit wrongdoing.
3. That honesty education must be applied. Tolerance is an attitude and action that values the differences of religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from him.³²
4. Discipline is an act that shows orderly behavior and adheres to various provisions and regulations.³³ Self-discipline is a substitute for motivation. This discipline is necessary in order to use sound thinking to ensure the best course of action against the more desirable.³⁴ Discipline must continue to be instilled and internalized into us. And practicing with discipline every day, albeit briefly, will be more influential than practicing for hours, but tomorrow and the lusanya are not. Successful people are people who are constantly training even little by little. Dsiplin is the key to progress and success.³⁵

²⁷ Agus Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1* (Yogyakarta: Pustaka Pelajar, 2013), 15–17.

²⁸ *Ibid.*, 15.

²⁹ Mohamad Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, (Jakarta: Rajawali Press, 2014), 1.

³⁰ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 15.

³¹ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, 16.

³² Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 15.

³³ *Ibid.*, 16.

³⁴ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, 36.

³⁵ *Ibid.*, 42.

5. Hard work is behavior that shows earnest effort in overcoming various learning obstacles and tasks, as well as completing tasks to the best of their fullness.³⁶ Never give up is one of the signs of hard work, namely efforts to complete activities or tasks optimal. This hard work can be marked by:³⁷ 1) completing tasks within the targeted time limit; 2) use all abilities /power to achieve the target; 3) Trying to find various alternative solutions when encountering obstacles. In school, the teacher must educate their children to work hard to achieve learning achievements. learning is a process that is passed by all human beings. No human being succeeds without learning. And that learning is also a process that must be passed patiently. No science just came down from the sky. We have to learn continuously, albeit a little.³⁸
6. Creative is thinking and doing something to produce new ways or results from something that has been owned.³⁹ Creative means creating useful new ideas and works. To be creative people must be habitued and trained. For all that, teachers must teach everything. The goal is not that the student should be able to all and that is impossible. It must be realized that the student has different abilities and we must appreciate them all.⁴⁰
7. Being independent is an attitude and behavior that is not easy depending on others in completing tasks.⁴¹ Mandiri is a person who is able to think and function independently, does not need the help of others, does not reject risks and can solve problems, not just worry about the problems he faces. An independent person can master his own life and can handle anything from this life that he/she faces.⁴² Schools must also be more effective in practicing self-reliance. With the happiness of the school can teach the students not to depend on others, try to complete tasks based on their own abilities, dare to do without being asked to be accompanied, and so on.⁴³

³⁶ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 16.

³⁷ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, 44.

³⁸ Ibid., 49.

³⁹ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 16.

⁴⁰ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, 75.

⁴¹ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 16.

⁴² Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan, Cet. Ke-1*, 78.

⁴³ Ibid., 82.

8. Democratic is a way of thinking, acting, and acting that judges the same rights and obligations of itself and others.⁴⁴ Those democratic values must be learned through experience. So, learn by practicing it. For this purpose, schools or other educational institutions must be institutions that everyone has and must encourage ethical behavior and personal responsibility. To achieve this goal, sekolah must allow his students to have the freedom to obtain the results of his actions which will all form a personal responsibility.⁴⁵
9. Curiosity is an attitude and action that always seeks to know more deeply and extends from something it learns, looks at, and hears.⁴⁶ To develop curiosity in the child, the child's own depravedness must be there to do and serve his curiosity. We can't just rebuke them when we don't know or are lazy when they ask questions. The good thing is we give them ways to find answers. Because learning is a free activity to feel curiosity, it is not surprising that every child has different knowledge and abilities.⁴⁷
10. The spirit of nationality is a way of thinking, acting, and insightful that puts the interests of the nation and the country above the interests of themselves and their groups.
11. Love of the motherland is a way of thinking, behaving, and doing that shows high loyalty, care, and appreciation for the language, physical environment, social, cultural, economic, and political of the nation.
12. Appreciating Achievement is an attitude and action that encourages itself to produce something useful for society, and recognize, as well as respect the success of others.
13. Friendship or communicating is an act that shows the pleasure of talking, hanging out, and working with others.
14. Peaceful love is an attitude, word and action that causes others to feel happy and peaceful in the presence of himself.
15. Reading is a habit of providing time to read various readings that give virtue to him.

⁴⁴ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra*, Cet. Ke-1, 16.

⁴⁵ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan*, Cet. Ke-1, 144.

⁴⁶ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra*, Cet. Ke-1, 16.

⁴⁷ Mustari, *Nilai Karakter: Refleksi Untuk Pendidikan*, Cet. Ke-1, 90–91.

16. Caring for the environment is an attitude and action that always strives to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred.⁴⁸
17. Social care is an attitude and action that always wants to provide assistance to others and communities in need.
18. Responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, against himself, society, the environment (nature, social, and cultural), the state and the Tuah Almighty).⁴⁹

Such are the eighteen character values that the Ministry of National Education has in an effort to build the character of the nation through education in schools / madrasahs. Although the above 18 character values are similar to 36 points of Pancasila and P4, but at least there is a packaging that must be internalized into all subjects through active-fun learning strategies. Thus, the nation's character builders open only the responsibility of the subjects of Moral Education Pancasila (PMP) and Religious Education, but all subjects including Mathematics, Science, Social Sciences, Science, Sports, Language and Literature, and so on.⁵⁰ Character education is at the heart of an educational process. The process of developing values that form the foundation of the character requires a sustainable process, carried out through various subjects in the curriculum. Character education is carried out through the education of values or virtues that become the value of watershed budaya and the character of the nation. The policy that attributes a character to its watershed is value. Therefore, character education is basically the development of values derived from the Indonesian view of life or ideology, religion, culture, and values that are formulated in the purpose of national education.⁵¹

CONCLUSION

Education policy is a public policy in the field of education. Factors that influence policy implementation are information, policy content, support, and potential sharing. Basic education is a nine-year education, consisting of a six-year elementary education program in elementary school (SD) and a three-year

⁴⁸ Wibowo, *Pendidikan Karakter Berbasis Sastra; Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra, Cet. Ke-1*, 16.

⁴⁹ Ibid., 17.

⁵⁰ Sulistyowati, *Implementasi Kurikulum Pendidikan Karakter*, 10.

⁵¹ Ibid., 26-27.

education program in the first secondary school (SLTP). Therefore, elementary school is one of the education units at the elementary education level. There are three developments of learners that are closely related to learning, namely the development of cognitive aspects, affective aspects, and psychomotor aspects. There are four characteristics of elementary school students, namely happy to play, happy to move, children enjoy working in groups, and happy to feel or do / demonstrate something directly. There are four different learning styles: visual learning style, auditory learning style, kinesthetic learning style, and multisensory learning style. There are eighteen values of character education that are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, passion, love of the country, respect for achievement, friendship or communicating, peace-loving, fond of reading, caring for the environment, social pedui, and responsibility.

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