

## Implementation of Character Education and Improvement of Skill Writing Descriptive in Class 4 SDN 075043 Oladano

Feberlina Hura<sup>1</sup>, Neviyarni S.2, Taufina Taufik<sup>3</sup>

<sup>1</sup>Universitas Negeri Padang 1234

**Abstract:** This article was written to describe the implementation of character education in the fourth grade of SDN 075043 OladanoIdanogawo Sub-district during the pre-writing, writing and post-writing stages. Based on the results of the research, the students' skill results are obtained at the following stages: 1) pre-writing with an average of 7.55 and 62.92% percentage included enough category, cycle II obtained an average of 9.45 with a percentage of 78.85% including good category. 2) Writing with an average of 7.65 and 63.0% percentage including enough category. Cycle II average of 9.45 with percentage of 79% including good category. 3) Post-Writings obtained an average of 8.15 with percentage of 68% including enough category, cycle II post-writing with average 9.65 with percentage of 80.4% including good category.

**Keywords:** Character, Description, and Environment.

Received May 07, 2018;

Revised May 18, 2018;

Accepted May 29, 2018;

Published Online June 30, 2018

**Conflict of Interest Disclosures:**

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author

## Introduction

Education in Indonesia is currently faced with a less favorable situation. This condition occurs in line with the increasing number of facts about the weak character of the Indonesian nation that has been believed to be very strong and firm hold of the joints of life wise and wise. Evidence of the weak character of this nation we can see in the environment. The rise of dishonesty, and the potential weakening of learners by our own nation, the more we hear and see. The results of field observations on August 24, 2015 in grade 4 students SDN 075043 OladanoIdanogawo District showed lack of respect for teachers and parents, the tendency to fight is still shown. The attitude of discipline in the learning process, dressing and following the rules of various school regulations has begun to be broken. There are still feelings that do not appreciate achievement, not having a sense of responsibility, being unfriendly to friends, not having a creative attitude in learning, and hard work attitude, curiosity learning material is not shown. This condition is very alarming as well as a dilemma for Indonesian education.

According to Lickona (2013: 81), "Character is a compatible mix of all good that is identified by religious traditions, literary tales, wise men, and intelligent people in history." Not much different Abidin (2012: 53) describes the character is a person's perspective on a particular object that is accompanied by the tendency to behave in accordance with the way the person's views. Depdiknas assessed the right way to restore the nation's civilization is through education, because education has an important and central role in the development of human potential, including mental potential. Transformation through education is expected to develop a positive character, and change the character from bad to good. So it is clear that education is the main vehicle for developing good character. Furthermore, character education is chosen to be the main road for the character formation of the nation. Student's praiseworthy behavior will be formed through character education in line with religious values and a lofty cultural tradition.

Character development can be done through Indonesian language learning consists of four aspects of language skills. Tarigan (2008: 1) the four aspects of language skills are: listening, speaking, reading, and writing. The four aspects of language skills are basically a unity, meaning that Indonesian language learning aims to foster the ability to use the Indonesian language in listening, speaking, reading and writing.

The study of descriptive writing in the fourth grade of elementary school requires students to make essays based on experiences that describe a situation, object, and place or person in detail by using Indonesian Spell (EBI) correctly supported by ideas, imagination and language style owned learners systematically, clearly, and according to the circumstances of the object being observed.

According to Semi (2007: 14) writing is a creative process of transferring ideas into the symbols of writing. The statement is based on three main aspects of writing that is (1) the existence of a certain goal or purpose to be achieved, (2) the idea to be achieved, and the last transfer of ideas system is a language system. However, the symbols of the text will not be meaningful if not in the compilation into a sentence. As disclosed by Santosa (2009: 6.14) that, "Writing is an activity that someone does to produce a writing".

According to Semi (2007: 14-21) the purpose of writing there are 5 ie 1) to tell something, 2) to provide direction and direction, 3) to explain something, 4) to convince, 5) to summarize. Meanwhile, according to Suparno and Yunus (2008: 3.7) the goal to be achieved by a variety of writers namely: 1) make the reader come to think and reason, 2) make readers know about things given, 3) make readers beropini, 4) understand, 5) make the reader irrelevant by the contents of the essay, 6) make the reader by living the values expressed as the value of truth, religious value, educational value, social value, moral value, human value, and aesthetic value.

According to Zainurahman (2011: 45), "Descriptive is the writing that characterizes the characteristics of an object as a whole, clear, and systematic". Semi (2007: 66) argues that the description is a writing whose purpose is to provide details or details about the object so that it can affect the emotions and create the imagination of the reader as if seeing, listening, or feeling directly what the author conveyed. Slamet (2008: 103) reveals that description (description) is a discourse that describes or describes something based on the impressions of the writer's observations, experiences, and feelings. The intended target is to create or enable the creation of imaginary power (imagination) of the reader so that he seems to see, experience, and feel yourself what experienced by the discourse maker.

According to Pujiono (2013: 29), "The characteristics of descriptive writing are (1) describing an object, (2) presenting in order of time, (3) depiction based on the five senses, (4) the aspect of feeling is highlighted rather than mind". According to Rosdiana et al. (2008: 3.21) Descriptive writing aims to make readers aware of what life absorbs the author through the senses, stimulates the reader's feelings about what he describes, presents a quality of direct experience. The object described may be something that can be captured with senses, a landscape, city streets, sewer rats or horse racing, a beautiful person's face, or someone who is desperate, music or thundercloud, and so on. Another opinion is expressed by Suparno and Yunus (2009: 4.6) that descriptive writing intends to convey impressions about something, with its nature and movements, or something else to the reader.

The environment can be used or used to stimulate and attract the attention of learners, and have an important role in concept formation, because of its role as a stimulus for the occurrence of a response. The formation of attitudes and skills development of learners can also occur because of their interaction with the environment. According to Hamalik (2012: 103), "Environment is everything around that is meaningful and gives effect to the individual, both positive and negative". Not much different Hamalik (2008: 194)

---

argues, "Environment is something that exists in the natural surroundings that have a certain meaning and influence to the individual".

According to Lufri (2007: 25), "Environmental approach is an approach that leads students to use the environment as a source of learning". Environment means everything that is outside us, whether in the form of biological environment or non biological environment. In the implementation of this environmental approach learners are taken to learn out of the classroom. Hamalik (2012: 100) describes the learning efforts based on environmental approach as follows. The utilization of the environment in the learning process can be implemented in various ways, namely by bringing the environment into the classroom, and by bringing students to the community. The first way relates to the method of resource persons (human source) ie the source of society or a particular person with experience and ability in a particular field is asked to provide guidance. The second way is to bring the students (class) into the community environment, namely by technique (1). Field trip or excursion, (2). Conduct surveys in the form of interviews and observations, (3). Community service, (4). Work experience, and (5). Camping / camping students.

## Method

This research researchers do by using qualitative and quantitative approach. The type of research used is Classroom Action Research (PTK). This research was conducted at SDN 075043 Oladano District Idanogawo. The selection of the study sites is based on consideration of the distance of the researcher's residence to the near location and the teacher in this school has an open and receptive insight, especially in the effort to improve the quality and quality of learning. This research was conducted at SDN 075043 Oladano District Idanogawo in semester 2 (two) academic year 2015/2016. The subjects of this study were students of class IV SDN 075043 Oladano District Idanogawo which amounted to 20 people, consisting of 11 men and 9 women. Collection techniques or data through assessment sheets, observation sheets, and documentation. Data analysis techniques obtained in the study were analyzed using qualitative and quantitative data analysis.

## Results and Discussion

### Cycle I

Cycle I consists of 2 meetings. The 1st meeting of the researcher as a practitioner teacher explains the material about the technique of writing the description essay and invites the students to observe the objects that exist in the environment around the school then the students discussing each other exchanging information of the observation and making the description frame. The student then develops a framework of descriptions that have been made at the previous meeting, becoming a composite description that is intact and coherent.

Activities undertaken by learners at the post-writing stage at the second meeting is to re-read the descriptive results that have been made, learners exchange the results of the essay with friends (discipline), learners revise the composition of friends (responsibility), learners improve the sentence according to EBI (responsibilities), learners copy essay that has been improved (discipline), learners read essay with pronunciation and right intonation (discipline). The results of post-partum learner's activities illustrate that the skills of students writing descriptions seen from the post-writing aspect obtained an average score of 8.15 with a level of achievement or percentage of 68% including enough category.

The stage after the observation is the reflection stage at the reflection stage of the researcher together with the observer to discuss the activities that have been carried out in cycle I. In addition, the researcher along with the observer discussed the learning that the learner had done after each learning to write the description. The things discussed are finding the positive and negative things that are in cycle I. Positive things are maintained in cycle II and the negatives are improved as a reference for improvement in the cycle.

### Cycle II

---

Based on the reflection on the first cycle, it is necessary to implement the action in cycle II, this is done to improve the learning process less than the maximum in cycle I. Cycle II consists of two meetings, the design of the implementation of the cycle II, the author design with the observer by coordinating about cycle II, the teacher explains the aspect of assessment in the form of content aspect, organizational aspect, language usage aspect and mechanical aspect, the researcher and observer arrange the learning implementation steps to be implemented, the researcher and observer determine the implementation time that is twice the meeting, the researcher prepares the research instrument in the form of an observation sheet and a tool for documenting the action. The activities of the learner re-read the descriptive results that have been made, learners exchange the results of the essay with friends (discipline), learners revise the composition of friends (responsibility), learners improve the sentence according to EBI (responsibility), students copy the essay which has been fixed (discipline). The results of the activities of students post-writing can be seen in the table below:

The result of the writing of students in grade IV SDN 075043 Oladano using the overall environmental approach with an average of 9.65 with 80.4% percentage including good category.

Improved product quality can be seen from the improvement of writing skills description during two cycles with environment-based learning approach. Skill of learners at the time of writing essay description of students class IV SDN 075043 Oladano using the overall environmental approach seen from aspects of ideas or ideas, choice of words and mechanics with an average value of 7.65 with 63.9% percentage including enough category. Cycle II showed the assessment of the students of Class IV SDN 075043 Oladano using an environmental approach as a whole with an average of 9.45 with 79% percentage including good category. Skills of students writing descriptions seen from the post-writing aspect obtained an average score of 8.15 with a level of achievement or percentage of 68.0% including enough category, cycle II post-students of grade 4 students SDN 075043 Oladano using the overall environmental approach with an average of 9.65 with percentage of 80.4% including good category. The result of the research showed that character education assessment in writing description of cycle I can see that the character values have not developed and cycle II is seen that the development of character education assessment is quite well developed both from discipline aspect, creativity and responsibility. Assessment of character education in descriptive writing with environmental approach can be observed when the learning process takes place. Kemendiknas (2010: 24) describes the assessment of character education attainment is based on indicators. Assessment is done by teacher through observation, anecdotal anecdotal, task, and report.

## Conclusion

Based on the results of research and discussion can be concluded that the ability to write the description of students class IV SDN 075043 Oladano Idanogawo District can be improved by the implementation of character education and improvement of writing skills descriptions with environmental approach. The increase occurs in processes and products. Improvement in the process can be seen in the implementation of the learning process that takes place interesting and fun. Improved processes also include the overall behavior of learners during the learning process. Improvement in terms of products seen from the results of the authorship of an increasingly increasing from the prewriting stage, at the time of writing, and Post-Writing 1) Skills of students in pramenulis essay description as depicted in terms of determining the object, determine the object and make the frame with the coherent score obtained average 7.55 with a percentage of 62.92% is still sufficient category. In the second cycle shows the Preview Assessment Learners Class IV SDN 075043 Oladano Using the Environment Approach as a whole with an average of 9.45 with a percentage of 78.85% including good category. 2) The skills of the learners at the time of writing the essay description of students class IV SDN 075043 Oladano using the overall environmental approach seen from aspects of ideas or ideas, choice of words and mechanics with an average value of 7.65 with 63.9% percentage including enough category. Cycle II shows the assessment of the students of Class IV SDN 075043 Oladano by Using the Environment Approach as a whole with an average of 9.45 with 79% percentage including good category. 3) Skills of students writing descriptions seen from the post-writing aspect obtained an average score of 8.15 with a level of achievement or percentage of 68% including the category enough cycle II post-lecture Writers Class IV SDN 075043 Oladano using the overall Environmental Approach with an average 9.65 with percentage of 80.4% including good category. Implementation of character education in writing descriptions well developed, both from the aspect of discipline, creativity and responsibility of each work performed.

---

Based on the results of research and discussion can be concluded that the use of environment-based approaches can improve the ability to write descriptions and interest in writing descriptions of learners. The improvements that occur in this classroom action research can be seen in the success of processes and products.

Based on the results of research showing the improvement of the ability to write a description, can be put forward some suggestions as follows: 1) For teachers application of environment-based approach is a solution that has been proven to improve learning to write description of students class IV SDN 075043 OladanoIdanogawo District. There is a possibility that the same way can solve similar problems in other schools. 2) For learners the application of environment-based approach is carried out to the maximum extent possible so that the results obtained more increased. 3) For further research on the approach of environment-based learning still needs to be done, especially on other writing lessons such as narration and poetry.

## References

- Abidin, Yunus. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: Refika Aditama.
- Ariustini, N. K. (2014) Pemanfaatan Objek Langsung untuk Meningkatkan Keterampilan Menulis Paragraf Deskripsi Siswa Kelas X di Sma Negeri 1 Kintamani, *Jurnal Undiskha*, 2 (1)
- Hamalik, Oemar. (2012). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Lickona, Thomas. (2012). *Mendidik Untuk Membentuk Karakter*. Jakarta: Bumi Aksara.
- Lufri. (2007). *Strategi Pembelajaran Biologi*. Padang: UNP. Pujiono, Setyawan. 2013. *Terampil Menulis*. Yogyakarta: Graha Ilmu.
- Rosdiana, Yusi, dkk. *Bahasa dan Sastra Indonesia di SD*. 2008. Jakarta: Universitas Terbuka.
- Santosa, Puji, dkk. (2008). *Materi dan Pembelajaran Bahasa Indonesia SD*. Jakarta: Universitas Terbuka.
- Semi, M Atar. (2007). *Dasar-dasar Keterampilan Menulis*. Bandung: Angkasa.
- Suparno dan Muhammad Yunus. (2008). *Keterampilan Dasar Menulis*. Jakarta: Universitas Terbuka.
- Tarigan, Henry Guntur. (2008). *Menulis Sebagai Keterampilan Berbahasa*. Bandung: Alfabeta.
- Zainurrahman. (2011). *Menulis Dari Teori Hingga Praktik*. Bandung: Alfabeta.