

IMPLEMENTATION OF PROFESSIONALISM OF TEACHER AND FORMATION OF CHARACTER IN PRIMARY SCHOOL STUDENTS

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Abstract. *Characters can be interpreted as a default, heart, soul, personality, character, behavior, personality, character, character, temperament, and character of the individual. Characters here are marked and focused on Applying the values of kindness in action and behavior.*

A professional teacher is a person skilled in the art that have the academic knowledge skills, social skills, spiritual kecakapan can deliver their students in achieving academic goals and a destination in pengembangan personality noble character.

Character education is meant is a noble character and is expected to be developed in self-learners. In this case the character building of students leads to the understanding of how to develop learners in primary schools so as to have a personality, behavior, nature, character, and character is noble that leads to a series of attitudes, behavior, motivation, and skills that meet the standards of values and norms dijunjung high and must be obeyed.

Keywords: Character Education, Professional Teachers, and Students.

A. BACKGROUND

Today many parties demanding an increase in the intensity and quality of the implementation of character education in formal educational institutions. The suit is based on a growing social phenomenon that is by increasing juvenile delinquency in society, such as mass fights or brawls and various other cases of moral degradation. Even in certain large cities, these symptoms have been to the extent that very disturbing society (Mulyadi, 2007). Therefore, educational institutions can enhance its role in the formation of the personality of students through increased intensity and quality character education.

Criteria human beings, citizens, and the citizens are good for a great society or a nation is generally based on the values of certain social nilia, is heavily influenced by the culture of the community and the nation itself as well as the values of religious teachings, in order to foster the younger generation , In essence, character education is a system that seeks to inculcate noble values, which includes knowledge, awareness or volition, and actions to perform these values (Ministry of National Education, 2007).

In character education that teachers do everything to be able to influence the character of the learner as forming the character of their students (Mone, 2010). Teachers must be able to demonstrate exemplary behavior means that all teachers should be examples of participant dididiknya as in speech or in the classroom, the teacher how tolerant, how to dress, behave and act and even how to behave in daily life. The aim is to establish a personal learners in order to become good men, good citizens, and good citizens.

B. PURPOSE OF CHARACTER EDUCATION IN PRIMARY

The purpose of the character education in primary schools according to Mulasih Damar Sri Rahayu (2012: 2), among others:

1. Developing the potential of heart or conscience or affective learners as human beings and citizens with values education
2. Develop the habits and attitudes of learners are commendable in line with universal values and religious
3. Instill leadership and responsibility for the next generation of learners sebgian.

4. Develop the ability of learners to be human interest, Kratif, and nationality insight.
5. Develop an educational environment of the school as a learning environment that man, honest, full of creativity and friendship other students, teachers, and citizens of the school.

C. Professionalism Teacher Education in Character

Build a nation's civilization is the development of human personality and character excels both in the intellectual and physical that is based on human nature (Savage and Armstrong, 2006). Fitrah is the starting point of human glory either inborn or through the educational process. The professionalism of teachers is a necessity in education in which teachers have the performance strategic role to improve the quality and efficiency of education in primary schools. In the context of development in the education sector primary school, the teacher plays a very important and central to the process and outcomes of education (Martinis Yamin, 2007).

Efforts to improve the professionalism of teachers is a necessity. Teachers should receive training programs which to keep a high level of professionalism and is ready to adopt innovations in education, especially in the formation of character in the self-learners in elementary school. Teachers should be able to get a "reward" or honors, awards, prosperity worthy of devotion and services, so that every innovation and renewal acceptable education and good (Nurfuadi, 2012: 32).

Characteristics of the professionalism of teachers is reflected in quality when presenting the material in the classroom that can be measured in terms of morality, wisdom, patience, and when to interact and adapt to learners, so the teacher would not have depression, stress in a positive and non-destructive (Udin Syaifudin, 2009). In character education in primary school teachers is imperative to develop ethical and aesthetic values such as honesty, responsibility, disci-

pline, firm, perseverance, a high work ethic, fairness, respect for self and others, and tenacity as the basis for the establishment karakter on self-learners.

Teachers should be committed to developing the character of learners based on the values and norms of society, nation and country and can apply it in everyday life to behave and be nice and polite (M. Furqan Hidayatulloh, 2010: 44). Thus the character educator is an educator who has had a personality that is reviewed from the standpoint of moral or ethical inherent in an educator. Educators strong character not only has the ability to teach in transferring knowledge or science but also have the ability to educate in the broadest sense that it would provide keteladanan in everyday life (James A. Bank, 2010).

D. CHARACTER STUDENTS EXPECTED

Components of good character (Thomas Licklona: 2014), which consists of three (3) main components that have linkages and reciprocal between components are a positive influence on the implementation of the expected character learners in education in primary school, are as follows:

1. Knowledge moral consisting of:
 - a. moral awareness
 - b. determination perspective
 - c. moral thinking
2. Feelings of moral consisting of:
 - a. Conscience
 - b. Pride
 - c. Empathy
 - d. Self-control
 - e. Humble
 - f. Loved a good thing
3. Moral action consists of:
 - a. Competence
 - b. Desire
 - c. Custom

The values of character education that can be applied to learners in primary schools in the adoption of (Thomas Licklona: 2014)

The values of character education that can be applied the Students in Primary Schools:

1. Religious Attitudes and behaviors are obedient in carrying out the teachings of his religion, tolerant implementation of worship from another religion, and live in harmony with other faiths
2. Honest behavior is based on an attempt to make himself as a person who always trustworthy in word, deed and action, as well as employment
3. Tolerance attitude and action that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who differ with him
4. Discipline Measures indicating orderly behavior and comply with various rules and regulations
5. Hard work Behaviors that show earnest efforts to overcome various barriers to learning and the tasks and complete tasks as well as possible
6. Creative Thinking and doing something to menghasilkan way or new results from what has been owned
7. Independent Attitudes and behaviors that are not easy to depend on others in completing tasks
8. Democratic way of thinking, being and acting which were assessing the same rights and obligations of herself to others.
9. Curiosity attitude and action that seeks to mengetahui more depth and breadth of what is learned, seen, and heard
10. Peace-loving attitude, words and actions that cause others to feel happy and comfortable with her presence
11. Fond of reading habits take time to read the various readings are on virtue for him
12. Environmental Care Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the damage that has occurred
13. Social Care Attitudes and actions always wanted members to help other people and society
14. The responsibility of an attitude of a person's behavior in carrying out its duties and obligations towards its own diri, community, and environment (natural, social, and cultural), country, and God Almighty.
15. Semangat Nationality way of thinking, acting, and insight that puts the interests of the nation above self-interest and group
16. Love the Way a berfikir homeland, behave, dan do that show loyalty, kepedulian, and high to discuss, physical, social, cultural, economic, and political nation.
17. Appreciating the achievements of attitudes and actions that drove him to useful for society, and recognize and respect the others' success
18. Friendly / Communicative action that shows a sense of happy talk, hang out, and in collaboration with others.

E. IMPLEMENTATION IN THE FORMATION OF CHARACTER

Implementation character education can be applied to everyday life, both in the family and in the neighborhood schools. In education in primary schools can be made through the following habits:

1. Habituation

Habituation needs to be done by an educator to be applied to desert their students in the process of forming the character (Ministry for Education, 2007). If a learner has been accustomed to good character, positive impulses to the neo cortex and then stored in the limbic system in the brain so that the activities under taken by the learner can be stored well and will automatically become a habit in adapting to their everyday surroundings.

2. Using the parable

In the implementation of character education in self-learners in primary schools by using a parable Yanga would be easy to understand and be understood learners in understanding abstract con-

cepts that take objects/ concrete animals such as ants, bees, spiders through the method of the world story fable / animals.

3. Modeling

In the implementation of character education in self-learners in primary schools set an example or examples in everyday life. Participants didik likely to copy or imitate perilaku educators because psychologically they like to imitate a quick make over either good character or vice versa.

4. Dialogue

In pendidikan character educators need dialogue to know the progress of their students and to identify issues a factor inhibiting learning. So that an educator must have an attitude of friendship, affection for the learners. This dialogue is very effective to establish multi directional communication and social relationships between learners and teachers, learners with learners one another.

5. Reward and Punishment

Reward and Punishment become external motivation in the cultivation of character education for students of primary school because if they are given rewards such as gift / praise, psychologically would have a tendency to act and behave good and will get a reply from what it is doing and vice versa if the learners an offense or mistake (punishment) they will be punished / threats with the aim that the deterrent for not disciplined and responsible attitudes and actions that have been done.

F. CONCLUSION

Lack of character education directed at the world of education, especially in the formal schools. Though character formation

actually starts from the family of the most central resumed in the environmental community, and the school environment.

Although the school is considered most appropriate for the development of character education learners, but need to be seen again which has become a part of character education delays? In addition, note whether the actual character ?, where the formation of a person's character? Who gives? , Where appropriate environmental education instills in a person's character?

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