



Improvement of Learning Interest Through Character Education Reviewed from The Students' Residence

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Abstract: The purpose of the study is to analyze the role of character education in class V Public Elementary School number 9 Bintoro, Demak Regency in terms of different living quarters and describe the strategy of implementing character education on learning interest in grade V students of Public Elementary School number 9 Bintoro, Demak Regency in terms of different living quarters. Data collection techniques are observation, interview, documentation and triangulation. Data analysis used data reduction, data presentation, temporary answers, and drawing conclusions. The research subjects were grade V students who lived in orphanages, Islamic boarding schools, and at home. The results of the study are the learning interest of students who live in orphanages is still lower than the students who live in Islamic boarding schools, but for students who live with families have a high interest in learning and some ask for low learning to increase students' interest in learning, namely implementing character education, providing good examples for students from teachers and school principals, learning innovation, establishing good communication with students and student guardians, and giving rewards for students who excel and sanctions for participants students who violate school rules.

Keywords: Character education, learning motivation, students, residence

1. Introduction

The 2013 curriculum is used because the curriculum refers to the national education standards in which there is a strengthening of the nation's character education. With the strengthening of character education in the 2013 curriculum, it is hoped that it can improve the attitudes and behavior of students so that they can produce a smart, intelligent, advanced generation of young people who have a strong personality and national character. Megawangi (in Kesuma, Triatna, & Permana, 2013) provides an understanding, "character education is an effort to educate children to make wise decisions and practice them in their daily lives, so that they can make a positive contribution to their environment." Another opinion from Gaffar (in Kesuma, Triatna, & Permana, 2013) states, "character education is a process of transforming the values of life to be developed in a person's personality so that they become one in that person's life behavior." Some of the characteristics to be achieved include: discipline, independence, honesty, responsibility, religion, courtesy, curiosity, leadership, and respect for the environment. A character that is often encountered by teachers at school, namely students' interest in learning. Interest is someone's strong desire to get something with the full struggle. Meanwhile, students in learning must have a high interest in learning, so that what they hope can be achieved. The level of interest in learning in students is influenced by internal factors (themselves) and external factors (family, environment, friends). In learning, one of the ways that can be used to foster interest in learning in students is learning while playing (Mohd Embros, Looi, & Wong, 2020). As research from Silalahi (2019) states that the author's observations related to the interest in learning in students are still lacking in terms of: 1) readiness of students in learning (there are still students who do not have textbooks; 2) attendance of students every day there are still some who do not enter school without information; 3) the attention of students during lessons is still lacking so that there are still students who do not understand the subject matter of the teacher; 4) the participation of students in answering questions, 5) in doing the assignments of the teacher are often not finished. From some of these backgrounds, the authors took up and examined the learning disciplines and learning interests of students in class V.

Sardjijo (2017) states that schools have tried to implement character development through good harmony activities

in schools. Good harmony activities are implemented through pre-learning activities, learning processes, co-and extracurricular activities, as well as rest and leisure time. Morelent and Syofiani (2015) explains that the implementation of the 2013 curriculum can shape the character of students in a better direction. This can be seen in the characters that appear in students, namely the character of discipline, respect for teachers, self-confidence, seriousness, and religion.

Given the large role of character education in changing the attitudes and behavior of students, especially in their learning interests, it is necessary to do in-depth research. By knowing what causes or encourages character education in students who come from different places of residence for their discipline and interest in learning, it will make it easier for related parties to provide understanding and treatment of the subject.

2. Research Methods

The research methods use design Descriptive qualitative with the purpose to analyze the role of character education in class V Public Elementary School number 9 Bintoro, Demak Regency in terms of different living quarters and describe the strategy of implementing character education on learning interest in grade V students of Public Elementary School number 9 Bintoro, Demak Regency in terms of different living quarters. Moleong (2017) explains that qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by means of descriptions in the form of words and language, in a special context which is natural and by making use of various natural methods.

The research location in Public Elementary School number 9 Bintoro, Demak Regency, Academic Year 2019/2020. The data were obtained from the research subjects of fifth grade students of Public Elementary School number 9 Bintoro, Demak Regency. The primary data sources were obtained from interviews and observations to fifth grade students of Public Elementary School number 9 Bintoro. Secondary data sources were obtained from information from friends, administrators of foster care, board of boarding schools and parents of students, as well as from diaries and class guidance books from 5th grade students of Public Elementary School number 9 Bintoro.

Data collection was carried out in a natural setting (scientific conditions). Data collection techniques: 1) Participant Observation, 2) Interview (interview), 3) Documentation, daily notes and reports on learning outcomes. In this case the photo during the interview and the results of the interview with the informant. 4) Triangulation. Combining data from various existing data collection techniques and data sources. "If in data collection the researcher performs the triangulation technique, the researcher actually collects the data and simultaneously tests the credibility of the data, namely checking the credibility of the data with several data collection techniques and various data sources" (Sugiyono, 2010).

The data analysis used was the "Miles and Huberman model". According to Miles and Huberman in (Sugiyono, 2010) argued that "activities in qualitative data analysis are carried out interactively and continue to be complete, so that the data is saturated." Activities in data analysis include: 1) data reduction; 2) data display (data presentation); 3) data interpretation and 4); conclusion drawing / verification (withdrawal conclusion and verification).

3. Results and Discussion

3.1 Result Research

The result of this reserach are: a) the role of character education in the learning interests of students at the orphanage, b) the role of character education in the learning interests of students in islamic boarding schools, c) the role of character education in the learning interests of students at home, and d) strategies for the implementation of character education in improving the learning interests of students Public Elementary School number 9 Bintoro in Demak Regency.

The role of character education in the learning interests of students at the orphanage, student interest in learning at the orphanage is still lacking, this can be seen from they often do not pay attention to learning, some play alone, talk to friends, daydream and some even sleep during lessons, and the reason is that students who live in orphanages who go to Public Elementary School number 9 Bintoro, Demak are transfer children from another school, so they need to adapt to a new environment, there are many anti-orphanage activities that make them tired.

The role of character education in the learning interests of students in islamic boarding schools, students have a high interest in learning, this can be seen from the time they learn in school that they show a great sense of curiosity, they always pay attention when the teacher explains the subject matter. Their confidence grows when they dare to ask questions when they don't understand the material given by the teacher. When given assignments and training, they did well, and the role of character education in learning which is applied in grade V Public Elementary School number 9 Bintoro, Demak Regency is that students are more enthusiastic about learning which fosters their interest in learning. Students who used to have less interest in learning became better with indicators of students paying more attention to the lesson, growing self-confidence, and curiosity, daring to ask questions when they did not understand the learning material and daring to do assignments in front of the class.

The role of character education in the learning interests of students at home, get the high and low interest. In high interest in learning because they have aspirations and a sense of wanting to make their parents proud and there is full

parental support because their children can become smart children. and low interest in learning because of themselves who do not want to learn (because it is the child's condition and their environment) and also because they are depressed at home they have to help their parents look after their younger siblings or help their parents work.

Based on the results of interviews carried out with Public Elementary School number 9 Bintoro in Demak Regency, strategies for the implementation of character education in improving the learning interests of students, namely: Implementation of the 2013 curriculum used as an effort to strengthen character education, the teacher must be able to be a good example and be seen by students every day, teacher creativity in teaching and innovation in learning are also factors that can increase students' interest in learning, have good communication with students and student guardians, and giving rewards for students who exce and giving sanctions for students who violate school rules.

3.2 Discussion

There are differences between learning interest of students in orphanages, islamic boarding schools, and at home. The learning interest of students who live in orphanages is still lacking, this can be seen from they often do not pay attention to learning. Because they are transfer children from another school, the many activities at the orphanage make them tired and miss their parents at home (Flindt, Magarian, & Hohl, 2021). The interest of students who live in Islamic Boarding Schools in learning is very great, this is evidenced by their enthusiasm in every lesson. Always ask questions related to the subject matter that he doesn't understand. When there is a chance, he always answers questions from the teacher and does the assignments in front of the class properly. His enthusiasm for learning increased and made him more active in studying, where he often tried to do questions that had not been asked by his teacher (Dita et al., 2021). Interest in learning students who live at home is also very large, this is evidenced by his enthusiasm in every lesson. Always ask questions related to the subject matter that he doesn't understand. When there is a chance, he always answers questions from the teacher and does the assignments in front of the class properly. One thing that makes these students better is because of the attention of their parents who raise them.

Regarding the attention of learning from parents, this is in accordance with research from Elvira, Sukmanasa, & Muhajang (2019) which states that there is an effect of parental tutoring on learning discipline. Rules also can improve student discipline, this is in accordance with Hadiani's research (2017) showing that learning interest has also experienced a good increase, where students always try to work on questions that the teacher has not asked them to do. His enthusiasm for learning is evidenced by studying material that the teacher has not taught. Understanding Interests According to experts defines interest has a strong desire with the attention it has, where attention can cause will to someone. In addition, the interests will also have a close relationship with physical conditions such as being sick, tired, lethargic or otherwise being healthy and fit. Likewise, with psychological conditions such as happy, unhappy, tense, excited and so on.

In this case the role of character education on the learning discipline of these students has a good role, where these students are getting better at learning. The visible change related to discipline is that every task given by the teacher is done even though it is not finished all, but the student has tried to complete the task. When he got an assignment, always early and did his job well. The learning interest of these students has also increased better, these students are now more active in learning. His self-confidence is increasing with evidence of the courage to do the assignment from the teacher in front of the class. His desire to understand the subject matter is also increasing.

One of the factors driving these students to change their interest in learning is because of their desire to realize their dreams and also the role of their parents at home. The role of parents at home in learning discipline to improve their children's learning achievement is very important, this is in accordance with the research of Aulia, Khafid, & Masturi (2018) which states that parent's lead more responsive towards problems that is associated with parent's parenting and learning discipline, make parents more responsive to problems related to parenting and learning.

Meanwhile, from other research, Hartini (2017) states that in the context of character education for students in the modern era, the synergy between parents and teachers plays a role in shaping students' disciplinary character behavior. While the factor of damage to the character of students is influenced by teachers, parents and the education system enforced in schools. Character education contained in the 2013 curriculum can shape the character of students to be better if it is supported and there is collaboration between schools and student guardians or between teachers and parents. It will not be possible for a child's character to form properly if it is only left to one party, only to the school (in this case the teacher) or just the parents. According to Kpolovie, Joe, & Okoto's research (2014), the role of interest in learning is related to academic achievement of students. Thus, improvement of interest in learning students and attitude to school could contribute in boosting their performance academically.

4. Conclusion

Based on the results of the research and discussion that has been done, it can be concluded that the learning interest of students who live in orphanages is still low due to the lack of enthusiasm and attention for students. Meanwhile, students who live in Islamic boarding schools have a high interest in learning. However, students who live with their families have a high interest in learning and some for low learning because they have to help their parents and lack attention from parents. The strategy undertaken to increase students' interest in learning is to implement character

education, provide good examples for students from teachers and school principals, learning innovations, establish good communication with students and student guardians, and provide rewards for students who achievement and sanctions for students who violate school rules.

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