Research Article

Teacher' Understanding Towards the Implementation of Character Education in Schools

Darwyan Syah
Lecturer Faculty of Tarbiyah and Teaching at IAIN SMH Serang, Banten, Indonesia.

ABSTRACT: This study was to examine the implementation of character education in schools based on an teacher understanding, in this study using quantitative analysis with descriptive analysis, correlation analysis, T-test analysis and regression analysis. This study was conducted to teachers in MTs (Madrasah Tsanawiyah) in the city of Serang, Banten, Indonesia, in research used the instrument as a means of collecting research data. From this study it can be concluded that teacher' understanding and character education has the stage is high, there is no difference in the understanding of teachers and character education by teachers, as well as the has correlation between teachers' understanding with character education in schools, as well as a model and positive relationship between the teachers' understanding and character education in schools. Thus improving character education in schools is very dependent on the readiness of teachers to understand an educational activity.

KEY WORDS: teachers' understanding, character education, Madrasah, school.

Introduction

Character education is now very suitable to be applied in the activities of the learning process in schools. The implementation of character education in the implementation of learning is implemented using the right strategy. The right strategy is a strategy that uses a contextual approach. In the implementation of character education can't stand alone but integration with existing lessons by entering values and cultural character. Values of education covers all aspects on teaching or guidance to learners in order to realize the values of truth, goodness and beauty through the process of consideration of the proper value and act the consistent in habituation (Mulyana, 2004).

Character education is the deliberate attempt to instill character values in students, which contains components of knowledge, individual awareness, determination, by example and teaching good character, to be cultivated in a person's personality so that it becomes a behavior in everyday life. According to Ryan in Sewell, (2003), a character education helps the student to be able to know the right thing, the right thing to love it and can eventually do the right thing for themselves and their surroundings.

Beninga et al. (2003), the success of character education to learners can be seen from the relationship between individuals in the social sphere (respect, tolerance, justice, and so on), as well as the attitude held by each individual (crafts, neatness, discipline, hard work, etc). Meanwhile, according to Mulyasa (2011) emphasized the importance of the three components of good character, these components among which knowledge of morality, feeling of moral, and moral action.

To run a character education in schools requires the role of a teacher, the teacher as a leader in the learning process has a

very important role to the success or failure of implementation of character education in schools. Mulyasa (2005) states that   understanding is the depth the cognitive and affective owned by individuals. Similarly Rusman (2010) states that understanding is the process in individuals to receive and understand information obtained from the lessons learned through attention.

Teachers' understanding of character education is the ability of teachers in the implementation of character education in the classroom, to implement character education to students in school. Thus it can be said that the teachers' understanding of the character education is very important, the understanding of teachers high on character education can provide a big role in the implementation of school education through a learning process in the classroom.

Teachers who have a low understanding of the character education will not be able to implement character education is well during the learning process in schools. Therefore in this study wanted to know study and analyze the teachers' understanding of the character education in schools. Specifically this study wanted to assess: 1) determine the stages of teachers' understanding and character education in schools, 2) a comparison of teachers 'understanding and character education in schools by sex teacher, 3) the relationship between the teachers' understanding with the character education in schools, 4) Knowing models relationship between teachers' understanding with character education in schools.

Research methods

This study uses quantitative methods, quantitative methods used because quantitative method is suitable for use in this study. Quantitative methods is the most appropriate method

is used to see the relationship between the variables (Kerlinger, 2000). The population is all existing teacher at MTs in Serang, Banten, Indonesia. MTs are religious educational institutions of the same level with middle school. The research sample is 120 teachers, for sampling techniques used sampling area or sample the region is a sampling technique that is done by taking a representative from each region contained in the population (Arikunto, 1993), Sekaran (2003), the number of samples between 30 - 500 respondents is sufficient to study research of case.

The instrument used in this study was a questionnaire compiled by Likert scale mode. Likert Scale is used to measure the appropriate display given by respondents in a given space in search of the perception of practices and attitudes (Cohen & Morrison, 2000). Assessment instrument used in this study as many as 30 items for each variable.

Instruments the teachers' understanding amended accordingly with research and adapted to studies that follow Daryanto (2008) relates to the ability of understanding based on the level of sensitivity and the degree of absorption of the material that can be translated into three levels: 1) translation, 2) interpretation, 3) extrapolation. Instruments the characters education amended accordingly with research and adapted to studies that follow Josephson (2005) which categorizes the six pillars of character, namely (1) trustworthiness, (2) respect, (3) responsibility, (4) fairness,

(5) caring, and (6) citizenship.

In this study, the data were analyzed using descriptive and inferential statistics, interpretation of descriptive analysis is: 1.01 to 2.00 average score (low); 2.01- 3.00 (simple, low); 3.01 to 4.00 (simple high); 4.01 to 5.00 (high) (Nunnally, 1978). Inferential statistics help researchers to determine whether the results obtained from the sample can be generalized to the population (Creswell, 2008). Inferential statistics used were correlation analysis, T-test analysis, and regression analysis. Before further studies, then test instrument to test the validity and reliability of data from research instruments, the correlation of items used to measure the validity of the data, the value of the coefficient is at 0.3 level (Press, 1996). The reliability of data from research instruments using Cronbach Alpha, the index used is the Cronbach Alpha at a rate of 0.7 to the upper (Pallant, 2001).

Research Result

1) Stages The Teachers' Understanding and The Character Education In Schools

To determine the stage of understanding of teachers and character education in schools, in this research using descriptive analysis, descriptive research data results can be seen in table 1.

Table 1. Descriptive analysis the research variables

Indicator	N	Mean	Std. Deviation	Interpretation
Translation	120	39.72	5.510	High
Interpretation	120	39.67	5.669	High
Extrapolation	120	38.91	6.083	High
Teachers' Understanding	120	118.29	15.010	High
Trustworthiness	120	18.36	2.924	High
Respect	120	18.02	3.254	High
Responsibility	120	18.03	3.223	High
Fairness	120	18.52	3.256	High
Caring	120	17.92	3.262	High
Citizenship	120	17.99	3.647	High
Character Education	120	108.84	12.528	High
Valid N (listwise)	120			

From Table 1 it can be seen that character education has a high value visible stages of the value (mean=108.84, Std. deviation = 12.528). A high value is also indicated by the dimensions or indicators of educational character, indicator of trustworthiness it has a value (mean=18.36, Std. deviation = 29.24), indicators of respect it has a value (mean=18.02, Std. deviation = 3.254), indicator of responsibility it has a value (mean=18.03, Std. deviation = 3.223), indicator of fairness it has a value (mean=18.52, Std.

deviation = 3.256), indicator of caring it has a value (mean=17.92, Std. deviation = 3.262), indicator of citizenship it has a value (mean=17.99, Std. deviation = 3.647). From these data we can conclude that character education is run at the school has a high stage. Character education is well run, teachers apply their learning in school by providing character education as additional education to students in school. Changes in its behavior, morals and intelligence of students in the school is a positive impact of

a given character education from teacher at the school.

From the table above also shows that teachers had an understanding a high, it can be seen from the value (mean=118.29, Std. deviation = 15.010), as well as the dimensions of the teachers' understanding, indicators of translation it has a value (mean=39.72, Std. deviation = 5.510), indicators of interpretation it has a value (mean=39.67, Std. deviation = 5.669), and indicator of extrapolation it has a value (mean=38.91, Std. deviation = 6.083), from these research data, shows that teachers has a good level of understanding, teachers understand something

of activities in learning activities in schools are very high, it is evident from the various activities undertaken in the school, especially the implementation of character education that goes well in school.

2) Comparison of teachers' understanding and character education in schools by sex teacher

To find a comparison of teachers' understanding and character education in schools by sex of teachers, in this study used T-test analysis. The results of the t-test analysis study can be seen in table 2.

Table 2. Comparative analysis of teachers' understanding and character education

Variable	Dimention	Sex	Mean	Standard Deviation	T Value	Sig
Character education		Men	113.98	12.620	4.914	.000
		Women	103.70	10.174		
	Trustworthiness	Men	19.15	2.510	3.069	.003
		Women	17.57	3.110		
	Respect	Men	18.60	3.371	1.988	.049
		Women	17.43	3.050		
	Responsibility	Men	18.58	3.381	1.890	.061
		Women	17.48	2.983		
	Fairness	Men	19.50	3.039	3.457	.001
		Women	17.53	3.191		
	Caring	Men	18.95	3.432	3.612	.000
		Women	16.90	2.748		
	Citizenship	Men	19.20	3.813	3.832	.000
		Women	16.78	3.054		
Teacher's understanding		Men	123.50	13.466	4.038	.000
		Women	113.08	14.762		
	Translation	Men	41.38	4.798	3.463	.001
		Women	38.05	5.706		
	Interpretation	Men	41.43	5.000	3.579	.001
		Women	37.90	5.786		
	Ekstrapolation	Men	40.68	5.488	3.329	.001
		Women	37.13	6.174		

Significant < 0.05.

From Table 2, it can be seen that the overall character education it has a value (t = 4.914, sig. 0.000 < 0.05), from these results it can be seen character education in schools by teachers has no differences between men and women. Similarly, the dimensions of trustworthiness it has a value (t = 3.069, sig. 0.003 < 0.05), dimension of respect it has a value (t = 1.988, sig. 0.049 < 0.05), dimension of fairness it has a value (t = 3.457, sig. 0.001 < 0.05), dimension of caring it has a value (t = 3.612, sig. 0.000 < 0.05), and dimension of citizenship it has a value (t = 3.832, sig. 0.000 < 0.05). From these data, shows that there is not differences a character education in the indicators or dimensions by the teachers in the school, only the indicator or the dimensions of responsibility that has a different views by teacher on character education is (t = 1.890, sig. 0.061 < 0.05).

Based on the table above can be seen that the teachers' understanding at school have no differences according to both teachers male teachers and female teachers, it can be seen from the value of (t = 4.038, sig. 0.000 < 0.05), as well as indicators of teachers' understanding, the indicators of translation it has a value (t = 3.463, sig. 0.001 < 0.05), indicator interpretation it has a value (t = 3.579, sig. 0.001 < 0.05), indicators extrapolation it has a value (t = 3.329, sig. 0.001 < 0.05). From these result, shows that the teachers 'understanding on learning activities at the school did not have differences a view or understanding for male teachers and female teachers, this also applies to the indicators of teachers' understanding.

3) The relationship between the teachers' understanding

of the character education at schools

To determine the relationship between teachers 'understanding and the character education at schools, in this research used a correlation analysis, correlation analysis between teachers' understanding and the character education at schools can be seen in Table 3.

Table 3. The relationship between the teachers' understanding of the character education at schools

Character education / Teachers understanding	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship	Character education
Translation	.537**	.343**	.214*	.184*	.120	.131	.387**
Interpretation	.604**	.403**	.273**	.286**	.223*	.232*	.516**
Extrapolation	.598**	.268**	.260**	.237**	.071	.275**	.436**
Teachers understanding	.667**	.387**	.287**	.272**	.157	.247**	.514**

*Significant p < 0.05

From Table 3, it can be seen that the teachers' understanding of the character education is very high, relationship between teachers' understanding and character education can be seen from the correlation value of (0.514), a high relationship indicated also by dimensions translation to the dimensions trustworthiness, has a value (0.537), dimensions interpretation with dimension trustworthiness has a value (0.604), and with character education has a value (0.516), dimensions extrapolation with dimensions trustworthiness has a value (0.598), and teachers understanding with dimensions trustworthiness has a value (0.667).

A simple relationship indicated by the dimensions translation with dimensions respect has a value (0.343), with characters education has a value (0.387), dimensions interpretation with dimensions respect has a value (0.403), dimensions extrapolation with characters education has a value (0.436), and teachers' understanding with dimensions respect has a value (0.387). While other indicators or dimension has a relationship that low and very low.

From these results, this study indicate that teachers 'understanding of the character education is very high, the understanding of good teachers, can be a contributing factor in the achievement of character education in schools, repair and improvement of teachers' understanding is very important to do if want to the improvement the quality of character education at schools.

4) Model relationships teachers' understanding of the character education at schools.

To determine the model of the relationship between teachers 'understanding of the character education at schools used regression analysis, regression analysis is used to indicate the index and the relationship model teachers' understanding of the character education. The relationship between the teachers' understanding of the character education can be seen in Table 4.

Table 4. Model relationships teachers' understanding of the character education at schools

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.131	7.860		7.396	.000
	Teachers understanding	.429	.066	.514	6.503	.000

a. Dependent Variable: Character education

From Table 4, it can be seen that of regression analysis the teachers' understanding produces a value B of 0.429, and constant value of 58.131. From these results it can be concluded regression is Ŷ=58.131+0.429X. The strength of the correlation between Teachers' Understanding of the character education of the correlation coefficient is R= 0.514. These findings prove that the understanding of teachers has a relationship with character education, with the value of F = 42.288, sig=0.000, (p <0.05), show that the these relationship has a relationship is significant. The coefficient of determination between teachers' understanding of the character education is $R^2 = 0.264$. It shows that 26.4% of variation in character education can be influenced by the teachers' understanding, through the regression equation is Ŷ=58.131+0.429X.

Discussion

The results showed that teachers' has an understanding and

the character education of high, stages of teachers' understanding and character education indicates that the school has a refinement and increased understanding and character education within teacher, teachers to realize and understand that it takes a understanding of high if wants the implementation of the learning process goes well in accordance with the educational goals that have been set, it also applies to the establishment and implementation of character education at schools for students, in order to establish the character of students who has a noble character and personality as students who excel.

In addition the study also note that there are no differences in understanding and character education by teachers men and women, teachers have a similar view and understanding of character education, these similarities prove the whole teachers has a knowledge and good education, the management of improvement quality of teachers are very supportive of improved understanding of the teachers in the implementation of the learning process at schools, it also can directly affect the implementation of character education at schools that have been established as one of the efforts to improve and increase of the identity and personality of students at school. School is not merely improved intellectual ability, but also cultivate honesty, truth, and the value of dedication in public life (Setyowati, 2009).

The study also found that there is a relationship of understanding of teachers to the education of character and has a relationship model that is positive and significant, a high relationship, shows that improved the quality of character education at schools is strongly influenced by the understanding of teachers, the comprehension is high in self-teachers to the education of characters capable improve and enhance the quality of the implementation process of character education in schools. The success of character education is a shared responsibility so that all teachers must build synergy among the subjects (Kurniaty, 2013).

Readiness of teachers in the field will be the determining factor of implementation of character education in schools, the readiness of teachers to understand the teacher education will have an impact on the implementation of character education in the learning process in the classroom, with connect the material being studied with the real world, means students are expected to find the relationship between knowledge possessed by student with the application of knowledge in everyday life. With that approach, the students have comprehensive results not only on the cognitive level, but at the level of affective, and psychomotor (Puskur, 2011).

Character education is very important to be instilled in students, improvements to the character and morals of students can help students in shaping the identity of the student, and able to improve student achievement at school, students who have good character and good morals, has a good personality will always strive to produce positive

activities both in everyday life outside of school and at school, including in the learning process. The results are consistent with studies Emiasih (2011) which showed that has a relationship between teachers' understanding to character education for the implementation with character education in the subjects of Sociology.

Teachers' understanding of the character education is very influential in the learning process at school, including syllabus character, character design implementation of learning and the use of methods and media in the implementation of character education at schools. Methods in character education tend to use the lessons conservative and hierarchical (Althof and Berkowits, 2006). Another study conducted by Akrab (2010) revealed that primary schools in East Java has been run educational values and character are integrated on a variety of subjects and practices at school life.

Conclusion

Improvement of character education at schools can be done and executed with the improvement and increased understanding of the activities of teachers in the school learning process, teachers as educators has very important role in the learning process it is necessary for high understanding of with learning activities at schools.

A teacher is required to always increase knowledge and skills, so as to develop the quality and professionalism in the learning process, and have extensive knowledge that will encourage teachers to strive in academic achievement and character education at schools. The development of the values of character education can be applied in every subject from each subject and educational values of these characters can be included in the syllabus and plan the learning process and the learning process takes place in the classroom

The implementation of character education can be done with many of the integration strategies. Strategies that can be done is the integration in daily activities, and in the activities programmed, the programmed activities will be carried out if has of planning with the values that will be integrated in a particular activity. This is to provide an understanding or moral principles necessary for the learning process and in accordance with the desired target.

Bibliography

Akrab,S. (2010) Learning Model Values and Character-Based Values of Life in Primary Schools. Jurnal Ilmu Pendidikan. No.1 Februari 2010. Malang: University Press. 46-54

Althof, W. dan Berkowits, M.W.(2006). Moral Education and Character Education: Their Relationship and Roles in Citizenship Education. Journal of Moral Education. Vol 35, No 4 Desember, pp.495-518.

Arikunto,S. (1993), Research Procedure, A Practice

Approach. Jakarta: Rineka Cipta

Beninga, Jaques S., Marvin W. Berkowitz, Phyllis Kuehn, and Karen Smith. (2003). "The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools". Journal of Research in Character Education, I (1), 19 – 32.

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th ed.). London: Routledge Falmer. http://dx.doi.org/10.4324/9780203224342

Creswell, John W. (2008) Educational Research. Planing, Conducting, and. Evaluating Qualitative & Quantitative Approaches. London: Sage.

Daryanto. (2008). Education Evaluation. Jakarta: Rineka Cipta.

Emiasih, D. (2011). Understanding the Influence of Character Education Teacher of the Implementation of the Subject in Character Education Sociology. Jurnal Komunitas 3 (2) (2011) 216-226

Josephson (2005) Making Ethical Decisions. Los Angeles: Josephson Institute

Kerlinger, Fred N. (2000). The principles of Behavioral Research. Yogyakarta: Gadjah Mada. University Press.

Kurniati, E. (2013) Strategy Development Services Character Kindness. Bandung: PT Remaja Rosdakarya.

Mulyana, R.(2004). Articulating Values Education. Bandung:Alfabeta.

Mulyasa, E. (2005). Become a Professional Teacher. Bandung: PT. Remaja Rosda Karya.

Mulyasa, E. (2011). Becoming a Professional Teacher (Creating Creative Learning and Fun). Bandung: Rosdakarya

Nunally, J. C. (1978). Psychometric Theory. New York: McGraw-Hll Book.

Pallan, J. (2001). SPSS Survival manual: A Step by step guide to data analysis using SPSS. New Sydney, Australia: Allen & Unwin.

Pers, L. S. (1996). Statistical analysis for educatioan and psycology Researchs. London: The Falmers Press.

Puskur, (2011) Guidelines on Character Education. Jakarta: Puskur.

Rusman. (2010). Teaching models. Bandung: PT. Rajagrafindo Persada.

Sekaran, U. (2003). Research method for business: A skill building approach. Jakarta: Salemba.

Setyowati, E. (2009). Being Moral Education Subjects in Schools. Jurnal Lembaran Ilmu Pendidikan. 38 (2): 148-154.

Sewell, Darby Thompson and Abraham Baldwin College.

(2003). "Teacher's Attitudes toward Character Education and Inclusion in Family and Consumer Sciences Education Curriculum". Journal of Family and Consumer Sciences Education. XXI (1). 11-17