

**ANALYSIS OF THE APPLICATION OF CHARACTER VALUES IN THE LEARNING PROCESS
PTHERE ARE STUDENTS OF GRADE IV SDN TIWU**

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Abstract:

Character education aims to counterbalance the impacts of globalization, which has permeated all aspects of society, including young children in elementary schools. This study focuses on the negative effects of globalization, particularly on children who are more susceptible due to their inability to discern between positive and harmful influences. The research aims to describe the implementation of three character values in fourth-grade classes at SDN Tiwu Asem by analyzing planning, teaching execution, and learning evaluation. Utilizing a qualitative descriptive approach, data is collected through in-depth interviews, field observations, and documentation, ensuring validity through triangulation methods. The findings reveal that character values are integrated into the teaching process at SDN Tiwu Asem, supported by factors such as curriculum inclusion and dedicated teachers. However, inhibiting factors include teacher understanding, student behavior, teaching execution, and the lack of a school culture to support character education.

Keyword: Application of character values, the learning process, implementation of character values, the learning process, fourth-grade students at SDN Tiwu.

INTRODUCTION

Along with the times, there are many challenges and changes that occur in the life of a nation. One of the processes of determining the quality of life, society views that education is a subject of change that forms a transformation (Gemnafle & Batlolona, 2021). This is in accordance with the function of national education regulated by Law No. 23 of 2003, Article 3 concerning the National Education System which reads; "National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Indeed, education must deliver students to a higher level of understanding knowledge, knowledge and character (Abidin, 2021).

In Indonesia, various processes of educational development have been passed, one of which is curriculum development (Dewi, 2019) The curriculum in Indonesia has been developed since before independence and changes from time to time. The curriculum itself is the life of the course of education (Huda, 2017). Through the curriculum, it is hoped that educational success will be created (Rachmawati et al., 2022). Curriculum and evaluation also become important issues in educational management (Syafi'i et al., 2023). Curriculum changes cannot be avoided due to the undiscovered form of true education in Indonesia, socio-cultural influences, systems, politics, economics, and science and technology. To achieve success in education other than with a good curriculum, all components in education must be tied to each other. Curriculum development should be carried out in accordance with the demands of changing lives both locally, nationally and globally (Bahri, 2017)

The Pancasila student profile is one of the efforts to improve the quality of education that prioritizes character building (Fauzi et al., 2023). The application of the Pancasila student profile is carried out through school culture, intracurricular and extracurricular activities which focus on building the character of students in their daily lives (Falaq, 2022) The application of project-based learning is a fundamental choice in the independent learning curriculum which is believed to support the restoration of student character learning through the Pancasila student profile. In implementing the independent curriculum in schools, every Saturday holds P5 activities (*Pancasila Student Profile Strengthening Project*) where in this activity the teacher designs a project that will be completed by students. At stage P5 this is done in 4 weeks. The purpose of P5 is to strengthen the character of students in accordance with the dimensions of the Pancasila student profile (Ulandari & Rapita, 2023)

Character education is an effort to keep pace with the rampant process of globalization (Rahman et al., 2021). Globalization has reached every circle, one of which is

among elementary school-age children (Rozalia, 2017). There are positive impacts and negative impacts as a result of the rise of globalization. The problem is the negative impact itself, and those who are vulnerable to these negative impacts are children, because children are still unable to filter or choose what is good and which is bad.

The influence of globalization on children today can be seen everywhere and can even be seen in locations that fall into the remote category, namely at Tiwu Asem Elementary School, Tiwu Asem village, Praya district. After an interview with one of the teachers who served at the school, information was obtained that students were still often undisciplined, still often bullied their friends, sometimes following harsh words they listened to through YouTube, TikTok and others. This teaches us not to underestimate the process of globalization that has truly become global. Prevention and resolution steps are needed by maximizing character education. Character education at the elementary school level is integrated in each subject.

Saputra (Saputra et al., 2022a) stated that teachers must be able to teach character values well and familiarize students to apply these characters. In instilling good character values, teachers are expected to be able to maximize the process of integrating these character values into learning materials. Teachers today have an important role in the formation of student character. The role of teachers is not only as a teacher in academic education but also as an educator of character, morals and culture for their students. Students at elementary school age are easily influenced by the circumstances of the surrounding environment, which is why the cultivation of character values is very important to be taught from an early age. According to Cahyaningrum (Cahyaningrum et al., 2017) It is important to instill the values of character education to prepare students later as humans who have self-identity, as well as guide students to become ethical people.

In the nature of instilling character values, teachers have difficulties, for example in religious character values, namely before starting to learn students always pray according to their respective beliefs, but there are still students who are noisy and do not participate in praying before starting the learning process. In addition, in the intention of honest character, namely the honesty of students is lacking, for example, in writing on student assignment books, there are still parent writing, answering assignments is not students but parents and high students submit to assignment books. In independent character values, students are not independent in making homework where parents make assignments not students themselves.

Some of the previous research results that are relevant to this research are research conducted by Lukman Hakim Alfajar (Alfajar, 2014), the results of the study show that character education development efforts carried out in self-development programs at SD Negeri Sosrowijayan raise religious values, honesty, tolerance, discipline, and responsibility

in the form of routine activities (teacher picket duties, student picket duties, flag ceremonies), spontaneous activities (advising, reprimanding, and assisting incidental activities), example, and conditioning (environmental hygiene, character education tagline). The difference between the above research and the author's research is that the research above focuses on the values of religious character, honesty, tolerance, discipline and responsibility, while the research that the author will do focuses on the value of religious, honest and independent characters. The equation is using qualitative research methods and a descriptive approach.

Research conducted by Siti Syarifah Hasbiyah (Hasbiyah, 2016), the results of the study stated that first, the concept of character education through habituation applied at SDN Merjosari 2 Malang was in accordance with the results of the National Sarasehan of National Culture and Character Education. The implementation of character education through habituation can be done in three ways, namely programmed habituation, routine habituation and spontaneous habituation. The difference between the research above and the author's research is that the research above carries out character education through habituation, while the research that the author will do is an analysis of the application of character values in learning.

METODE RESEARCH

This research uses a qualitative approach with a sample study approach, which is a research that is carried out intensively, in detail, and in an institution. The qualitative approach is expected to be able to produce a comprehensive description of speech, writing and observable behavior of a particular individual, group, society and organization in a particular context setting that is studied from a complete, comprehensive and holistic point of view.

The location of this research is at SDN Tiwu Asem and the time for this research is planned to be carried out in the even semester of the 2022/2023 academic year. The subjects in this study were grade IV teachers of SDN Tiwu Asem and 11 grade IV students of SDN Tiwu Asem consisting of 8 students and 3 female students. While the object of this study is the implementation of religious character, honest character and independent character in the learning process in grade IV students at SDN Tiwu Asem.

The data collection methods used in this study were observation, interviews, and documentation and the instruments used in this study were observation, interviews and documentation.

At the time of conducting the study, the steps used to obtain data were used observation guidelines (observations), interviews, field notes and documentation assisted by using cameras to record the implementation of learning in class. The initial step in implementing this research is to conduct a preliminary study to obtain preliminary data that will be further researched. Then data analysis is carried out while in the field which includes data reduction, data presentation (data display), conclusion drawing and verification (verification / conclusion drawing). Researchers planned three analyses of field data obtained from three observations at different times. Then formulate a description of the conclusion to test for validity.

Test the validity of this research data using the most widely used triangulation technique is examination through other sources. According to denzyme in moleong, distinguish four kinds of triangulation as an examination technique that utilizes the use of data sources, methods, investigators, and theories (Moleong, 2013: 330).

1. Source triangulation

Source triangulation is a technique in research methods used to test the credibility of data. Its use itself is by checking the data that has been obtained through several sources, then described, categorized, and which views are the same, which are different and which are specific from the data. Data that has been analyzed by researchers to produce a conclusion is then asked for agreement with these three sources.

2. Triangulation Techniques

Triangulation techniques to test the credibility of data are done by checking data to the same source with different techniques. For example, data is obtained by means of interviews, then checked by observation, documentation or questionnaires. If with these three data credibility testing techniques, it produces different data, then the researcher requires further discussion to the data source concerned or others, to ensure which data is considered correct. Or maybe they're all true, because of different points of view.

3. Triangulation Theory

Theory triangulation is to test the validity of data using the perspective of more than one theory and discuss the problems studied, so that it can be analyzed and drawn more complete and comprehensive conclusions.

The theory triangulation technique is carried out in testing the validity of data using more than one perspective and discussing the problems studied, so that it can be analyzed and drawn more complete and comprehensive conclusions. Theory triangulation makes use of two or more theories to be pitted or blended. For this

reason, a complete research design, data collection, and data analysis are needed so that the results are comprehensive.

RESULTS AND DISCUSSION

Result

Application of Character Values at SDN Tiwu Asem

Description Data and research results will be presented based on the sequence of problems that are the focus of research and the results of data collection through observation, interview and documentation techniques. The results of observations and interviews conducted by researchers from May 3, 2023 to May 8, 2023. The schedule of activities can be seen in the following table:

Interview Conduct

Table 1. Interview Schedule

No.	Day/Date	Interview Subjects
1.	Wednesday, 3 May 2023	Class IV Teacher
2.	Thursday, 4 May 2023	Grade IV Students

Implementation of Learning Activity Observation

Table 2. Schedule for Observation of Learning Activities

No.	Day/Date	Time
1.	Friday, 5 May 2023	07.35 – 11. 00
2.	Monday, 8 May 2023	07.35 – 11.00

The following is presented exposure to research data. The exposure of this data is in accordance with the purpose of the study, which is to describe the application of character values in the learning process that focuses on three character values, namely religious, honest and independent and to find out the supporting and inhibiting factors in the application of these character values. The results of interviews, observations and documentation that have been carried out by researchers show findings about the application of character values in the teaching and learning process, especially on three character values, namely religious character, honest character and independent character that have been applied to the learning process carried out in grade IV SDN Tiwu Asem.

Based on the results of an interview with a grade IV teacher at SDN Tiwu Asem, stated that character values must be applied as early as possible, not only in the classroom while learning but also outside of learning activities. It aims to produce students who have good

behavior and character. Although the state of the school is far from perfect, the application of character values is always tried as much as possible so that students are not only smart in subjects but their character must also be good because good character is the most important.

The cultivation of character values must always be implemented in every subject, so teachers at SDN Tiwu Asem are always emphasized to apply character values to students, supported by training activities or character education guidance so that teachers are more professional in carrying out their duties to apply character values to students. One form of effort to apply character values is to create programs that can add character to participants education, also by utilizing the driving teachers at SDN Tiwu Asem to provide ideas and motivational encouragement to teachers and students so that the application of character values in schools runs well.

Learning not only focuses on improving students' cognitive abilities, but also shapes students' character (Jiwandono, 2020). Like SDN Tiwu Asem, which has applied character values to students both through the learning process in the classroom and outside the classroom by praying together before entering class, imtaq and praying dzuhur in congregation before going home from school. The application of character values in learning has 3 stages carried out. The stages of learning implementation are as follows:

1. Planning Phase

In the planning stage, the teacher conducts an analysis of the Initial Competencies and Core Competencies then includes them in the teaching module and is applied in classroom learning activities. This planning stage is carried out so that the learning carried out can be directed and not out of what should be delivered.

A teaching module is a plan of face-to-face learning activities for one or more meetings. This teaching module is developed through a syllabus to direct the learning process of students in order to achieve competence. In compiling the teaching module, grade IV teachers of SDN Tiwu Asem have added strengthening of character values for the initial picture in order to be able to apply character values in the learning process. Learning Activities

The application of character values is also carried out during learning activities in the classroom that have previously been designed and poured into teaching modules or lesson plans that have been prepared by the teacher. In the teaching and learning process in grade IV of SDN Tiwu Asem in accordance with existing process standards, teachers carry out 3 stages in learning activities, namely the preliminary stage, the core stage and the closing stage. In learning activities at the introductory stage, core stage and closing stage the teacher always applies character values which are certainly adjusted to the content of the material to be taught.

The following are things done by teachers in applying character values to the learning process that takes place in grade IV SDN Tiwu Asem:

a. Introductory Activities

Here are the things the teacher did in the introductory activity:

1. The Teacher Gives Greetings Before Starting the Learning Process
2. Teachers Invite Students to Always Be Grateful
3. Pray Before Opening the Lesson
4. Check the cleanliness and tidiness of the classroom
5. Teachers Check the Attendance List of Learners
6. Teachers Provide Motivation Before Learning
7. The teacher gives the lighter questions
8. Teachers Make Class Agreements with Students

b. Core Activities

1. Teachers Share Student Groups
2. Students are invited to identify character education in the classroom
3. Providing an understanding of character values in everyday life.
4. Teachers model positive behavior towards character values
5. Learning that is carried out actively, effectively and efficiently

c. Concluding activities

1. Evaluation
2. Positive reinforcement
3. Repetition of material

Description of the Application of Student Character Values in Learning

1. The Value of Religious Character

Religious character is the main character value that is most prioritized in the environment of SDN Tiwu Asem. This can be seen from several activities from the habituation carried out by teachers to students ranging from requiring greetings and requiring students to pray first before doing any activities as well as carrying out religious activities on certain days such as Friday *sodaqoh*, at in Ramadan, praying together and memorizing short *surahs* in the field before entering class, and listen to the teacher's lecture before starting to learn.

The application of students' religious character values is good enough. The results of research observations also found that students always pray before starting learning and at SDN Tiwu Asem have a tradition to always memorize short *surahs*. The recitation of several short *surahs* is carried out every time they start the learning implementation, students are very excited when reading short *surahs*.

Before starting learning, teachers provide motivation and direction to students to always behave well and politely to others.

2. The Value of Honest Character

The value of honesty is a value that must always be instilled from an early age. The value of honest character is also highly recommended in any school. The value of honesty at SDN Tiwu Asem is also well applied. The results of observations made by researchers show that when teachers give assignments, students try to do the task well and if they have difficulty students ask questions to the teacher even though there are some students who are embarrassed to ask and are seen stealing glances at their deskmates.

Ibu HK as a grade IV teacher at SDN Tiwu Asem also always urges students to always return their friends' things that have been borrowed, so when they want to borrow their friends' belongings, students always get permission first before using their friends' things. Researchers also did not find students who played around during the learning process, students focused on carrying out directions from the teacher.

3. Independent Character Value

Independent character is needed in order to have confidence or confidence in completing tasks. The value of independent character has been applied in grade IV of SDN Tiwu Asem. The value of independent character is emphasized to students in various ways, students are trained to be able to express themselves and do not hesitate to cooperate with their peers in exchanging ideas. The results of observations show that students are able to show the ability to do tasks independently according to their potential without imitating the work of other friends, students prefer to do it alone even though the results are not right than having to imitate having friends.

Students have also been seen carrying out instructions from the teacher with focus, consistency and seriousness during the learning process. Students also independently read books without being told if the teacher is not in the classroom even though there are some students who are upset. The results of interviews with homeroom teachers in class IV also said that sometimes students are told to find their own references to the library if the books used are still lacking.

Supporting Factors for the Application of Character Values at SDN Tiwu Asem

SDN Tiwu Asem already has a supporting factor, namely with the content of character education in the school curriculum, especially in grade IV which has used an independent curriculum, it must apply character values in it. As said by Mrs. Hetty Kurniawati as the homeroom teacher of grade IV that SDN Tiwu Asem has implemented an independent curriculum but it has only been applied to grade 1 and grade 4, which in the curriculum emphasizes character education.

Another supporting factor is also at SDN Tiwu Asem, there is a mobilizing teacher, Mrs. Handayani, who acts as a mobilizing teacher, always providing motivation and new ideas to support and develop all programs run by the school, including in supporting the implementation of character values at SDN Tiwu Asem.

One of the ideas of Mrs. H in supporting the application of character values is to hold morning prayers together in the field, create a Friday sodaqoh program whose purpose is to help orphans at SDN Tiwu Asem where the proceeds from the sodaqoh collection will be distributed to the orphans. This is done to support the application of students' religious character values. In addition, every morning before entering class, efforts are always made to provide motivations to students whose purpose is to raise the enthusiasm of students in learning.

Mrs. H also has a Saturday Rujak program. Rujak Saturday is a program to make rojak with students and eat it together. Rujak Saturday aims to train the character of cooperation, mutual assistance, independence, environmental care and respect. Saturday rujak is done by each student getting their own assignment, some give fruits of course with different types of fruit depending on the ability of the students, there are also those who bring sugar and other spices needed which will later be made together in the classroom to be eaten together as well. In addition to training these character values, Rujak Saturday also aims to refresh the brains of students so that they are not bored in learning.

Inhibiting Factors in the Application of Character Values at SDN Tiwu Asem

The description of the research data that will be presented in the order of the problem that is the focus of the research and the results of data collection through interview, observation, and documentation techniques that have been used by researchers. The description data about obstacles in instilling character values in grade I V students of SDN Tiwu Asem in question is as follows:

1. Aspects of Teacher Understanding

In some cases, there is no understanding between teachers and parents in parenting, making the implementation of instilling character values hampered.

The understanding of teachers in schools about character education is the main factor in realizing the goals of character education and teachers must also be able to provide examples of matters related to character education, researchers themselves directly get information that there are still teachers who think that character can only be developed through integration in subjects and attitude training without any example or example from teachers about attitudes related to character education.

2. Student Behavior

Aspec of student behavior becomes an obstacle in instilling the value of character education in students, there are factors that cause it to happen, can be from

environmental factors or oneself. However, bad environmental factors can be quite an influential cause. In fact, if students have been educated well since childhood but when they grow up suddenly their association is wrong, it will be very impactful because the environment is where they often carry out their daily activities, so they can fall into it. However, back to the self-factor. If the student has a strong body and mentality, he must firmly reject the things that are not good from his environment and keep thinking positively in the future.

3. Learning Implementation

Aspect of the implementation of learning is an obstacle in instilling the value of character education in students, because in addition to habituating attitudes, there are some teachers who have begun to integrate the value of character education in classroom learning activities, namely by using the discussion learning method as a communicative / friendly value. In addition, there is also assignment to students when the teacher does not enter to provide learning in class so that students are accustomed to learning in class even though there is no teacher, it reflects independent values.

4. Undeveloped School Culture that Supports Character Education

Aspect of the undeveloped school culture that supports character education is an obstacle in instilling the value of character education in students because schoolpower has a very important role in improving children's character. Cultural interventions are carried out on school culture which will further change teacher culture. Changes in teacher culture can lead to changes in teaching and learning. School culture is reflected in the relationship between school residents both at work, teaching and learning activities, and when communicating with each other. School culture includes elements of artifacts, namely in the form of things that can be observed directly such as spatial layout, habits or routines, rules, ceremonies, symbols, logos, pictures, manners, how to dress from school residents. This element can be felt quickly when people include beliefs, judgments, and assumptions related and mutually supportive.

This finding is corroborated by the results of observations made by researchers, that the inhibiting factor is first the facilities and infrastructure because here the institution is still minimal. Second student, sometimes there are children who need special attention because they experience less concentration, and tend to be unruly. Third, technological developments, sometimes children abuse technology for negative things outside of school monitoring, for example when opening the web on less educational internet sites (pornography), online games, and various social media.

Character education in its implementation must go through a careful planning stage. The character education program implemented by each school certainly does not always run smoothly, of course, there are obstacles faced by schools. The

implementation of character education programs at SDN Tiwu Asem has several obstacles. The main obstacle is the funds to run the programs that have been planned by the school. The school only received BOS funding assistance from the government, but of course the funds were still considered insufficient because the funds were not used to support the running of character education programs, but also used to support other program activities. For example, when students take part in competitions, these funds are used to meet the needs of their infrastructure facilities. If you ask for public participation about funds, this is considered impossible, because it is considered pungli by the community. Especially if you look at it, the economic situation of parents and the community around the school is also on average middle to lower, so it will be difficult if the school asks for cooperation.

Solutions offered for the improvement of character grades in grade IV SDN Tiwu Asem

Based on the findings in the field related to the obstacles faced when analyzing the application of character values in grade IV SDN Tiwu Asem, to overcome the obstacles in implementing character education in the classroom, here are some solutions that can be considered:

1. Increased school support
SDN Tiwu Asem needs to give greater attention and support to character education. This can be done through developing school policies that support character education, providing training to teachers, and adequate resource allocation.
2. Curriculum revision
The school curriculum needs to be revised to provide sufficient space for character education learning. Integrating character values into the curriculum in each subject can also help students see the interconnectedness of these values in a broader context.
3. Teacher training and development at SDN Tiwu Asem
Teachers need to be provided with adequate training and guidance on character education, as well as effective teaching strategies to integrate character values in daily learning. This training can help teachers improve their understanding and develop the necessary skills.
4. Involvement of parents and the community around SDN Tiwu Asem
Schools need to make an effort to involve parents and the community in character education. This can be done through parent meetings, group discussions, and collaborative activities between schools, parents, and the community in promoting character values.
5. Effective timing
Schools need to allocate sufficient time for activities related to character education, such as group discussions, project activities, and reflections. Integrating character

education into daily and weekly schedules can help ensure that sufficient time is allotted for character learning.

6. An inclusive approach

Teachers need to adopt an inclusive and sensitive approach in teaching character values, acknowledging and respecting differences in students' cultural, social, and backgrounds. By understanding the context of students, teachers can tailor teaching and create an inclusive environment for all students at SDN Tiwu Asem.

Discussion

A. Application of Character Values in the Learning Process in Grade IV SDN Tiwu Asem

The character of this nation has experienced a collapse. Judging from the behavior of a group of people that reflects bad behavior, that behavior describes the character of each individual. SDN Tiwu Asem has implemented character values as an effort so that the character of students can be optimal. Character values are values that contain invitations for individuals to behave well. Character education is urgent to be applied to all levels of education (Jaelani & Tahir, 2022)

Character education has become a basic need in the national education system in order to create good character in students and also have good knowledge, feelings and actions among the wider community (Muslich, 2022).

Character building is the main thing of the educational process, if the character of students has been formed well, it will also be good academic achievement.

All kinds of efforts in applying character values are constantly carried out, but the behavior of students still violates the rules. From the results of research conducted by researchers, it was found that at SDN Tiwu Asem, especially in Kela IV, the cultivation of character values has been going well. This can be seen from the data obtained by researchers through observations made by researchers.

The application of character values in the learning process in grade IV SDN Tiwu Asem is divided into the planning stage, the implementation stage of learning implementation and hold the learning evaluation.

1. Planning Stage of the Learning Process

Based on observations made by researchers, it was found that what grade IV teachers did at the planning stage of the learning process was as follows:

- a. Conduct an analysis of initial competencies and core competencies for making teaching modules more focused.
- b. Choose a method that can strengthen the character value of students
- c. Integrate character education in all learning

In character education there are 18 character values. SDN Tiwu Asem has implemented all character values in order to realize good student character

values. In this study, researchers only examined 3 character values, namely religious character, honest character and independent character. This is because these characters when researchers made observations of these three characters were predominantly instilled in students at SDN Tiwu Asem.

2. Learning Implementation Stage

At the stage of implementing learning, the teacher has referred to the planning that has previously been prepared. Although not all teachers apply learning in accordance with the plan that has been prepared, teachers always strive to apply character values in every learning process.

At this stage of learning implementation, teachers also always inform the cultivation of character values such as religious character. In the planning outlined in the RPP, teachers apply how to pray and greet and how to behave well. Every time you start and end learning, you always pray, inviting students to thank the creator. Teachers also always teach to respect their elders and love their younger ones in order to create harmony between students and teachers.

In addition to religious values, teachers also always apply the value of honesty to students, one of which is by urging students to always return the items they find, and ask permission when they want to use other people's belongings. The teacher also always reminds students to do the tasks given by the teacher honestly not to see the work of their friends,

In the value of independent character, the teacher urges students to do the tasks given independently, if there are tasks that cannot be done then they must ask without hesitation to the teacher. Students are also given the task of finding additional information themselves to the library related to the material they learn.

3. Evaluation Phase

In the evaluation stage at kela IV SDN Tiwu Asem, teachers make positive reinforcement of behavior that reflects character values. The teacher also records all events in the classroom during the learning process which will later be used as a report to be given to the principal.

All efforts made to instill character values in students are expected to improve the character of students optimally even though there are still students who violate and go against the teacher's orders. To apply character values is indeed not easy because as relative humans formed from external factors, which come from different environments but also have different characters, not all students can be equated in character, that's where the role of the teacher is to find methods so that the application of character values can be carried out

optimally. In terms of seeking the application of character values, teachers have implemented character values in learning and teachers provide concrete examples and provide habits that are in accordance with existing character values.

According to the results that researchers found when making observations, student behavior is good but there are still some students who still violate the rules and do not listen to the teacher's words, it is because there are several obstacles and unsupportive factors such as:

1. Not all students are monitored by the teacher. This is due to the social complexity of students, making it difficult for teachers to monitor students. For a solution to this, teachers can work with students to report to teachers if anyone sees their friends behaving badly.
2. There are still students who lack awareness in obeying the rules made. In this case, teachers must always provide supervision and always be firm so that students are accustomed to carrying out existing rules.
3. Lack of awareness of parents of students on the development of their children, so that sometimes parents do not continue what has been interpreted in school. In this case, teachers must activate a communication forum between parents and teachers so that parents can understand what is instilled in the school and can implement it at home. In this case, teachers must activate a communication forum between parents and teachers so that parents can understand what is instilled in the school and can implement it at home.

The application of character values aims to improve good character towards students, as mentioned by the homeroom teacher of SDN Tiwu Asem. Although there are still some students who are still difficult to manage, the cultivation of character values has had a positive influence on students.

Inhibiting Factors in the Application of Character Values in Sdn Tiwu Asem

Description of research data that will be presented in the order of problems that are the focus of research and the results of data collection through interview, observation, and documentation techniques that have been used by researchers, data descriptions of obstacles in instilling character education values in grade V students of SDN Tiwu Asem are as follows:

1. Aspects of Teacher Understanding

The understanding of teachers in schools about character education is the main factor in realizing the goals of character education and teachers must also be able to provide examples of matters related to character education, researchers themselves directly get information that there are still teachers who think that there are still

teachers who think that character can only be developed through integration in subjects and attitude training without exemplary or Giving examples from teachers regarding attitudes related to character education.

2. Student Behavior

Environmental factors that are not good can be quite an influential cause. In fact, if students have been educated well since childhood but when they grow up suddenly their association is wrong, it will be very impactful because the environment is where they often carry out their daily activities, so they can fall into it. However, back to the self-factor. If the student has a strong body and mentality, he must firmly reject the things that are not good from his environment and keep thinking positively in the future.

3. Learning Implementation

The aspect of implementing learning is an obstacle in instilling the value of character education in students, because in addition to habituating attitudes, there are some teachers who have begun to integrate the value of character education in classroom learning activities, namely by using the discussion learning method as a communicative / friendly value. In addition, there is also assignment to students when the teacher does not enter to provide learning in class so that students are accustomed to learning in class even though there is no teacher, it reflects independent values.

4. Undeveloped School Culture that Supports Character Education

The undeveloped aspect of school culture that supports character education is an obstacle in instilling the value of character education in students because schoolpower has a very important role in improving children's character. Cultural interventions are carried out on school culture which will further change teacher culture.

Character education in its implementation must go through a careful planning stage. The character education program implemented by each school certainly does not always run smoothly, of course, there are obstacles faced by schools. The implementation of character education programs at SDN Tiwu Asem has several obstacles. The main obstacle is the funds to run the programs that have been planned by the school. The school only received BOS funding assistance from the government, but of course the funds were still considered insufficient because the funds were not used to support the running of character education programs, but also used to support other program activities. For example, when students take part in competitions, these funds are used to meet the needs of their infrastructure facilities. If you ask for public participation about funds, this is considered impossible, because it is considered pungli by the community. Especially if you look at it, the economic situation of parents and the community around the school is also on average middle to lower, so it will be difficult if the school asks for cooperation.

Character education in its implementation must go through a careful planning stage (La ode Onde et al., 2020). The character education program implemented by each school certainly does not always run smoothly, of course, there are obstacles faced by schools. The implementation of character education programs has several obstacles. The main obstacle is the funds to run the programs that have been planned by the school. Schools only receive BOS funding from the government, but of course the funds are still considered insufficient because the funds are not used to support the running of character education programs, but also used to support other program activities. For example, when students take part in competitions, these funds are used to meet the needs of their infrastructure facilities. If you ask for public participation about funds, this is considered impossible, because it is considered pungli by the community. Especially if you look at it, the economic situation of parents and the community around the school is also on average middle to lower, so it will be difficult if the school asks for cooperation.

The cultivation of character values carried out by teachers has encountered various obstacles. Rahmawati (Rahmawati & Harmanto, 2020) stated that there are several obstacles in instilling character values in students such as limited time owned by teachers in educating students, differences in education between the school environment and home which results in students not being able to develop good characteristics.

Another obstacle faced by teachers is also related to the lack of awareness of students in applying the values or characters that have been taught by the teacher. It is suggested that students do not have their own awareness and realize the importance of these values in their lives (Hendrawan, et al, 2017: 76). In addition, the problem faced by teachers in implementing character education is the low conc(Nurrahmah et al., 2019)ern of people who reap their children's education. Parents do not understand how to apply character education to children. Thus, the education obtained by children at school is different from the education obtained at school. The implementation of character education needs efforts from all school parties to optimize its implementation (Saputra et al., 2022b)

CONCLUSION

The application of character values at SDN Tiwu Asem has been integrated into learning through the process of planning, implementing learning and evaluating learning. The results of the application of character values to grade IV students of SDN Tiwu Asem show that students have reflected character personalities. Students are independent in doing the tasks given by the teacher. Always apply good things such as greetings, prayers and courtesy by shaking the hands of elders. Students also look honest by trying to do

assignments independently without cheating and always return their friends' belongings and are cultured in terms of cleanliness, namely by cleaning the classroom before starting learning

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