Inculcation of the values of character education in the process of learning mathematics in grade VII SMP 10 Bengkulu City

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Abstract. This study is intended to solve the problem of how to instill the values of character education in the background with the rise of people who begin to do dishonorable acts, such as the law to moral degredation, and therefore the need for the integration of the values of character education. These problems were discussed through a field study conducted at SMP 10 Bengkulu City. Research data obtained by free interviews and observations. All data were analyzed using a phenomenological approach and descriptive analysis using induction logic, deduction and reflection. The results showed that the values of character education contained in grade VII mathematics materials included the values of religious character, good personality, social care, honesty and hard work. The way the teacher instills the values of these characters is by getting used to reading prayers before and after learning, encouraging learning and giving questions with a level of difficulty that gives challenges to students.

1. Introduction

At this time the Indonesian nation is experiencing moral degredation that can be seen from the behavior of all people who prioritize aspects of personal emotions without regard to social aspects that can provide benefits to other people's lives reflected in people's behavior that becomes more corrupt, more vulnerable lay people and being disoriented, easily swayed and without orientation, demonstrating anti-social, anti-establishment, violent behavior and losing the balance between ratio and emotion. Other indicators that appear in daily life as symptoms of damage to the nation's character that can be seen from the courtesy of students who have faded in social life. Their behavior both to the teacher, parents or with friends often does not show as an educated person. The destruction of the character of the nation's generation such as the way of speaking both among themselves and to teachers or parents, both in the school environment and in communities that are not properly spoken by them is often ejected.

Character is the main foundation in building a great nation. To become a big nation requires a process that involves many parties. Educational institutions have a very strategic role in instilling the character of the nation. Because with education the quality of human resources as the driving force of national development can be improved. Without quality education, it is very unlikely that the national development goals of a country can be achieved properly. The first education starts from the family, because a child starts to know the environment first is the family. So that habits in the family is an input in the formation of personality. This person's personality will gradually form a character. Education is very closely related to the inculcation of character values, if the characters planted by each family can be done well then the character of this nation will also be awakened well. Therefore, the role of the
family in character education is very important and makes children's education the focus of attention. Thus the character is the nature of a person in responding to everyday circumstances or problems with good behavior. This is in line with what was stated by Aristotle, that the character is closely related to "habit" or habits that are continuously carried out.

The school environment is an educational institution whose role is very important in realizing the nation's development goals. In the law of the Republic of Indonesia (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System) Article 3: "National Education functions to develop capabilities and shape the dignified character of the nation's civilization in the context of educating the life of the nation, which aims to develop the potential of learners in order to become a man of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. Based on the functions and objectives of the National Education, it is clear that the educational process starting from childhood to Higher Education must be carried out systematically to achieve these goals. Education, of course, is considered to be a preventive alternative because education is able to build a new generation of a better nation. As a preventive alternative, education is expected to develop the quality of the young generation in various aspects that can reduce the causes of various cultural problems and national character. Thus it relates to the inculcation of students' character values so that they are able to compete, be ethical, moral, polite and have good character and can interact with the community in the school environment and at home.

By looking at the phenomena above, character education is one solution to overcome the problem of moral degredation that is happening to this nation. Cultivation of cultural and character education in an integrated manner in the learning process in the form of the introduction of values through the facilities that are obtained consciously of the importance of values in life, and the inculcation of values into the behavior of everyday students through good learning processes that take place to inside and outside the classroom on all subjects. This is stated in the Character Education Guide in Middle School [1], mathematics is a subject that must be followed by all students from elementary school to high school, in the learning process must be able to give birth to mathematical characters that are very beneficial to the formation of character nation. Based on the explanation above, the writer is interested to see the problem that will be examined to see the problem to be investigated, namely how to instill the values of character education in the process of learning mathematics especially in class VII SMP Negeri 10 Bengkulu City.

2. Methods
This study uses qualitative research methods because in this study the data obtained are data in the form of descriptive data that does not use data in the form of numbers to explain the results of the study. The research method used in this study was adjusted to the main objective of the study, which was to describe "Planting Values of Character Education in the Class VII Mathematics Learning Process at SMP Negeri 10 Bengkulu City in 2019/2020 Academic Year".

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, actions, etc. holistically, and by means of descriptions in the form of words and language, in a particular context which is natural and by utilizing various natural methods [2].

In this study the subjects used were grade VII students at SMP Negeri 10 Bengkulu City. This research was conducted in the 2019/2020 school year semester VII of the seventh grade in SMP Negeri 10 Bengkulu City. The data collected in this study took the form of words and sentences which were expressed in writing or verbally. Data collection techniques used are:

2.1. Interview
Interview is an interaction carried out by two people where the interviewer asks several questions to someone interviewed. This interview was addressed directly to students related to the values of character education in the process of learning mathematics in class VII SMP Negeri 10 Bengkulu City.
2.2. Observation
In this study, researchers only as ordinary observers who make observations or observations of the learning process in class VII SMP Negeri 10 Bengkulu City.

3. Results and discussion

3.1. The results
In the results of this study, the author will describe the results of research that has been done in SMP Negeri 10 Bengkulu City. The study was conducted to describe the models of teacher exemplary character formation in class VII students through the habituation and behavior shown by the teacher. The results of the study were obtained through observation and interviews.

3.1.1. Observation data findings. Observation activities were carried out to describe the models of teacher role models in the cultivation of students' character.

3.1.1.1. Teacher observation. From the results of the study it can be presented that in order to know the exemplary forms of the teacher that are:

The teacher can say in accordance with reality, seen when learning the teacher works to always say according to reality when doing apperception, by providing motivation and moral messages that is if anyone who does not do homework must speak according to reality and the teacher asks students to work on questions honestly by giving motivation to do what they can, if you have difficulties, you can ask the teacher.

Come to school on time, the teacher gives an example to get to school early before class time and in the learning process in accordance with the time allocation, although the teacher in teaching is not achieved because of students' conditions that cannot be applied using a speeding system so that learning does not match the time allocation.

Mastering the material delivered. The teacher starts learning by doing apperception related to daily life, sometimes apperception is given in the form of stories. The teacher also instills an attitude of hard work and independence in students when working on exercise questions or when taking notes, the teacher does it by giving motivation or encouragement and in the mathematics learning process the teacher uses a cooperative model.

3.1.1.2. Student observation. Always say according to reality. This is evident when students are asked who has not done homework the students answer that they have not done it. Pray to start and end learning, praying is done routinely every start until the end of learning and do not forget to perform dhuahah and dzuhur prayers. Active in learning, active attitude in learning which is shown by students is quite good and eager to learn if there is a game in the learning process that makes students more enthusiastic.

3.1.2. Interview data results. One of the factors that determines the quality of school human resources is the teacher, because the quality of education and learning lies in how teachers carry out their tasks based on life values. In relation to the teacher, in general the teacher is a figure that can be imitated, for that teacher must apply the example for students to form the expected character. Exemplary is closely related to character education.

3.2. Results of interviews with Mathematics Teachers (MT)
- Researcher (R) : What do you think about character Education?
  MT : “Character education is a systematic effort to develop children's potential so that they will be able to develop values that originate from the Indonesian nation's life view, religion, socio-culture and values formulated in the goals of national education".
• R : What are the values in character education?
MT : "Kinds of ma'am, the first is religion because religion is important not only in school education but also in importance from home, family, especially parents. The second is Pancasila, Pancasila itself is a principle of national life and our country. Third, culture. Our culture, if possible, must be in accordance with what is embedded. Optimistic, optimism is very important so that he can achieve what he aspires to become a student who can apply and develop not only in the school environment but also in the life of the nation and state society.

• R : What are the objectives of Character education?
MT : To educate the life of the nation or the children themselves, this education is able to make students' characters more humane, both to incorporate character education here in mathematics learning. I think when they do tests not by collaborating.

• R : What character values do you want to instill in students?
MT : "What I want to instill is the value of honesty and responsibility"

• R : What character values are shown by the mother in the mathematics learning process?
MT : In mathematics I have invested not only one, but all sorts of things that are certainly religion, discipline, doing homework at home, honestly. For example, reading first at home and then the child does not give up, curiosity is high, especially in learning. I, as a teacher, also want children to have a warrior character, when he feels difficulties they must try to the maximum or in other words the character that I instill is unyielding.

3.3. Results of interviews with students 1

• R : What do you think character education is?
S1 : "Character education is good education ma'am"

• R : What are good character values?
S1 : "For example honest ma'am, both with parents and teachers, not cheating and disciplined"

• R : If the mathematics teacher while teaching does reflect character values?
S1 : "Yes Sis, for example the teacher always arrives on time"

• R : How do you respond to the learning carried out by the Math teacher?
S1 : "Fun mom, even though my friends who sit in the back like to busy themselves"

• R : What is the learning atmosphere that has implemented character education in the learning process?
S1 : "The atmosphere is cool, ma'am, it doesn't bore us"

3.4. Results of interviews with students 2

• R : What do you think, character education is?
S2 : "That character education has character, for example good character"

• R : What are good character values?
S2 : "A good character is obedient to your teacher, does not play truant, does not cheat and is not late in entering your class"

• R : When the mathematics teacher teaches himself does it reflect character values?
S2: "Yes ma'am, because the teacher always teaches us not to cheat"

R: How do you respond to the learning carried out by the Mathematics Teacher?

S2: "Yes, it's normal, ma'am, just like other lessons"

R: How is the learning environment that has implemented character education in the learning process?

S2: "The atmosphere is good, mom, not boring"

3.5. Discussion

In this discussion will be discussed further about the character education process that is integrated with Mathematics Learning Class VII A SMP Negeri 10 Bengkulu City. Mathematics subjects have character values that will be instilled in students. This is caused by the priority of the focus of mathematics lessons which certainly have characteristics that are different from other subjects. In principle, the development of culture and national character is integrated into mathematics. This can be seen in the contents of the curriculum in the Education Unit Level Curriculum (KTSP) and the 2013 curriculum that applies class VII, in which there is a special room for character education, namely through self-development. Therefore, the Mathematics Teacher of Bengkulu City 10 Middle School integrates the values developed in cultural and character education in the 2013 curriculum.

The process of learning mathematics that applies character education based on the results of research so researchers can know that there are strengths in it. This power can be seen from the mathematics learning process, which is when the mathematics teacher applies the cooperative learning model or cooperation. The learning model integrates the value of character that is developing the value of cooperation, ethics in differing opinions, never giving up, cooperating, fair, tolerant, and responsible so that many VII grade students imitate the teacher's behavior. If you do this continuously then the application of character education integrated with Mathematics learning will certainly run smoothly and can achieve the goals of character education.

4. Conclusion

The results of the study show that: (1) Character education in SMP Negeri 10 Kota Bengkulu is implemented not as a stand-alone subject, but rather integrated into all existing subjects. (2) The process of inculcating the values of character education through subjects one of which can be known through the inculcation of the values of character education in Mathematics class VII. (3) The inculcation of character education values through mathematics can be viewed from several aspects, including: Mathematics material that has been analyzed for character values, RPP and characterized Mathematics syllabus, teacher planting methods, character-based learning media and evaluation of the inculcation of character education values. Values of character education in SMP Negeri 10 Bengkulu City are based on Permendiknas No. 2 of 2011 which contains 18 indicators of the nation's character values but according to the characteristics of mathematics itself the values of existing characters such as: friendly or communicative, social care, environmental care, religious, solidarity and tolerance. Based on the analysis of mathematical subjects, these values have the realm of social dimensions in accordance with the principle of character education, namely the character values that exist not only in terms of individual dimensions but also the social realm.

Suggestions that can be put forward by the author include: first, learning in SMP Negeri 10 Bengkulu City not only emphasizes cognitive or academic aspects (cognitive), but also must emphasize soft skills or non-academic (affective and psychomotor) which is main element of character education. Secondly, some students' behaviors that lack character are still found, so pre-educators and parents are more active in providing character education with a variety of methods that can be used so that students get better and have a strong character. Third, teachers in SMP Negeri 10 Kota Bengkulu can play an active role in the implementation of character-based learning by implementing the values of character education into learning tools such as syllabus, lesson plans, and methods, media and evaluation techniques used in...
teaching and learning activities with even better. Fourth, for school principals, it can optimize the function of school rules and extracurricular activities and always add students' character development programs so that the inculcation of character values to students when outside the classroom can be done more intensively. Fifth, school facilities that can support the development of character education are more optimized and in the school environment are also propagated with symbols and aphorisms placed in strategic places so as to foster student character. Sixth, there is a need for socialization to schools related to the results of this study in order to provide input related to the implementation of character education in SMP Negeri 10 Bengkulu City.

References
[1] Ministry of National Education 2011 *The Character Education Guide in Middle School* (Ministry of National Education)
[2] Moleong L J 2005 *Metode Penulisan Kualitatif* (Bandung: Rosda)