

**IMPLEMENTATION OF CHARACTER VALUES ON TEMATIK
BOOK AT FIRST GRADE IN MIN SUKOSEWU BLITAR**

THESIS

Written by:

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ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STASE ISLAMIC UNIVERSITY MALANG

MAY, 2017

IMPLEMENTATION OF CHARACTER VALUES ON TEMATIK BOOK AT FIRST GRADE IN MIN SUKOSEWU BLITAR

THESIS

Presented to Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University Malang

In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

Written by:

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APPROVAL SHEET

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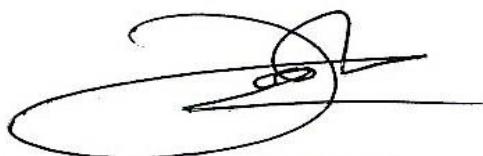


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BOOK AT FIRST GRADE IN MIN SUKOSEWU BLITAR

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DEDICATION

First of all, I thank God Almighty Allah SWT, shalawat and greetings remain poured on our lord the great prophet, the great prophet Muhammad SAW. Which has provided ease and smoothness to pass all obstacles in completing this thesis. For it is only you who can grasp all the requests that your people ask for.

Secondly, This thesis I dedicated to my father Drs. Wisnu Yoga Praseto, my mother Umi Maspupah M.Pd, and my brother Muhammad Ulin Nuha Pramudita Ngali. I also dedicate this thesis to my grandmother H. Komidah, and my grandfather H. Wahas, who has given much prayer, support, and motivation. Hopefully what I achieved can be beneficial for myself, religion, nation, and be a pride for both parents and family.

MOTTO

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ^١

“And indeed you are truly a virtuous character” (QS. Al-Qalam: 4)²



¹ Al-quran in MS Word 2013

² Al-quran in MS Word 2013

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Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu 'alaikum Wr. Wb.

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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Ainun Muttaqin Fe briandhona Prasetyo, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 23th, 2017



Ainun Muttaqin Fe briandhona Prasetyo
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Researchers realize that in the presentation penerjitian this essay there are many errors or deficiencies. For that the researcher please criticism and suggestions that are constructive, with the aim to obtain perfection in this paper. Finally, the researcher said thank you for all the support. Hopefully this thesis research report can be useful for general readers, and especially for the world of education and researchers

Malang, 28 Mei 2017

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Translation Guidelines of Arab Latin

Translation of arab latin in this thesis utilize the translation gudelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

A. Letter

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diphthong

أو	=	Aw
أي	=	Ay
أؤ	=	Û
إي	=	Î

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ABSTRAK

Muttaqin Febriandhona Prasetyo, Ainun. 2017. *Implementasi Nilai-Nilai Karakter Pada Buku Tematik di Kelas Satu Madrasah Ibtidaiyah Negeri Sukosewu Blitar*. Skripsi, Jurusan Pendidikan Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Like Raskova Oktaberlina M.Ed

Implementasi nilai-nilai karakter merupakan hal yang sangat penting untuk diperhatikan pasalnya dengan kondisi lingkungan dan masyarakat pada zaman sekarang banyak yang bersinggungan dengan norma dan akidah. Maka pihak Sekolah dan guru berupaya untuk mengatasi masalah ini dengan cara menanamkan nilai-nilai karakter di buku tematik kepada siswa, selain itu pihak Sekolah beserta guru saling berkomitmen untuk memberikan pembiasaan-pembiasaan atau kegiatan yang mendukung penanaman nilai-nilai karakter kepada siswa. Hal ini bertujuan untuk mencetak dan menjaga generasi penerus bangsa yang berkarakter.

Tujuan penelitian ini adalah untuk; (1) mendeskripsikan implementasi nilai-nilai karakter pada buku tematik di kelas satu Madrasah Ibtidaiyah Negeri Sukosewu Blitar, (2) mendeskripsikan hambatan-hambatan dalam implementasi nilai-nilai karakter pada buku tematik di kelas 1 Madrasah Ibtidaiyah Negeri Sukosewu Blitar.

Untuk mencapai tujuan diatas, digunakan pendekatan penelitian kualitatif dengan mengambil lokasi penelitian di MIN Sukosewu Blitar. Instrument kunci adalah peneliti sendiri dan teknik pengumpulan data yang digunakan berupa observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan memberikan makna terhadap data yang telah berhasil dikumpulkan oleh peneliti, kemudian dari makna itulah dapat ditarik sebuah kesimpulan.

Hasil penelitian menunjukkan bahwa, (1) pelaksanaan implementasi nilai-nilai karakter pada buku tematik di kelas satu MIN Sukosewu dilakukan dengan cara menerapkan pembiasaan-pembiasaan atau kegiatan yang dimana berfungsi untuk menanamkan nilai-nilai karakter pada siswa. Selain itu guru juga menggunakan metode mengajar yang sederhana dan mudah dipahami oleh siswa. Kemudian lingkungan Sekolah juga sangat mendukung untuk terlaksananya penanaman nilai-nilai karakter pada siswa. (2) hambatan implementasi nilai-nilai karakter pada buku tema di kelas 1 terjadi dikarenakan terdapat beberapa siswa yang memerlukan bimbingan khusus dalam menanamkan nilai-nilai karakter, kemudian guru yang terlalu fokus untuk menghabiskan materi pelajaran dari pada mengedepankan penyampaian nilai-nilai karakter, dan lingkungan serta kondisi masyarakat yang berada di tempat tinggal siswa yang kurang mendukung penanaman nilai-nilai karakter.

Kata Kunci: implementasi, nilai-nilai karakter siswa

ABSTRACT

Muttaqin Feibriandhona Prasetyo, Ainun. 2017. Implementation of Values of Character in Thematic Books in First Class of State Islamic School of Sukosewu Blitar. Thesis, Department of Education Madrasah Ibtidaiyah, Faculty of Tarbiyah and Teacher Training State Islamic University Maulana Malik Ibrahim Malang. Supervisor: Dr. Hj. Like Raskova Oktaberlina M.Ed

Implementation of character values is very important to note the article with the condition of the environment and society in today's many who intersect with norms and aqidah. So the School and teachers try to overcome this problem by inculcating the values of characters in thematic books to students, besides the School and teachers committed to each other to provide habituation-habituation or activities that support the cultivation of character values to students. It aims to print and maintain the generation of the nation's characterized successor.

The purpose of this study is to; (1) to describe the implementation of character values in the thematic book in the first grade of State Madrasah Ibtidaiyah Sukosewu Blitar, (2) to describe obstacles in the implementation of character values in the thematic book in grade 1 Madrasah Ibtidaiyah Negeri Sukosewu Blitar.

To achieve the above objectives, used a qualitative research approach by taking the research location in MIN Sukosewu Blitar. The key instrument is the researcher himself and the data collection techniques used in the form of observation, interview and documentation. Data analysis is done by giving meaning to data that have been collected by the researcher, then from that meaning can be drawn a conclusion.

The results showed that, (1) implementation of characteristic values in the thematic book in the first grade of MIN Sukosewu was done by applying habits or activities which in turn functioned to instill the character values in the students. In addition, teachers also use teaching methods that are simple and easy to understand by students. Then the school environment is also very supportive for the implementation of the cultivation of character values on the students. (2) the obstacles of the implementation of the character values in the theme book in class 1 occur because there are some students who need special guidance in instilling the values of the characters, then the teacher is too focused to spend the subject matter rather than put forward the delivery of character values, and Environment and condition of the community residing in the student's residence that is less supportive of the planting of character values.

Keywords: implementation, student character values

ملخص البحث

عين متدينين في برياندونا فراسيا، 2017، تطبق قيم الشخصية على الكتاب الموضوعي في فصل الأول بالمدرسة الإبتدائية الإسلامية الحكومية سوكاسيوو بليتار. البحث العلمي. قسم إعداد معلمي المدارس الإبتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور ليكي راسكوفا أوكتابيرلينا، الماجستير.

تطبيقات قيمة الشخصية من أمر مهم على اهتمامه بالبيئة والمجتمع هذا اليوم سباباً أكثرها تقاطع بالمعايير والعقائد. فلذلك، مدرسة ومدرس المحاولة على تحليل هذه المشكلة بطريقة تركيز قيمة الشخصية على الكتاب الموضوعي للطلبة، وعلى وجه الآخر لمدرسة ومدرس الارتباط على ممارسات البرامج أو البرامج تؤيد تركيز قيمة الشخصية للطلبة. والأهداف مما سبق مطابقة ومحافظة الجيل الشخية.

والأهداف من هذا البحث العلمي هي: 1). لشرح التطبيق على قيمة الشخصية على الكتاب الموضوعي في فصل الأول بالمدرسة الإبتدائية الإسلامية الحكومية سوكاسيوو بليتار. 2). لشرح العوائق في تطبيق قيمة الشخصية على الكتاب الموضوعي في فصل الأول بالمدرسة الإبتدائية الإسلامية الحكومية سوكاسيوو بليتار.

ولتحقيق الأهداف المذكورة استخدم منهج النوعي باختيار موقع البحث في المدرسة الإبتدائية الإسلامية الحكومية سوكاسيوو بليتار. والأداة الرئيسية الباحث. وطريقة جمع البيانات المستخدمة المراقبة والمقابلة والوثائق. وتحليل البيانات بتفسير البيانات المجموعة، ومنها الاستنبطان.

ونتيجة البحث تدل على أن: (1). تنفيذ تطبيق قيمة الشخصية على الكتاب الموضوعي في فصل الأول بالمدرسة الإبتدائية الإسلامية الحكومية سوكاسيوو بليتار بطريقة تطبيق الممارسة أو البرامج يهدفه التركيز على قيمة شخصية الطلبة. وعلاوة على ذلك، استخدام المدرس منهج التعليم الباسط والسهل للفهم. ومن أجل الآخر بيئة المدرسة تساعد على نجاح تنفيذ تركيز قيمة شخصية الطلبة. (2). كانت العوائق في تطبيق قيمة الشخصية على الكتاب الموضوعي في فصل الأول تسبب بوجود بعض الطلبة الحاجة في ارشاد الخاص على تركيز قيمة الشخصية، والمدرس تخص اهتمامها في انتهاء المواد الدراسية من تقديم قيمة

لكلمات الرئيسية: التطبيق، قيمة شخصية الطلبة

CHAPTER I

PRELIMINARY

A. Background

Character is an attitude or behavior which is possessed by every human being. character is a character, psychological traits, morals or manners that distinguish one person to another.³ Every human being must have a different character or behavior. This can happen due to several factors. first due to environmental factors. Environmental factors can affect a person's character or behavior due to the development of individual behavior is likely to be accustomed to and mimic the behavior that has been practiced by people who are around the residence of the individual. The second is genetic or congenital, genetic or congenital owned by a man scientifically gene will definitely affect the genetic offspring. It can also occur in the field of character or behavior of the offspring that are owned by the individual. While the character can also be interpreted as a way of thinking and behaving that is the hallmark of every individual to live and work together, both within the family, community, nation, and the State.⁴

Today many behaviors and acts that deviate or unethical done by many people, and at any age. Ironically it is also found in children who are still being

³ Kamus Besar Bahasa Indonesia

⁴ Suyanto, *waskitamandiribk.wordpress.com*, *Definisi karakter* (access on 10.30 AM, 2 November 2016)

in their school. Most cases occur due to environmental factors and friends where they live. Deviant behavior they do not mess around, even at the age they were already smoking. This case can be found in a boy named Sandi Adi Susanto living in Malang, East Java have grown so fond of saying smokers and dirty because parents let him hang out with him the streets. It is extremely ironic that conditions like this is not supposed to happen to the next generation the future of Indonesia.

Here is a function the planting of character values particularly by elementary school teachers or Islamic elementary schools to their students in the school. Character education is moral education plus, that involves aspects of knowledge (*cognitive*), feeling (*feeling*), and action (*action*).⁵ A character education will not be effective without all these three elements, these three elements is a composition aspect that will make a character based learning will be achieved. In 2013 curriculum that contain character values, teachers are required to be able to instill behaviors are commendable and in accordance with the competence that has been given by the government.

In doing so the teacher is required to give insertions how to behave good example. It would be nice if every time the teaching and learning activities teachers always give at least one example of commendable behavior, in addition to providing examples of teachers are also encouraged to give emphasis to the students about the importance of good behavior to everyone. It is intended that students will

⁵ Thomas Lickona dalam Ahkmad Muhammin Azzet, *Urgensi Pendidikan Karakter DI Indonesia*, page. 27.

be familiar and be able to accept and practice the commendable behavior anywhere and to anyone. In addition to the elementary school age children is a phase where at this age according to psychologists as the (golden age) or a golden age. Many studies have shown that at this age is crucial abilities can develop their potential optimally. The results of the research shows that about 50% of the variability of the intelligence of adults have occurred when the child was four years old. How important are childhood to build the pillars of good character for children. this is because after the *golden age* as stated above, a 30% increase next occurred at the age of eight years, while the remaining 20% by the middle or end of the second decade.

But in practice there are still constraints experienced by teachers and students. Factors problems faced by teachers are usually experienced in the process of delivering or teacher's teaching style. Besides other problems are also experienced teachers are not teachers can choose the character values that correspond to subjects they have. In addition to the values of the general character, subjects also include character values that need to be developed by the teacher.

Character values these subjects can not be dug well to be developed in the learning process. Then something very fatal is the teacher can not be an example of the values of character chosen. The most serious problems is the teacher's role to be exemplary in realizing the values of characters is specifically suited to the character values of subjects and character values common in schools. While the problems that occur in students often influenced by emotional factors and a lack of

motivation to learn. Emotional factors usually result in students being personally irritability, fear, worry and low self easy. While the lack of motivation to learn the factors can result in students being personally slow in learning and lower educational achievement.

Researchers took the focus on thematic books due to learning are now using the books are books thematic. Indeed, only in some subjects contain elements of character values, ideally as subjects Indonesian language, Civics, and local content such as the Java language. However, in the present study used book is a thematic book, is a book that contains some of the subjects that have been put together. In one study using a teacher can teach several subjects. This is the privilege of thematic books, in addition to the time efficiency of thematic books can also help teachers to give a lot of subject matter in all learning activities. Selection of thematic book is the fact the field that the books separate subjects no longer used in the classroom. Assuming that in thematic books of each subject contained character values.

Based on the above it can be concluded that the application of the values of the characters have not been fully implemented in the learning process. It can be seen from the fact that learning material indicated previously. Therefore, if the research is done so that the teaching of values given character can be conveyed to the maximum and the effect it can have a positive impact to the students. So expect the presence of this study will not happen down the moral or moral damage to the next generation. In addition, researchers want to find out how teachers convey the

values of the characters contained in thematic books directly to the students, whether it is performing well or not.

B. Research Focus

1. How Is The Implementation of Character Values on Tematik Book at First Grade in Min Sukosewu Blitar?
2. What are The Factors Inhibiting Implementation Character Values on Tematik Book in Min Sukosewu Blitar?

C. Research Purposes

1. To Explain How The Implementation of Character Values on Tematik Book at First Grade in Min Sukosewu Blitar
2. To Mention What The Faktors of Inhibitors Implementation of Character Values on Tematik Book at First Grade in Min Sukosewu Blitar.

D. Research Benefit

1. Theoretical Benefits

Hopefully this research will be beneficial theoretically and at least be useful as contributions to the world of research and development of the theory regarding implementation.

2. Practical Benefits

- a. For School

Given this research is expected to help the school to establish a better academic system in which it is the duty of the school. Also expected

from this study can help the school to print the nation's future generations are well-mannered good.

b. Benefits for teachers

Given this research are expected teachers can address any problems so far in the process of delivering character values. Later this study can also be help the teachers to determine its ability to deliver lessons. In addition, teachers can also provide strategies and teaching style or method appropriate. It is expected that character values taught by the teacher can be really achieved.

c. Benefits to authors

The benefit for the writer himself as an addition to insights into pedagogy and contribute ideas in the form of solving the problems found in the study.

E. Originality of Research

Tabel 1.1 Table Originality of Research

NO	Researcher Name, Title, Form (Thesis / thesis / journal / etc), Publisher, and Years of Research	Equation	Difference	originality of research
1	Dwi Fajriati Lestari, Implementation of character values in thematic learning class IV B MIN Ngaglik Tempel Sleman, Thesis, State	In the object of study on the implementation of character values	In research studies, namely the implementation of character values in	The substance of the study were to describe the process of implementing the values of

	Islamic University Sunan Kalijaga, 2016		thematic learning	the character based on the way teachers teach and used source of subject matter
2	Irma Mulyaningsih, implementation of character education in thematic learning in fourth grade elementary school Pribulan Strain Kulon Progo, Thesis, Yogyakarta State University, 2015	the study of children's character	In the study object of his research, which focused on the learning process	
3	Lukman Fajri Kusumo, Implementation of character values in thematic learning model of cooperative learning in class IV C MIN Jejeran Bantul, State Islamic University	In the description of the implementation process of research on the subject, namely the implementation	In the research object, namely the implementation of character values, the approach used	

For Proposals researchers entitled "Implementation of Values Character On Thematic Books In Class 1 Min Sukosewu" has discovered some research that have the same assessment, as for the study were:

First: "Implementation Values Education Thematic Characters In Class IV B MIN Tempel Sleman Ngaglik". This thesis was made by Lestari, Dwi Fajriati Faculty of Science and Teaching Tarbiyah State Islamic University Sunan Kalijaga. In this thesis contains the implementation of character values in the learning Thematic Class IV B Ngaglik Tempel Sleman. This research was conducted in 2016, this study aims to describe the implementation of the values of

character developed and to know the factors supporting and hindering the process of implementing the values of the characters in the Thematic teaching fourth grade MIN Tempel. The difference of this research with the research conducted by the researchers is that if this study using research focus in pembelajaranya, author of the study focuses on the values of characters contained in the thematic book. A thematic learning which allows students either individually or in groups, actively explore and discover concepts and scientific principles holistic, meaningful, and authentic. Then integrated learning instructional practice in accordance with the needs and development of learners.⁶

Second: "On the Character Education Implementation Thematic Learning in Class IV Elementary School Prembulan strain Kulon Progo". This thesis was made by Mulyaningsih, Irma. Students of Faculty of Education, State University of Yogyakarta, 2015. This study aims to describe the character education, character education implementation of this research be subject to the fourth grade teacher. Techniques used in data collection in this study is obesrvasi, interviews, and document analysis. The difference this study with research that will focus the researchers did was done, if this research focuses on the study, the authors focused his research on character values contained in thematic books. Besides the class used as the object of study is also different. If the study is using a class IV as an object of study, the authors use the class I as an object of research.

⁶ Dr.Rusman, M.Pd, *Model-model Pembelajaran*, PT. Raja Grafindo Persada, Jakarta,2010, page. 254.

Third: "Implementation Values Character In Thematic Learning Model Cooperative Learning Class IV C MIN Lined In Bantul". This thesis was made by Kusumo, Lukman Fajri, Faculty of Science and Teaching Tarbiyah Sunan Kalijaga Yogyakarta State University, 2015. This study aims to describe the development and implementation, and to know the factors supporting and hindering the implementation of character values in thematic learning model of cooperative learning classroom IV C MIN Jejeran Bantul. This type of research is a field research or Field Research. The difference of this research with the research that will be researchers did was different uses of the learning model used. Learning used in this study is a kind of learning cooperative learning. Learning the type cooperative learning is which the learning by students studying and working in small groups in a collaborative whose members consist of four to six people with a heterogeneous group structure.⁷

F. Definition of Terms

1. Implementation

Implementation in Indonesian dictionary defined as pelaksanaan atau penerapan. So it can be said that the implementation is the implementation of a policy is a planning prior to implementation. Meanwhile, according to Nurdin Usman:

⁷ Dr.Rusman, M.Pd, *Model-model Pembelajaran*, PT. Raja Grafindo Persada, Jakarta,2010, page. 202.

“Implementasi adalah bermuara pada aktivitas, aksi, tindakan, atau adanya mekanisme suatu sistem. Implementasi bukan sekedar aktivitas, tetapi suatu kegiatan yang terencana dan untuk mencapai tujuan kegiatan”.⁸

2. Values

Value is contained in a more human conscience and give basic moral principle which is the standard of beauty and efficiency or integrity of conscience (potential).⁹

3. Character

character is a behavior, psychological traits, morals or manners that distinguish one person to another.¹⁰ Character is human behavior is influenced by the environment or the people who are around them. Additionally characters can be formed starting from a habituation behavior of a person's life.

⁸ Nurdin usman, *Konteks Implementasi Berbasis Kurikulum*, PT. Raja Grafindo Persada, Jakarta,2002, page.70.

⁹ Endang soemantri, *Pendidikan Moral*, Diktat, FPIPS IKIP Bandung

¹⁰ Ibid, page.2.

G. Systematics of Discussion

Thesis on "Implementation of Character Values In Class 1 MIN Sukosewu Blitar" as a whole consists of six chapters, each chapter in detail and systematically arranged. The systematic discussion and writing as follows:

Chapter I: This chapter contains an introduction that describes the research context, the focus of research, research objectives, the benefits of research, originality of research, the definition of the term and systematic writing as a framework for preparing and reviewing the thesis.

Chapter II: A study of the theory that serves as a theoretical reference in this research. In this chapter are described on the implementation, the values of the characters, and distinctive thematic books.

Chapter III: propose a method of research, which contains about approaches and types of research, research sites, the presence of the researcher, data and data sources, data collection, data analysis, checking the validity of the findings, and the stages of research.

Chapter IV: describes the research data, which contains the exposure of the results data from observation, interview and documentation related to the implementation of the character values on the theme book in class 1 MIN Sukosewu Blitar

Chapter V: discusses the results of the study, in this chapter the researcher will discuss and analyze previously described data. The answer to the problem of this study will be discussed in this chapter.

Chapter VI: in this chapter contains the conclusions of the entire content of the thesis and contains suggestions and bibliography



CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Implementation

The word of implementation usually associated with a policy. According to Kamus Besar Bahasa Indonesia is “pelaksanaan or penerapan”. So the use of the word can also mean as the implementation or execution of the application.

Meanwhile, according to Joko Susilo:

Implementasi merupakan suatu penerapan ide, konsep, kebijakan, atau inovasi dalam suatu tindakan praktis sehingga memberikan dampak, baik berupa perubahan pengetahuan, keterampilan dan sikap.¹¹

From the above understanding can be concluded that the implementation is an application that can be ideas, concepts, policies, and innovation which then gives a practical action. so that will make an impact in the form of changes in knowledge, skills and attitudes.

According to Nurdin Usman in his book *Konteks Implementasi Berbasis Kurikulum* expressed his opinion regarding the implementation or execution as follows:

Implementasi adalah bermuara pada aktivitas, aksi, tindakan, atau adanya mekanisme suatu sistem. Implementasi bukan sekedar aktivitas,

¹¹ Joko Susilo, Muhammad. *Kurikulum Tingkat Satuan Pendidikan: Manajemen pelaksanaan dan Kesiapan Sekolah Menyongsongnya*(Yogyakarta: Pustaka Belajar) page.174.

*tetapi suatu kegiatan yang terencana dan untuk mencapai tujuan kegiatan.*¹² So that the implementation of an activity, action, action, or a mechanism system made by humans. Implementation is not just an activity or activities, but planned to achieve a desired goal.

Implementation is a process of applying ideas, concepts, policies, or innovation in a practical actions that have an impact, either in the form of changes in knowledge, skills and values, and attitudes. In Oxford Advance Learner's Dictionary stated that the implementation is "*Put something into effect*", (the application of something that gives the effect or impact).¹³

From the above explanation can be concluded that the implementation of an idea, concept, policy, or innovation in providing an action, and then will have an impact that can be changes in knowledge, skills and values and attitudes. Sehingga an implementation could have a significant impact on the objects that are subject to the implementation process.

The implementation according to Jeffri L.Pressman and Aron B. Widavski in Charles O. Jones said:

*Implementasi sebagai suatu proses interaksi antara suatu perangkat tujuan dan tindakan yang mampu untuk meraihnya. Implementasi adalah kemampuan membentuk hubungan-hubungan lebih lanjut dalam rangkaian sebab-akibat yang menghubungkan tindakan dengan tujuan.*¹⁴

¹² Usman,Nurdin. *Konteks Implementasi Berbasis Kurikulum*(Jakarta: PT. Raja Grafindo Persada) page. 70.

¹³ Mulyasa.*kurikulum Berbasis Kompetensi Konsep, Karakteristik dan Implementasi*(Bandung: PT Remaja RosdaKarya) page. 93.

¹⁴ Charles O. Jones. *Pengantar Kebijakan Publik* (Jakarta: PT Raja Grafindo) page.265.

From the above understanding can be concluded that the implementation is a process in which there are interactions between the objectives with measures that serve to help realize what things you want to achieve. Later implementations also have the ability to form deeper relationships in causal series which has a role as a link between the act with purpose.

Notions above suggests that word always comes down to the implementation of an activity, the action, or the mechanism of a system. The phrase means that the mechanism of implementation is not just activity, but an activity that is planned and carried out in earnest by reference certain norms to achieve the objectives of the activity. Therefore, implementation can also be interpreted to present the results of the design into the programming.

2. Character Values

According to the Pusat Bahasa Depdiknas, the character is a congenital heart, soul, personality, character, behavior, personality, character, character, temperament, and character. Beside that the called character is personality, behavior, character, temper, and character.¹⁵

So from the above understanding is an innate character of all human behavior which represent elements of behavior such as personality, character, behavior, personality, character, temperament and character. Besides that so-called character is doing all the actions performed by humans.

¹⁵ Nurla Isna Aunillah, *Panduan Menerapkan Pendidikan Karakter di Sekolah*, (Jogjakarta: Laksana,2011), page. 19.

Character is watak, tabiat, akhlak, or personality are formed from the internalization of kebajikan (virtues) who believed and used as a basis for perspective, think, behave and act.¹⁶

From the above understanding can be concluded that the character is a character or behavior has been shaped by the results of the internalization of the kinds of policies that are used for the cornerstone of the way humans behave. Character if it is stuck closely to a human being will always be used as an ordinary behaviors done by him either it wherever and whenever. All of it started with a habituation. If he is accustomed to behave well or praiseworthy, then wherever he is definitely going to get used to behave well. Vice versa, if he is already accustomed to behaving badly, then wherever he is going to get used to behave in accordance with his habit.

The meaning of the value is the value that can better help people to live together with other people and his world (learning to live together) to perfection. Value it involves several areas of life such as relationships among (people, family), self (learning to be), statehood, the natural world, and God. In the cultivation of moral values of the elements of cognitive (thinking, knowledge, awareness), and elements of affective (feeling) is also an element of psychomotor (behavior).¹⁷ In other words, the values of the characters mentioned above is how to live in harmony and community by using aspects of commendable behavior. The thing that stands out of the characters are cognitive, affective and psychomotor.

¹⁶ Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional

¹⁷ Masnur Muchlich. *Pendidikan Karakter*, (Jakarta: PT Bumi Aksara, 2011)page.67.

Prof. Suyanto, Ph.D. said “*karakter adalah cara berpikir dan berperilaku yang menjadi ciri khas setiap individu untuk hidup dan bekerja sama, baik dalam lingkup keluarga, masyarakat, bangsa dan Negara.*”¹⁸

Thus we can say that the character is a medium or means used by humans to do thinking, behaving and all that is characteristic of each individual or people, then the way will be used to live together with other communities both in the family circle or more broadly.

Imam Ghozali assume that "*Character closer to the character, the spontaneity of man in the act, or acts that have been fused in man so that when it appears no need to think again.*"

So we can conclude that the character or behavior automatically and without thinking people being would do such behavior without conscious or has become a habit of the man himself. Therefore, by familiarizing well-behaved, then automatically the man's always behaved to anyone, anywhere. Instilling good habits is not easy, and sometimes it takes a long time. But something has become a habit too difficult to change.¹⁹

In the book Prof. Dr. Muchlas Samani with title “KONSEP DAN MODEL PENDIDIKAN KARAKTER”. Character is defined as the manner and behavior typical of each individual to live and work together, both within the family, community, nation, and state. Individuals who have good character is the individual who makes the decision and ready to take responsibility for any consequence of its decision. Characters can be considered as the values of human behavior associated with the

¹⁸ Prof. Suyanto, PhD dalam Masnur Muchlis, *Pendidikan Karakter* (Jakarta: PT Bumi Aksara, 2011)page.70.

¹⁹ Zalyana, *Psikologi Pembelajaran bahasa*, page.110-111.

Almighty God, ourselves, our fellow human beings, the environment, and nationality were manifest in the minds, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, customs, and aesthetics. Characters are observed behavior in daily life both in attitude and in action.

While in the Publikasi Pusat kurikulum Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional by title “Pedoman Pelaksanaan Pendidikan Karakter (2011)” has identified a number of value-forming character is the result of empirical studies Curriculum Center sourced from religion, Pancasila, culture and national education goals. Those values are:²⁰

1. Religius (sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain).
2. Jujur (perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan, dan pekerjaan).
3. Toleransi (sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap, dan tindakan orang lain yang berbeda dari dirinya).
4. Disiplin (tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan).

²⁰Kementerian Pendidikan Nasional, *Pedoman pelaksanaan Pendidikan Karakter; Berdasarkan Pengalaman di Satuan Pendidikan Rintisan*, (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2011), page.2-3.

5. Kerja Keras (perilaku yang menunjukkan upaya yang sungguh-sungguh dalam mengatasi berbagai hambatan guna menyelesaikan tugas/belajar/pekerjaan dengan sebaik-baiknya).
6. Kreatif (berfikir dan melakukan sesuatu untuk menghasilkan cara atau hasil baru dari sesuatu yang telah dimiliki).
7. Mandiri (sikap dan perilaku yang tidak mudah tergantung orang lain dalam menyelesaikan tugas-tugas).
8. Demokratis (secara berfikir, bersikap, dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain).
9. Rasa Ingin Tahu (sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajarinya, dilihat, dan didengar).
10. Semangat Kebangsaan (cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan Bangsa dan Negara di atas kepentingan diri dan kelompoknya).
11. Cinta Tanah Air (cara berfikir, bersikap dan berbuat yang menunjukkan kesetiaan, kepedulian, dan penghargaan yang tinggi terhadap bahasa, lingkungan fisik, social, budaya, ekonomi, dan politik bangsa).
12. Menghargai Prestasi (sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain).

13. Bersahabat/Komunikatif (tindakan yang memperlihatkan rasa senang berbicara, bergaul, dan bekerja sama dengan orang lain).
14. Cinta Damai (sikap, perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadiran dirinya).
15. Gemar Membaca (kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan kebaikan bagi dirinya).
16. Peduli Lingkungan (sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang terjadi).
17. Peduli Sosial (sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan).
18. Tanggung Jawab (sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajibannya, yang seharusnya ia lakukan, terhadap diri sendiri, masyarakat, lingkungan alam, sosial dan budaya, Negara dan Tuhan Yang Maha Esa).

The values of the above crystallized, based on the needs of the Indonesian nation, into four core values (core values) that will be developed in the implementation of character values in Indonesia. The core values as contained in the image below:

Clasification	Brain	Heart
Personal	<i>Smart</i>	<i>Honest</i>
Social	<i>Strange</i>	<i>Care</i>

Inside UU NO 20 Tahun 2003 About National Education System on

Pasal 3 which states that national education serves to develop the ability and shape the character and civilization of the nation's dignity in the context of the intellectual life of the nation. National education aims at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens who berdemokratis and responsible.

For it is based on the functions and objectives of national education has been clearly told that at each level of education including Islamic elementary schools should be organized systematically to achieve those goals. It relates to the character formation of the students can compete, ethics, morals, manners, and interact with people.

3. Tematik Book

The thematic book is a textbook which includes several subjects. In the thematic book there are several specific themes. In addition, in the learning activities the theme taught can be reviewed from several subjects. Suppose the theme "Water" can be reviewed from the subjects of physics, biology, chemistry,

and mathematics. Not only from these subjects alone, this theme can also be integrated into other subjects, such as IPS, language, and art.

In its characteristics the thematic book has some features from other textbooks. First, in one theme is loaded in one book. Then from one theme it is divided into four to three subthemes. Furthermore, the appraisal system further monitors the affective and psychomotor aspects. In addition in the thematic book also instill the values of characters that tend to be emphasized in the curriculum 2013.



CHAPTER III

RESEARCH METHOD

A. Approach And Type Research

To achieve a goal to be achieved definitely reached using means or method. This is done so that the desired goals or objectives can be achieved significantly. The methods used in the research of this scientific work is a qualitative method with descriptive approach and field observations. Moreover, the authors also conducted a review of relevant books.

In this study, researchers used a qualitative approach and using observational study research. More detailed that: a descriptive study aimed to collect data in the form of words, pictures, and not numbers. This was caused by the application of qualitative methods. Moreover, all that is collected is likely to be the key to what had been observed.²¹

This research is classified as qualitative research is focused on *penelitian lapangan* (field research), where the objects and research studies conducted in the field to get physical activity in MIN Sukosewu. In other words, in principle, field research, the writer do to solve the problems concerning process of implementation character values in thematic books to students MIN Sukosewu.

²¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya,2012), page.4.

B. The Presence of Researchers

In qualitative research, the researcher's presence acts as a data collection instrument at a time. The presence of researchers is absolutely necessary, because besides that researchers act as data collectors. As one of the characteristics of qualitative research is the process of making and data collection conducted by researcher. While the presence of the researcher in this study is a participant observer or participant, meaning that the data gathering process researchers make observations and listened carefully as possible until the data is the smallest though.²²

Therefore, in the conduct of the study, the researchers involved directly into the field to get the data. As a key instrument, the researchers present and directly involved to find meaning and interpretation of the research subjects. Of course it is different with the use of a non-human (such as questionnaires). So that researchers can confirm and check the back of research data.

Thus the involvement and appreciation researchers gave judgment in interpreting the meaning contained therein.²³ In this study, researchers directly involved in the research process. Which is contained in the data collection process in the form of observation, documentation and interview. In addition, researchers

²² Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. (Bandung: PT. Remaja Rosda Karya,2002), page.117.

²³ Nana Sudjana, *Penelitian dan Penilaian Pendidikan*, (bandung: Sinar Baru dan Pusat Pemngajaran-Pembidangan Ilmu Lembaga Penelitian IKIP Bandung), page.196.

will also act as an instrument. In the execution of researchers will interact directly with the subject of research that teachers and students.

The purpose of the presence of researchers in the field to observe phenomena that occur in the school, particularly regarding the process of implementing the values of character in students. It aims to get the most out of research and concrete through the following steps:

1. Before entering the field of the study, the researchers first asked permission from the State Islamic Elementary School School Sukosewu to introduce themselves to the components on the body, either through a meeting organized by the School of formal and semi-formal and conveys the intent and purpose.
2. Make a field trip to understand the background of the actual research.
3. Make a schedule of research activities based on the agreement between researcher and research subjects.
4. Collecting data on schools through observation, interviews and documentation in accordance with the agreed schedule.

C. Research Location

The location of the research that researchers select is MIN Sukosewu located in District Gandusari, Blitar regency, East Java Province. The location of the school is one area with a kindergarten. Its geographical location is on the plateau which is very strategic for established a School. In addition it is also located beside the main road to the center of government. This school is a select researcher because it is a favorite Madrasah and is a provincial Adiwiyata madrasah. In Kabupaten Blitar,

this school has received many achievements both cognitively and psychomotically. The school has also implemented thematic-based learning. This school has a vision and mission that aims to print human beings who berkarmaku karimah, smart, independent, skilled, cultured healthy environment, based on Al-qur'an and Hadith. It is clear that the purpose of this School is to create human beings with good character or behavior. Therefore it is very interesting to investigate. For that the researcher is interested to make this school as research about the implementation of character values in the theme book in first grade.

D. Data and Data Sources

The source of data that can be obtained in the study were divided into two:

1. Primary data

Primary data is the data source directly provide data to data collectors.²⁴ This data is sourced directly from the words and actions obtained by researchers from interviews and observations or monitoring directly on the object for research activities in the field.

In determining the informants, researchers used sampling *Purposive Sampling*, and *Snowball Sampling*. *Purposive Sampling* is technique with a certain considerations of data sources. Certain considerations may include the person deemed most knowledgeable about what we expect, or maybe he's a ruler that will allow researchers to explore objects or social situations under investigation.²⁵

²⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010),page. 225.

²⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,hlm. 218.

Purposive sampling technique will give keluasaan for researchers to determine when extracting information and forwarded terminated. Usually this is done by setting key informants as a source of data, which is then developed to other informants with *Snowball sampling technique*. *Snowball sampling* is a sampling technique of data sources, initially few in number, too long to be great. This is done because of the number of data sources that bit was not able to provide satisfactory data, then find someone else who can be used as a data source.²⁶

Later in the study, primary data processing is data obtained, collected, and processed directly from the informant through observations, notes, and interview to the school principal, classroom teachers, and others who are directly involved in the process of implementing the values of the characters in the book thematically at MIN Sukosewu.

2. Secondary Data

Secondary data is data obtained from official documents, books, research the form of reports, diaries, and so forth. Suber secondary data is the data source beyond the words and actions of the source data is written. Secondary data sources are a source of data that has a function as a complementary data required by the primary data.

Sources beyond words and actions are a source of both, obviously it can not be ignored. Judging from the data source, additional material derived from written

²⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,page. 219.

sources can be divided into a source of books and journals, archival sources, personal documents, and official documents.²⁷ In writing this scientific work secondary data obtained from the data in the form of a written text or documents with respect to the implementation of character values in learning activities undertaken in MIN Sukosewu.

E. Data Collection Techniques

To obtain valid data in this study is necessary to determine the data collection techniques accordingly. Therefore, researchers using the method:

1. Interview

Interviews or interview method is the process of obtaining information for research purposes by way of question and answer face to face between the interviewer and respondent or the person being interviewed, with or without the use of methods (guide) interview.²⁸ Interview method used is a structured interview. This is done so that the data obtained would be focus to one conclusion. To obtain valid data, researchers will give the interview include.

2. Observation or Monitoring

Observation or Monitoring is direct sensing of an object, condition, situation, process or behavior.²⁹ In a broad sense observations are not just limited to the observations that have been made with the eyes alone. This method I use to

²⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, page. 216.

²⁸ Ahmad Tanzeh. *Pengantar Metode Penelitian*. (Yogyakarta: Teras,2009), page. 55.

²⁹ Sudikin Mundir. *Metode Penelitian Membimbing dan Mengantar Kesuksesan Anda Dalam Dunia Penelitian*. (Surabaya: Insan Cendikia, 2005), page. 221.

directly observe and record of the current situation in the school environment or the agency. In this case relates to the decision making process. That the author wanted to know through observation is: the students' characteristics, means or methods of the teacher in delivering the subject matter. As well as the evaluation of teachers provide to students.

3. Documentation

Documentation is a technique of searching for data on things or variables such as notes, transcripts, books, newspapers and so on. In addition, researchers also will take pictures during the research activities underway. This is done to support the pure data obtained. In addition, researchers will also conduct the collection and analyzing documents, either in writing or electronically.

F. Analytical of Data

Data analysis is the process of simplification of data into a form that is easier to read and interpret.³⁰ So the data that has been collected authors can be understood by others easily. The analysis process is an attempt to determine the answers to questions about. Formulas and lessons learned or things that we have gained in the research project.³¹ The data analysis also called data processing and interpretation of data. Data analysis is the study of a series of activities, grouping, systemization,

³⁰ Masri Nasrudin dan Sofian Hadi. *Metode Penelitian Survei*. (Jakarta : LP3ES, 1989), page. 263.

³¹ Husein sayuti, *Penngantar Metodologi Riset* (Jakarta: Fajar Agung, 1989), page. 69.

interpretation and verification of data so that a phenomenon has social, academic and scientific.³²

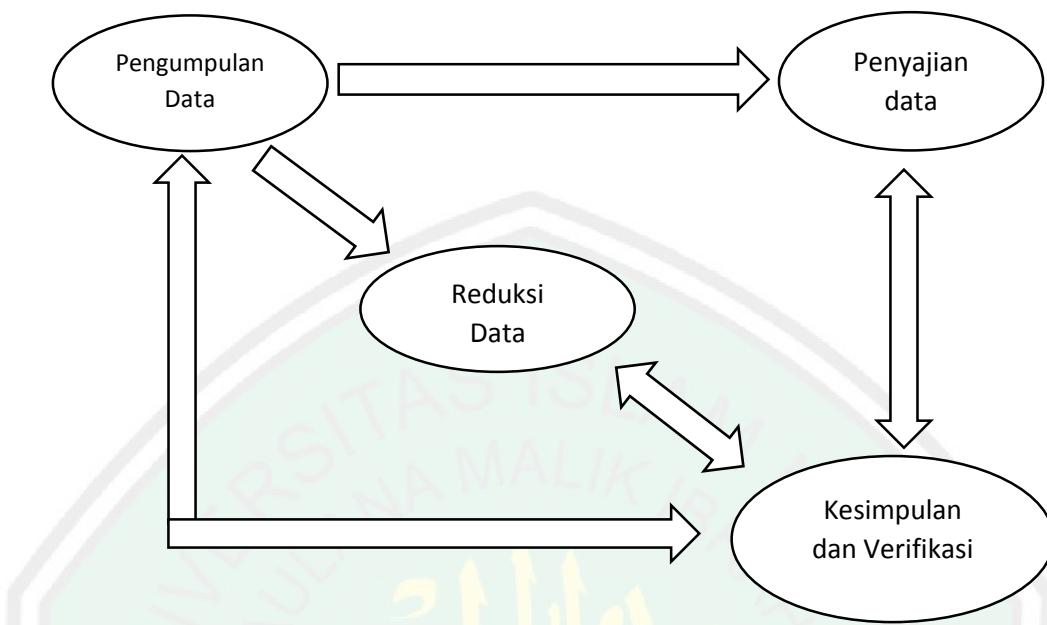
The data analysis can be started by conducting in-depth interviews with key informants, that people is who really understand and know the object of research. Then after conducting interviews, data analysis begins with creating a transcript of the interview, by playing back recordings of interviews, listen carefully and then write the words to be heard in accordance with tape recorder.

After the researchers write into the interview transcript, then researchers should be read carefully for later data reduction. Researcher makes data reduction by making abstraction of taking and record information that is useful within the context of research or ignore words that are not necessary to obtain the core of the sentence alone but the sentence alone, but the language according to the language of the informant.

In this study the authors used data processing using the theory of Miles and Huberman: data reduction, data display, and data verification.³³ The analytical techniques can be described as follows:

³² Imam Suprayogo dan Tobroni. *Metodologi Penelitian Sosial-Agama*. (Bandung: Remaja Rosdakarya, 2003), page. 191.

³³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan*, page. 247.



Picture 3.1 Data processing model Miles and Huberman

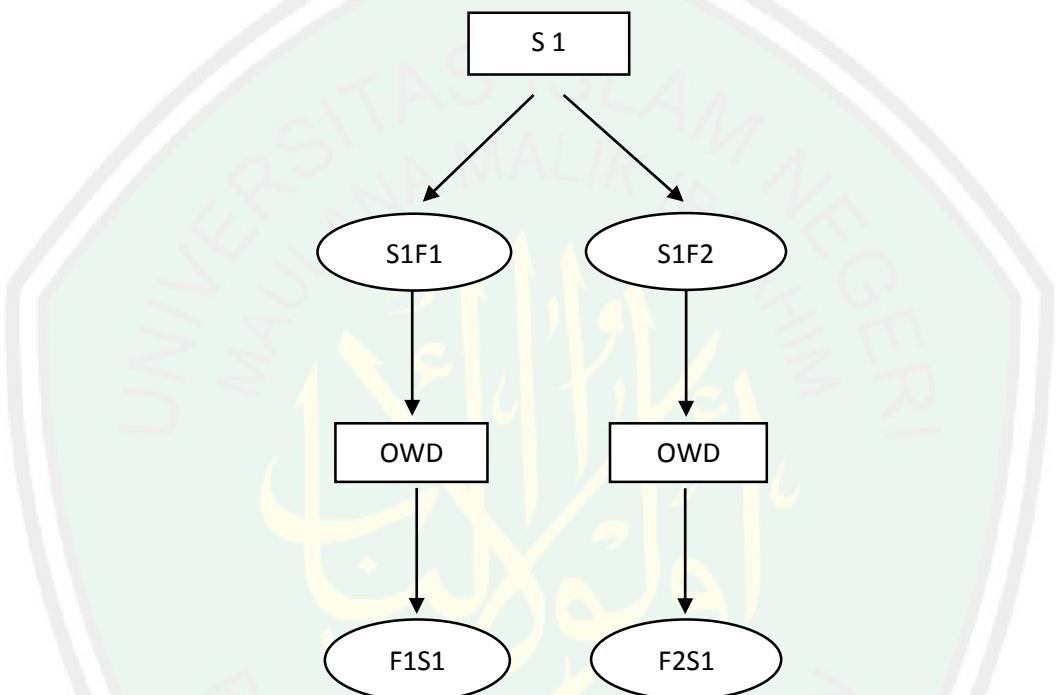
The following explanation of the steps will be taken to perform data analysis is in three stages, namely:³⁴

1. *Data reduction*, at this stage the data that has been collected is processed in order to find the key points in the analysis of the implementation of the values of the characters in the book thematically at MIN Sukosewu.
2. *Display the data*, at this stage the researchers summarize the findings of the study systematically so that the pattern and the focus of the implementation is known, through the conclusion of the data given meaning relevant to the focus of research.
3. *Verification of the data*, the authors tested the activity or the conclusions that have been taken and compared with the relevant theories and guidance and

³⁴ Ibid, page. 247.

stabilization coaching testers conclusion associated with initial data through member checks, resulting in a significant research.

So from the data analysis technique that has been described above, researchers will describe the design of the data analysis are as follows:



Picture 3.2 Data analysis design

Information:

S1: Situs 1 (MIN Sukosewu)

F1: Research Focus 1 (How Implementation of character values in thematic books in class 1 Min Sukosewu)

F2: Research Focus 2 (What are the factors inhibiting Implementation character values in thematic books in class 1 Min Sukosewu)

OWD: Observasi, Wawancara, Dokumentasi

G. Checking Validity of Data

Criteria used in checking the validity of the data or inspection data in this study is checking with the criteria of credibility.³⁵ Credibility is a criterion to meet that data is information collected must contain the value of truth, which means that the results of qualitative research can be trusted by readers and can be received by the respondent gave information gathered during the study.

After the data is analyzed later in test his credibility, to test the credibility of the author or checking validity of the data using *Triangulation*, and *Reference Material*, so that data is found to be completely valid or not.³⁶

1. *Triangulation*, which is a technique that utilizes data validity checking something other than the data for the purposes of checking or as a comparison against the data. Triangulation is used in this research is triangulation and triangulation methods. Triangulation is to compare and check to return the degree of confidence the information obtained through the same source in different times. While triangulation method is that, after the data is collected by using certain methods will be checked with other methods. For example, data collected by using observation method or by analysis of documents.³⁷ In this triangulation researchers will be able to find a high level of confidence, creating innovative ways to understand a phenomenon, the findings reveal a unique,

³⁵ Rianto Y. *Penelitian Kualitatif*. (Surabaya: Erlangga, 2003),page. 27.

³⁶ Sugiyono, *Metode Penelitian Pendidikan*, page. 272

³⁷ Ibid, hlm. 273-275.

challenging or integrate theory and gives a clearer understanding of the problem.

2. *Reference material*, what is meant by the reference material is the presence of supporters to prove the data that has been discovered by researchers. For instance interview data needs to be supported with interview footage, or an image of a state should be supported by the pictures.³⁸



³⁸ Ibid, hlm. 273-275.

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

In this chapter there are two main components that concern the focus of research studies that describe the subject of research and research results. Research subjects include: (1) Profile of MIN Sukosewu; (2) Vision and Mission; (3) Student data; (4) Profiles of Educators. While for the results of research include: (1) Implementation of character values in the thematic book in class 1 MIN Sukosewu; (2) Inhibiting factors Implementation of character values in the thematic book in class 1 MIN sukosewu.

A. Overview of MIN Sukosewu

1. History of MIN Sukosewu

In history MIN Sukosewu was founded by Mr. H. Dawud Sunarto in 1984. However, initially this madrasah has not been named MIN Sukosewu, the initial name at the time of its establishment is Madrasah Diniyah Awaliyah and still "Private" status. Then by the Muslim community living around the school environment was changed to Private Madrasah Ibtidaiyah in 1986. Furthermore, with the development of the time the school changed its name to Madrasah Ibtidaiyah Sabilul Muttaqin II in 1993 with the status of School "Recognized". Then in 1997 there was a rapid development of the madrasah, namely the change of name Madrasah formerly named Madrasah Sabilul Muttaqin II became Madrasah Ibtidaiyah Negeri Sukosewu Gandusari.

In its development MIN Sukosewu has undergone major changes in several fields.

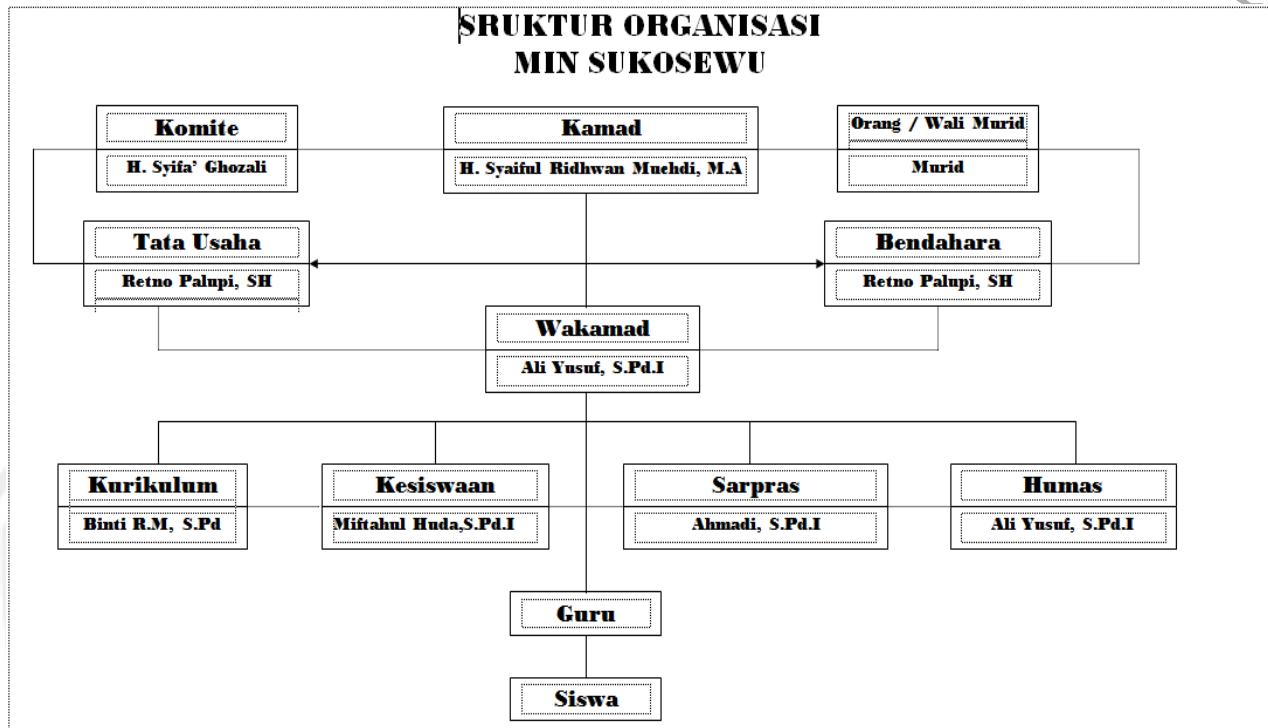
The number of students is quite a lot of 270 students are expected to be MIN Sukosewu in the future growing and Berjaya in academic and non academic.

2. Profile of MIN Sukosewu

MIN Sukosewu with accreditation status A which addressed at Dsn Sukoreno Rt.01 Rw. 03 Sukosewu Village, Gandusari District, Blitar Regency It was established in 1997. This school ran on a 2404 m² waqf land area in which there are several facilities that support learning activities such as 8 classrooms, computer lab, library, UKS room, mushola, koprasni , Canteen etc

The educators and staff at MIN sukosewu are 11 civil servant teachers, 1 non civil servant, non permanent civil servant teachers 5 persons and permanent employees of non civil servant as many as 3 people. All together in synergy to build a better min sukosewu and achievement.

3. Organization Structure MIN Sukosewu Blitar



Picture 4.1 Organization Structure MIN Sukosewu Blitar

4. VISION and MISION MIN Sukosewu Blitar

a) Vision

The realization of human beings who berahlakul karimah, intelligent, independent, skilled, cultured healthy environment, based on Al-Qur'an and Hadith.

b) Mission

- 1) Develop a relevant madrasah curriculum / in accordance with / follow the development of the world
- 2) Increasing the Human Resources (HR) of teachers in the learning process.

- 3) Implement learning and habituation to cultivate a culture of environmental care.
- 4) Seek the availability of an madrasah environment as a source or medium for teaching and learning.
- 5) Reminds graduates who have the attitude of knowledge and skills that society needs.
- 6) Implement the management and utilization of waste water in schools
- 7) Establish cooperation with parents and stakeholders in the procurement of facilities and infrastructure.
- 8) Do assesment basic on love the nature

5. The Goal of MIN Sukosewu

Create a good condition for MIN Sukosewu to be a place of learning and awareness of the school's residents, so that in the future the MIN Sukosewu people can be responsible in the efforts of saving the environment of Life and sustainable development.

6. Maskot of Madrasah

KAKAO

K	=KREATIF
A	=AKTIF
K	=KUALITAS
A	=AMANAH
O	=OPTIMIS



Picture 4.2 Maskot of MIN Sukosewu

7. Extracurricular

a. Drumband

This drumband extracurricular is a children's talent development program in musical arts especially to improve students' skill. In the context of coaching akhlaql karimah extracurricular drumband plays a role in improving student discipline, a sense of student responsibility and obedience to the coach. In addition the drumband team also mensyiarkan the Islamic songs are expected to be a da'wah and worship in the implementation.

b. Scout

Extracurricular scout is a character development program of children in scout activities very closely with the formation of character and creativity of learners so that extracurricular is expected to form and improve student competence. In the context of coaching akhlaql karimah extracurricular scout very important because in the scout activities implanted moral values in accordance with dwidarma, dwisatya, dasadarma and trisatya.

c. Speech

This extracurricular development is the competence of children in the field of linguistics. Aiming for children to be able to appear in public and ready if at any time in the call to give tausiyah in public. The role of the extracurricular speech in the guidance of students' akhlaql karimah is when the child is taught how to preach in front of his own friends, conveying the angel of a phenomenon in dakwah.

d. Read Poem

This extracurricular is the development of interest and talent of students in reading poetry literature. The role of extracurricular in the development of students' akhlaqul karimah is to familiarize the children appear brave in public and able to take role models or moral values contained in poetry poems are recited.

e. Rebana

This extracurricular is a place for students who have interests and talents in the field of Islamic music. This extracurricular aims to increase the love of Rasulullah SAW through sholawat-sholawat is sung. The role in the development of akhlaqul karimah extracurricular is how the students are able to imitate the Prophet Muhammad in all things.

f. BTQ and SBQ

This extracurricular is a container of students who want to deepen their knowledge in reading, writing Al-Qur'an. Extracurricular is very instrumental in pembaaan akhlaqul karimah students karna in this extracurricular in teaching how to write, read and understand the meaning of the verses they read and write so as to instill a love of Allah SWT.

g. Pencak Silat

This extracurricular is a place for students who want to develop martial ability. This extracurricular aims to enable students to direct their emotions toward a more positive direction. His role in coaching akhlaqul karimah is to

direct the child who likes to fight with his friend to be an achievement when contained in this extra curricular martial arts.

B. Exposure of Research Data

1. Impmentation of Character Values on Tematik Books In First Grade Of MIN Sukosewu Blitar

Character is a very important aspect for the next generation of Indonesia. In Prof.'s book. Dr. Muchlas Samani with the title "Concept and Model of Character Education". Character is interpreted as a way and behave that is typical of every individual to live and work together, both within the scope of family, society, nation, and State. At this time it is very important to instill character values in children. This is done so that the next generation of the Indonesian nation is not eroded by the turn of the times that increasingly lead to the shift of character values. In such efforts the government implements the 2013 curriculum whose primary content contains the character values.

Meanwhile, in the Central Publication Center of the National Education Research and Development Center curriculum entitled "Guidelines for the Implementation of Character Education (2011)" has identified a number of character-forming values that are the result of empirical study of the Curriculum Center that comes from religion, pancasila, culture and national education objectives. These values include Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Self, Democratic, Want To Know, Spirit of Nationality, Love the Fatherland, Reward Achievement, Friendly or Communicative. Love Peace, Love

Reading, Care for the Environment, Social Care, Responsibility. Eighteen values of the character must be instilled in the students at the School.

It is very important to instill the values of the character in the children of elementary school education that notabennya will be the next generation of the Indonesian nation. It is no less important is how the process of how the delivery or implementation of the field conducted by teachers. Teachers who become mediators or intermediaries between science and students must have good competence in delivering learning materials. According to Joko Susilo:

Implementasi merupakan suatu penerapan ide, konsep, kebijakan, atau inovasi dalam suatu tindakan praktis sehingga memberikan dampak, baik berupa perubahan pengetahuan, keterampilan dan sikap.³⁹

Implementation is the process of applying ideas, concepts, policies, or innovations that will provide the impact of knowledge, skills, and attitudes.

At MIN Sukosewu, the evaluation is always held either weekly or monthly. In this evaluation activity discusses various problems including those relating to the performance of teachers in providing learning to students in the classroom. In addition to improving the teaching ability of teachers, the school also often held trainings to teachers. The school also cooperates with the guardian of the students in order to achieve good communication in supervising the development of their children both in the school environment and in the home environment.

³⁹ Ibid.hlm.15

a. The type of character values in a teaching and learning process.

Activity	Description Agenda	Aspect
preliminary	<ul style="list-style-type: none"> ■ Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing. ■ Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. ■ Menginformasikan tema yang akan dibelajarkan yaitu tentang "<i>Peristiwa Alam</i>". ■ Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan. 	<ul style="list-style-type: none"> ■ Spiritual Aspect
Inti	<p>Langkah-langkah kegiatan bagian satu:</p> <ul style="list-style-type: none"> ■ Kelas dibuka dengan siswa menjawab pertanyaan dari guru: (<i>Menanya</i>) <ul style="list-style-type: none"> - Pernahkan siswa mengalami musim panas yang sangat panjang? - Apakah pernah mengalami kekurangan air? - Apa yang kamu lakukan ketika kekeringan terjadi di daerahmu? ■ Selanjutnya, siswa membuka buku siswa dan memperhatikan gambar 	

Activity	Description Agenda	Aspect
	<ul style="list-style-type: none"> ■ berseri yang ada di buku tersebut. (<i>Mengamati</i>) ■ Dalam kelompok, siswa berdiskusi tentang rangkaian peristiwa yang terdapat pada gambar tersebut. (<i>Mengekplorasi</i>) ■ Setiap kelompok maju ke depan kelas dan setiap siswa di kelompok mendapat giliran untuk berbicara secara bergiliran, merangkai cerita sehingga menjadi satu kesatuan cerita yang sesuai dengan gambar berseri. ■ Jika dalam satu kelompok beranggotakan lebih dari 4 siswa, salah satu siswa dapat berperan sebagai pembuka atau penutup cerita seperti halnya reporter. Guru memberikan contoh cara membuka dan menutup cerita, kemudian minta siswa untuk mengembangkan lebih lanjut. ■ Kelompok yang menyimak diperkenankan untuk memberikan pujian, atau pendapat terhadap penampilan temannya. (<i>Mengasosiasi</i>) <p>Langkah-langkah kegiatan bagian dua:</p> <ul style="list-style-type: none"> ■ Pelajaran kembali dibuka dengan siswa menyimak penjelasan guru, bahwa pada musim kemarau matahari bersinar sangat 	<ul style="list-style-type: none"> ■ Sosial Aspect ■ Sosial Aspect ■ Sosial Aspect ■ Sosial Aspect

Activity	Description Agenda	Aspect
	<p>terik. Terkadang jika sinar yang masuk ke dalam rumah tidak dihalangi sesuatu, ruangan dalam rumah tersebut akan terasa panas. Siswa diminta menebak, disebut apakah benda yang digunakan untuk menutupi jendela agar terlindung dari sinar matahari? Setelah mendengarkan jawaban siswa, (jawaban yang diharapkan adalah tirai) guru menuliskan jawaban yang benar di papan tulis yaitu “ TIRAI”.</p> <p><i>(Mengamati)</i></p> <ul style="list-style-type: none"> ■ Sampaikan bahwa hari ini mereka akan membuat suatu kreasi dengan pola bangun datar yang ada, yaitu tirai. ■ Siswa mengamati pola yang ada di buku siswa, kemudian merancang pola berulang menggunakan pola yang tersedia. ■ Setelah selesai merancang, siswa menggunting bangun datar yang dibutuhkan, dan menempelkannya di atas kardus bekas/karton. <i>(Mengekplorasi)</i> ■ Susunlah pola yang sudah dibuat dan disambungkan dengan tali sehingga membentuk pola. ■ Siswa yang sudah selesai dapat menjelaskan pola bangun datar yang digunakan pada guru. 	

Activity	Description Agenda	Aspect
	<ul style="list-style-type: none"> ■ Setelah selesai, tirai dapat ditempelkan di jendela kelas sebagai pajangan. <i>(Mengkomunikasikan)</i> 	
Penutup	<ul style="list-style-type: none"> ■ Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari ■ Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) ■ Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. ■ Melakukan penilaian hasil belajar ■ Berburu sampah(Kegiatan bersih kelas) ■ Mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran) 	<ul style="list-style-type: none"> ■ Sosial Aspect ■ Spiritual Aspect

Based on interviews with Ibu Ida Mahmudin Atika Faria as a class teacher in class 1 MIN sukosewu, he exposed the type of character values in a single learning process.

“sebenarnya dalam setiap pembelajaran tema itu, karakter dari KI 1 dan KI 2, KI3, KI 4 itu ada semua. Kalau KI 1 itu dalam pengetahuan spiritual, untuk pembiasaan yang ada dikarakter, spiritual itu ada lima aspek mas. Kalau KI 1 itu karakter pembiasaanya aspek spiritual ada pengucapan salam, santun, kebiasaan berdo'a sesudah dan sebelum pembelajaran kemudian toleransi sesama teman, kemudian bersyukur atas apa yang ada kepada tuhan. Kemudian untuk karakter atau pembiasaannya pada KI 2 itu

tentang sosial, itu ada delapan aspek. Yaitu yang pertama tanggung jawab, disiplin, jujur, peduli lingkungan, kerjasama, percaya diri dan teliti. Nah, dalam setiap pembelajaran itu dalam KI 1 biasanya diajarkan dalam setiap pembelajaran agama itu ada pembiasaanya karakter KI 1 yang lima aspek tadi, kemudian disetiap pembelajaran KI 2 itu ada di materi PKn walaupun disemua tema itu kalau dikelas 1 kan ada lima mata pelajaran, itu semua ada karakter KI 1 dan KI 2, KI 3 sudah disampaikan didalam materi KI 4 keterampilannya didalam materi itu. Jadi setiap pembelajaran itu nanti pasti ada KI 1 dan KI 2, tapi misalkan nanti KI 1 itu pasti ada disetiap awal pembelajaran, misalnya berdo'a dulu, pengucapan salam, bersyukur itu pasti diingatkan.”⁴⁰

Based on the above opinion can be seen that In each learning, there are character values in each KI or Core Competency. However, the more dominant KI values of characters are in KI 1 and KI 2. Where KI 1 is an aspect of spiritual knowledge which is then subdivided into five aspects, including greeting, polite, praying before and after learning, and tolerance Fellow friends. Then for KI 2 contains the social value which is then divided into eight aspects. That is responsibility, discipline, honest, caring environment, cooperation, confidence, and meticulous. For KI 1 is usually taught in religious lessons. As for KI 2 is found in the lesson of Civics. So in the end every time learning must have KI 1 in it. This is because there is a process of habituation of character values in it especially the aspect sipritualnya, such as say hello and pray before and after the lesson.

The lesson planning that lists KI 1 and KI 2 has also been seen in RPP as follows:

“Dalam RPP yang telah dibuat oleh guru, guru melampirkan KI 1 yang berisi aspek Spiritual yang isinya menerima dan menjalankan ajaran Agama yang dianutnya, sementara pada KI 2 aspek sosial tertulis memiliki

⁴⁰ Wawancara dengan Ibu Ida Mahmudin pada 29 Mei 2017

perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru.”⁴¹

From all the above explanation can be seen that there are two core

competencies that contain the character values, that is KI 1 spiritual aspect and KI 2 social aspect, from the spiritual aspect itself can be found that the students are expected to be able to accept and practice the religion of which he followed, then KI 2 social aspects of the attitude or behavior of honest, disciplined, responsible, polite, caring, and confident in interacting with family and friends and teachers.

b. The method used by the teacher in delivering the lesson

To maximize the learning of teachers using several methods, based on interviews with Ibu Ida Atika Mahmudi as homeroom 1 Al-Ghozali explained as follows:

“kalau metode itu bervariasi, banyak ya metode yang digunakan di kelas 1 itu ceramah pasti, tapi bukan ceramah yang monoton karena anak kelas 1 kadang kalau bosen ya ceramah, tapi kadang anak kalau yang ceramah itu suka, misalnya ceramahnya itu dibikin kaya seperti cerita. Kemudian metodenya penugasan atau resitasi itu setiap kali pembelajaran itu pasti ada. Apalagi kalau yang dalam penerapannya materi ada keterampilannya itu menggunakan metode demonstrasi atau praktik.”⁴²

Based on the statement of guardian of class 1 above, it can be seen that the

teacher uses the first method is lecture, this method of lecture is used because there are some majority of the class like it, but the lecture method used is made with the story version. Then the second method is the method of demonstration at the time

⁴¹ Dokumen Rencana Pelaksanaan Pembelajaran, observasi di kelas 1 MIN Sukosewu Blitar pada 8 Mei 2017

⁴² Wawancara dengan Ibu Ida wali kelas 1 Al-Ghozali pada 28 Mei 2017

of the skill material. In addition to using both methods the teacher also provides assignments to students.

In line with Mrs. Ida, Mrs. Mudriatun as the teacher of Al-Kindi said:

“langsung diberi contoh, ya kalau berdo'a seperti ini, terus kalau menciptakan karakter anak-anak, misalkan dalam berbicara yang sopan seperti ini, dicontohkan langsung kepada anak, khususnya kelas 1.”⁴³

In teaching methods used by teachers to students, especially class 1 is a method of demonstration or exemplify, the initial activity of the teacher demonstrate then the next activity is the students imitate to according to what the teacher has done. It can also be encountered by observers when conducting observation activities:

“sebelum memberikan perintah kepada murid guru memberikan contoh terlebih dahulu, baru kemudian siswa mengikuti dengan bimbingan guru”⁴⁴

Based on some of the above explanation it can be concluded that the first-class teachers of the majority still use media lectures and demonstrations. This is because the first grade students still need guidance and teacher direction in doing the tasks given by the teacher. In using the media the teacher's lecture does not necessarily just lecture to the students, but the teacher also combines the lecture method by telling a story. It aims to reduce students' sense of saturation.

⁴³ Wawancara dengan Ibu Mudriatun wali kelas 1 Al-Kindi pada tanggal 4 Mei 2017

⁴⁴ Observasi di kelas Al-Ghozali pada 8 Mei 2017

c. Motivation about good character to student

In every teaching and learning activities, motivation needs to be given to the special students related to the character's values. According to the results of interviews with Ibu Ida guardian of class 1 Al-Ghozali is as follows:

“kalau motivasi dalam pembentukan karakter siswa setiap hari, setiap pembelajaran pasti guru memberikan motivasi kepada anak-anak dikelas 1, walaupun nanti pada saat diberikan ada yang memperhatikan dan cuek saja, motivasinya itu misalkan sperti ini, hayo anak-anak kalau anak-anak berdoa nanti apa ganjarannya nanti? Bisa apa?, kadang dari motivasi itu guru juga memberikan reward, misalkan dalam pembiasaan berdoa jika ada siswa yang berdoanya penuh akan diberikan permen.”⁴⁵

From the above statement on each teacher learning activities always provide motivation about the values of the characters, one of them at the time of prayer

The same statement was also expressed by Mrs Mudriatun teacher of grade 1 Al-Kindi,

“hampir setiap hari diberikan , karena memang ini pembentukan karakter, khusus untuk yang kelas 1”⁴⁶

This is supported by observations made by researchers as follows:

“guru memberikan motivasi kepada siswa bahwa berdoa itu harus dengan sungguh-sungguh, kemudian mengangkat kedua tangan pada saat memanjatkan doa”⁴⁷

From some of the explanation can be concluded the teacher provides motivation to students in several ways. Among others, by giving feedback or award to students. This is quite effective done by the teacher. Because with the given feedback students will spurred his spirit to do whatever the teacher ordered. Then

⁴⁵ Wawancara dengan Ibu Ida wali kelas 1 Al-Ghozali pada 4 Mei 2017

⁴⁶ Wawancara dengan Ibu Mudriatun pada tanggal 8 mei 2017

⁴⁷ Observasi di kelas 1 Al-Ghozali pada tanggal 8 Mei 2017

another motivation is given by giving the students a parable. For example if students are diligent in praying then Allah Almighty will grant all requests in want.

d. Pressuring character values

Inculcating the value of character in the students especially class 1 is required emphasis on the values of characters who want teachers to cultivate especially on KI 1 and KI 2. Here's an interview with Mrs. Ida as the teacher of class 1 Al-ghozali,

“iya, misalnya gini, kalau disetiap pelajaran ya, nanti apa misalnya mengulang materi anggota tubuh itu masuk bahasa Indonesia misalnya, nanti penekanannya, ayo anak-anak anggota tubuh itu adalah ciptaan siapa?, Allah, itu penekanan pada KI 1 dulu, kemudian tentang peduli lingkungan nanti diterapkan lagi di akhir pembelajaran, kalau saya didalam kelas biasanya, ayo anak-anak didalam kelas dilihat dulu sekitarnya, kita sebelum pulang kita harus berburu sampah, misalnya itu penekanannya untuk peduli lingkungan pada KI 2.”⁴⁸

From the above statement the teacher gives emphasis to KI 1 by getting to know the limbs and asking who created it. Then the emphasis on KI 2 by way of doing hunting activities. Researchers also observed the activity of hunting the garbage. The observations are as follows:

“kegiatan berburu sampah dilakukan sesudah kegiatan belajar mengajar berakhir, pada kegiatan ini guru meminta siswa untuk berburu sampah baik yang ada disekitar mereka maupun yang berada di pojok kelas, antusias siswa dalam kegiatan ini sangat tinggi, baik itu siswa putra maupun putri semua terlibat dalam kegiatan tersebut.”⁴⁹

From some of the above explanation it can be concluded that the emphasis of the character values given by teachers differ depending on the subject and on the

⁴⁸ Wawancara dengan Ibu Ida wali kelas 1 Al-ghozali pada 4 Mei 2017

⁴⁹ Observasi di kelas 1 Al-Ghozali pada tanggal 8 Mei 2017

KI being taught. Suppose the emphasis on KI 1 material limbs. In these activities the teacher gives emphasis that all members of the body there who created, and who can create only Allah SWT alone. Then on KI 2 about social care is the environment. Teachers give emphasis to the soul by doing hunting activities. It aims to explain to the students that with a clean environment the body will be healthy and learning is comfortable.

e. Routine activities to implement character values on students

Embedding character values on students requires a refraction. By doing good habituation students will get used to behave well. Based on the results of interviews with Ibu Ida as the wali kelas 1 Al-Ghozali is as follows:

“iya, misalkan dari KI 1 dulu. misalnya setiap hari jum’at itu karakter untuk santun kepada guru, setiap kegiatan jum’at apel, anak-anak bersalaman dengan bapak ibu guru, tidak hanya hari jum’at saja, waktu datang ke Sekolah sambut pagi bersalaman, itu untuk kegiatan rutin, untuk kegiatan keagamaan lain misalnya kegiatan sholat dhuha dan sholat dhuhur secara berjamaah, baik kelas 1 maupun kelas 6, kemudian untuk didalam kelas KI 1 misalkan dalam pembelajaran yang pertama, pengucapan salam, kemudian berdo’a sebelum dan sesudah pembelajaran, kegiatan KI 2 mengerjakan tugas bekerjasama dengan temannya, kemudian sebelum pulang Sekolah bersih-bersih berburu sampah”⁵⁰

Routine activities that students do in an effort to instill the values of the character is on Friday and greeted the students to shake hands with teachers. Then other religious activities undertaken by students are praying dhuha and dhuhur in congregation. All these activities are related to KI 1 which is the spiritual aspect.

⁵⁰ Wawancara dengan Ibu Ida selaku wali kelas 1 Al-Gozali pada 4 Mei 2017

Among the activities related to social aspects or KI 2 is to do the tasks together, then clean up the classroom environment before going home School.

Routine activities are everyday activities done by students. The activity is also the effort of the School to familiarize the students behave commendable and with repeated until the value of the character is embedded in students. This is also expressed by Ms. Mudriatun as the teacher of class 1 Al-Kindi:

“ya itu, setiap hari dipraktikkan, itu nanti kalau ada yang salah ditekankan untuk diulangi lagi, kalau saya seperti itu, diulangi yang betul sampai sesuai dengan yang dicontohkan oleh guru”⁵¹

From some of the above explanation can be concluded that, routine activities undertaken both the School and from the teacher is very support the formation of the values of character in students. It was like the morning greeting activity, the students at the time arrived at school are obliged to shake hands with the father and mother of the teacher, then the prayer activities dhuha and dhuhur. It aims to create the character of religious students and noble virtuous character. In addition, other activities are hunting for garbage. This is applied by the teacher because it implements what is written on KI 2 which is social aspect. With care to the environment teachers have taught students early on to always be a person who loves with cleanliness and beauty. Of course all that is done repeatedly. It aims to start from a habituation in the School, will be a good habit wherever the student will be.

⁵¹ Wawancara dengan Ibu Mudriatun selaku wali kelas 1 Al-Kindi pada 8 Mei 2017

f. School environment supports the process of implementation character values

One of the supporting factors for the implementation of character values is the school environment that is comfortable and conducive. In accordance with that expressed by Mr. Saiful Ridwan Muchdi as the head of MIN Sukosewu:

“ini kita sudah membiasakan sejak kita punya program Adiwiyata di Sekolah kurang lebih tiga tahun yang lalu kita sudah sosialisasi kepada wali murid, sosialisai kepada siswa, kemudian kita bekerjasama dengan lingkungan hidup, kerjasama dengan departemen pertanian dalam hal ini adalah penyuluh pertanian yang ada di kecamatan, kerjasama dengan puskesmas, kerjasama dengan stake holder yang ada dilingkungan MIN Sukosewu ini, dengan kepala desa, dengan tokoh masyarakat, dengan mitra yang berkaitan dengan bagaimana memberdayakan lingkungan hidup, sehingga pada saat ini, pagi itu bukan pembiasaan yang bukan asing di madrasah, jadi pagi itu mulai dari jam setengah 7 selama 10 menit itu anak membawawa sapu, membawa cikrak, membawa sapu korek, melakukan bersih lingkungan bersama guru, untuk kelas 1 ada piket wali murid yang mereka tujuannya hadir sebagai rasa peduli beliau untuk membiasakan siswa bagaimana menyapu yang benar atau memberi contoh. Kemudian yang kedua kita membiasakan anak menaruh sampah sesuai pemilahan, jadi ada tempat sampah kita warna hijau untuk daun, warna biru itu untuk sampah kering, kemudian warna merah itu untuk plastik.”⁵²

According to Mr. Syaiful Ridwan MIN Sukosewu already has Adiwiyata program for three years. In this adiawiyata program in cooperation with many parties, among others, the department of agriculture, puskesmas and stakeholders who are located around MIN Sukosewu. In this case MIN Sukosewu has many programs that support the process of planting character values. Among them distinguish throwing garbage, between dry waste, wet, and plastic. From here students have been educated to dispose of garbage in temapatnya and according to

⁵² Wawancara dengan Bapak Syaiful Ridwan selaku Kepala Sekolah MIN Sukosewu pada 8 Mei 2017

the type. As for the class 1 itself there is picket guardian pupil whose goal is to give an example to his son in class.

It is also expressed by Mr. Miftahul Huda as Waka Kesiswaan MIN Sukosewu:

“ di Sekolah kita akan selalu menjadikan lingkungan ini lingkungan standar karakter minimum di tempat kita tinggal, jadi melalui pembiasaan-pembiasaan bapak ibu guru, melalui pembiasaan-pembiasaan siswa, pembiasaan kegiatan sebelum pembelajaran dimulai, ketika sesudah pembelajaran, tata cara berbahasa, makan dan sebagainya, kita mencoba untuk menerapkan karakter-karakter yang baik berbudaya lingkungan hidup, agamis, sehingga itu bisa mengejawantah dalam kehidupan siswa di rumah, walaupun kita yakin karakter-karakter kita yang ada di Sekolah belum tentu bisa diterapkan di rumah atau di lingkungannya masing-masing”⁵³

From the explanation of Mr. Miftahul Huda can be seen that the School always strive to create a learning standard environment that supports the process of planting the values of the characters. In addition, the School seeks to habituate-habituation of students in all activities during the School. Not only that, the father and mother teachers as teachers and role models provide good examples to students, such as how to eat, talk, and so forth. So that later students will be accustomed to behave well in accordance with the already accustomed by the teacher during the School.

Mrs. Mudriatun's as teacher of class 1 Al-Kindi also expressed it:

“saya rasakan mendukung, saya sampaikan di apel jum'at tentang pentingnya jabat tangan dan bapak ibu guru lainnya juga memperhatikan, dan saya juga mohon kepada bapak ibu guru yang lain untuk mendukung hal

⁵³ Wawancara dengan Bapak Miftahul Huda selaku Waka Kesiswaan pada 8 Mei 2017

tersebut, tolong kalau memang salah selalu diingatkan, kita kan tim dan harus bersama-sama”⁵⁴

According to the mudriyatun mother School environment is very supportive for the process of planting the values of the characters. One of them at the time of Friday's Apel conveys the importance of the right handshake by the students with the father and the teacher's mother. In addition he also asked the father and mother teachers to cooperate and admonished students who have not properly shake his hand.

From some of the above explanation can be concluded that, the School and the teacher seeks to create an environment where students and students feel safe and comfortable in carrying out learning activities in the school environment. In addition, in an effort to cultivate the values of school environment character has been very supportive for it. This can be found in the habituation activities set by the School and teachers. Among them ranging from students either first class to sixth grade is required to dispose of waste in place. Not only that, the discarded waste should be divided into three types. Among other wet, dry, and plastic.

So early on the students are trained to love the environment and cleanliness. Then the father and mother teachers also work together to form positive characters for students by melakakukan habituation-habituation that shapes the character of students. Not only that the teacher also supervises whether the habituation activities are done is correct and appropriate or not. If not in accordance with the

⁵⁴ Wawancara dengan Ibu Mudriyatun selaku wali kelas 1 Al-Kindi pada 4 Mei 2017

provisions of the teacher will reprimand and ask the student to repeat the habituation activities.

g. Teachers involve parents, school, and the people in shaping the character of students

Build the character of the student requires a lot of party roles.

This is because a good character will be created if the environment in which the student is located is also supportive. This is in line with what Mr. Saiful Ridwan, as the head master of MIN Sukosewu said:

“Jelas, setiap bulan atau setiap kita memperingati hari lingkungan hidup, seperti hari pohon, hari bahari, hari bumi, hari satwa itu selalu kita datangkan tokoh ke Sekolah untuk menjadi Pembina upacara disekolah, Paling tidak ketika kita hadirkan tokoh ke Sekolah itu anak menganal karakter tokoh ini, mungkin dia akan mengimplementasikan kepada dirinya apakah cocok dengan dirinya, atau barangkali tokoh yang kita hadirkan akan memberikan masukan kepada anak-anak ini untuk mengubah pola kehidupannya, dan sudah banyak tokoh yang kita hadirkan ke Sekolah, pertama bidan ketika kaitannya menyampaikan tentang pentingnya kesehatan, kemudian kita hadirkan penyuluhan pertanian yang ada dilapangan, lalu mereka membawa bibit jagung dan memberitahu siswa bagaimana cara menanam jagung, kemudian kita datangkan dari Koramil, kemudian mereka menyampaikan bagaimana kehidupan seorang TNI kepada anak-anak, kemudian kita hadirkan bapak dari KUA pada saat peringatan isro’ mi’roj, lalu beliau menyampaikan tentang bagaimana proses akad nikah, pada suatu saat kan anak-anak juga akan mengalaminya. Kemudian pada saat hari Kartini kita datangkan seorang wanita karir, beliau adalah pengawas TK dan SD menceritakan tentang sejarah kartini, kemudian kita juga pernah mendatangkan pak modin, beliau mengajarkan kepada siswa bagaimana cara memandikan jenazah yang benar, jadi anak langsung bertanya kepada narasumber ketika setiap kali menangani itu, jadi itu merupakan bentuk kepedulian masyarakat dan wali murid”⁵⁵

⁵⁵ Wawancara dengan Bapak Syaiful Ridwan selaku Kepala Sekolah MIN Sukosewu pada 8 Mei 2017

From the exposure expressed by Mr. Syaiful Ridwan as Headmaster MIN Sukosewu can be concluded as follows, the School and the community around the School is very active role in the effort to print good character to students by bringing public figures to the School. It aims to give students the opportunity to ask questions and understand the character of the figures brought in by the School. The figures brought in by the School have different characters according to their own discipline. Examples such as the character of a Midwife, Army, School Supervisor, and others will definitely have a difference. Therefore, by bringing figures to the School, students are expected to take and implement where the positive values of the character of community leaders are appropriate for students themselves.

The same thing is also expressed by Mrs. Ida as the guardian of class 1 Al-Ghozali:

“iya, misalnya khusus untuk yang kelas 1, dalam pembelajaran kelas 1 seluruh wali murid diundang untuk melakukan kegiatan paguyuban, nah itu pembiasaan yang pertama di dalam pembelajaran anak-anak itu, misalkan bagaimana cara membersihkan lingkungan, kemudian paguyuban ada yang memantau anaknya, melakukan piket atau tidak, hal ini juga didukung dalam pemberitahuan kepada paguyuban untuk belajar di rumah, maupun dalam kegiatan keterampilan yang nanti setidaknya di Sekolah, guru tidak mampu karena tidak hanya mengajari satu anak, jadi misalkan ada beberapa anak yang tugas keterampilannya belum selesai dapat bekerjasama dengan wali murid untuk menyelesaikan tugas tersebut”⁵⁶

According to Ibu Ida, he as a teacher from grade 1 is very important to invite the participation of the guardian community of students to cooperate in supervising and guiding his children, both at school and at home. This is done so that with the

⁵⁶ Wawancara dengan Ibu Ida selaku wali kelas 1 Al-Ghozali

role of the School and parents will make it easier for teachers to print good characters in students. One of them is environmental care, after the teacher teaches how to clean up the correct environment class, the teacher also provide information to the community to monitor students and guide how to clean the environment.

Beside that Ms. Mudriatun also added in instilling the values of character in students should involve many parties, namely, teachers, students, community and parents. The four parties must be able to work together and connect. This is the definition of Mrs. Mudriatun:

“iya, contohnya itu, wali murid saya beri PR tolong kalau di rumah tidak sesuai dengan yang saya ajarkan di ingatkan, tadi saya ajarkan seperti ini, tolong di rumah juga diterapkan seperti itu, sudah saya sampaikan, kalau tidak bersama-sama mustahil bisa berhasil, karena memang kita kan antara guru, murid, masyarakat, dan orang tua itu memang harus kerjasama”⁵⁷

From some of that explanation can be concluded, in shaping the character values of the School and teachers and the community work together. This is done in order to realize the values of good character in children. Besides that in an effort to support the process of implementing the values of character in school children also cooperate with community leaders. This is done so that students can see how the characters of the community brought by the School.

The hope after presented the public figures are minimal students can imitate the character of community leaders who fit with him. Then the teacher also works with the guardian of the students by holding meetings with the students' association.

⁵⁷ Wawancara dengan Ibu Mudriatun selaku wali kelas 1 Al-Kindi

In the meeting the teacher and guardian will discuss about the development of his children including his character during school and at home. It aims to supervise the development of children's character, especially class 1, which is very easy to be influenced by his friend. In essence the School, teachers, and guardians work together for the creation of character values in children either through the habituation or supervision made by the three parties.

2. Inhibition The Implementation of The Character Values on The Tematik Book In First Grade MIN Sukosewu Blitar

After knowing how the implementation of the character values on the theme book in fisrt grade MIN Sukosewu. Researchers back again to get the data and find some explanations about the inhibition of the implementation of character values in the thematic book in class 1 MIN Sukosewu. The various explanations conveyed by the speakers related to the constraints or barriers in conveying the values of character to students MIN Sukosewu.

a. The creation of an RPP that lists character values

Creating an RPP or a learning plan that includes character values is not easy Mrs Ida say. This is the conclude interviews with her,

“ada, hambatannya untuk pemenuhan RPP, karena kalau RPP itu diterapkannya itu harus mencangkupi karakter yang empat itu, KI 1, KI 2, KI 3, dan KI 4, pada kenyataannya KI 1 itu hanya ditulis beberapa aspek saja di RPP, misalnya KI 1 ada 8 aspek dan KI 2 ada 6 aspek itu hanya beberapa aspek saja, tapi kendalanya dari semua aspek misalnya di RPP pada pembelajaran satu karakternya yang ini, di pembelajaran dua karakternya yang ini, tapi untuk di kelas satu penghambatnya misalkan anak bisa toleransi,penghambatnya adalah kemampuan anaknya, itu penghambat dari

KI 1 nya, kalau pembuatan RPP insyaallah kalau setiap karakter itu bisa dimasukkan di setiap mata pelajaran, kalau untuk penerapannya ada hambatan dari siswa itu sendiri.”⁵⁸

From the information expressed by him can be concluded that, he has difficulty in fulfillment of RPP which must cover to four KI. However, in implementing the example KI 1 there are 8 aspects and KI 2 there are 6 aspects can not be attached all of them. This is because the material on KD from KI 1 and KI 2 has been determined in every lesson in the theme book. Suppose that in Lesson 1 only 2 aspects are delivered. Another aspect is used in the next lesson. In addition, other inhibiting factors are from the students themselves or the ability of the child who can not implement the character values in KI 1. However, teachers always include the character values in each lesson in each lesson. In addition, the potential of each child is different and the ability of teachers who are still minimal who are still learning about the learning process K13.

It can also found by researchers when making observations on the lesson plans that teachers make:

“Pada Kompetensi Inti KI 2 terdapat 6 aspek, akan tetapi pada indikator yang tertulis hanya ada 3 aspek.”

In the observation on RPP made by the teacher, the researcher found 6 social aspects in KI 2. However, on the indicator mentioned there are only three social aspects in one learning activity

⁵⁸ Wawancara dengan Ibu Ida selaku wali kelas 1 Al-Ghozali pada 4 Mei 2017

From some of the explanation it can be concluded, teachers have difficulty in terms of attaching the character values in RPP. The difficulties experienced by teachers are that teachers can not include all aspects of the indicators at a single learning. Suppose the aspects in KI 2 are 6 aspects, but teachers can only include 3 aspects only.

b. Submission of character values at the time of teaching and learning activities.

Teaching is an activity of transferring knowledge from teacher to student. Of course in teaching the teacher will experience some problems or obstacles. This was expressed by Mrs. Ida's guardian of class 1 Al-Ghozali. Here are the results of interviews conducted with Mrs. Ida,

“ada, dan banyak sekali kalau di kelas 1. Pertama, misalnya kita mau membiasakan berdo'a didalam kelas. Itu kadang anak itu masih belum punya rasa tanggung jawab, oh ini saatnya berdo'a. misalnya ada hanya gurunya saja yang berdo'a, kalau kita tidak menegurnya atau ngasih apa, itu anak belum bisa terbiasa, misalnya itu kendalanya. Kemudian kendala lainnya belum bisa diajak kerjasama dengan temannya. Anak kelas 1 itu masih kepeduliannya sama temannya dan rasa tanggung jawabnya itu belum ada.”⁵⁹

From his explanation it can be seen that there are some obstacles in the delivery of character values in the class. First in doing habituation berdo'a. In this case the problem encountered is the child lacks a sense of responsibility. At the time of the activity of praying if not reprimanded by the teacher will not pray. Then the second is not yet able to cooperate with his friend. This is because the 1st grade students feel their concern and sense of responsibility is less visible.

⁵⁹ Wawancara dengan Ibu Ida selaku wali kelas 1 Al-Ghozali pada 29 April 2017

It is also found by the observer during observ in the classroom :

“pada saat kegiatan membuat karya atau keterampilan terdapat beberapa siswa yang berebut gunting dan staples. Padahal hal ini akan sangat berbahaya bila dibiarkan. Kemudian pada saat kegiatan mengaji ada beberapa siswa yang berlari-larian, padahal temannya sekelas sedang mengaji bersama dengan gurunya”⁶⁰

From the activities that researchers observed during the class, there are some

problems in class 1 Al-Ghozali. The first is at the time of making the workshop there are some students who are fighting for scissors and staples. Of course this would be very dangerous, but the teacher instantly stammer and divide students who scramble staples and scissors. Then the second at the time of the recitation, there are two students who run each other mutually. This will undoubtedly disrupt the activities of his friends and friends, at the time of knowing that the teacher immediately rebuked and ordered the students who jog to return to sit and study together with his friends.

From some the explanation can be concluded, teachers have constraints or difficulties in implementing the character values in the class. One of the obstacles experienced by the teacher is derived from the student itself. First grade students still do not have a sense of responsibility in performing activities of habituation to the maximum that every day is usually done. This can be found at the time of praying. There are still some students who should be given emphasis as both hands must be lifted when praying. Then the problem factor that comes from the student is at the time of observer do observation there are some students who run at the

⁶⁰ Observasi di kelas Al-Ghozali pada 8 Mei 2017

time of activity of kaji. Of course this will disrupt his friend who is studying. Conditions like that that cause teachers can not maximally to convey the values of the characters in the classroom.

c. Evaluate the character's values on the students

Evaluating the character of students is not easy. Some problems experienced by teachers either came from the students themselves as well as from their teachers. This is in accordance with what is expressed by Mrs. Ida as the teacher of class 1 Al-Ghozali:

“ada, apalagi di kelas saya, hambatannya terletak pada anak itu sendiri, karena kalau yang siswa saya yang putri insyaallah semuanya bisa diterapkan dan melaksanakan, tapi ada satu dua anak yang laki-laki memang karakter anaknya itu masih sulit, bisa tapi pelan, walaupun bimbingannya dikhususkan tapi masih pelan, hambatan yang lain mungkin dari gurunya sendiri, belum bisa bagaimana menanamkan semua karakter kepada siswa, karena hambatan yang dialami guru adalah menghabiskan materi pelajaran, jadi mata pelajaran sudah selesai tapi nilai-nilai karakternya belum tercapai, kemudian untuk KI 3 dan keterampilannya itu masih bekerjasama dengan orang tua karena siswa masih kelas satu.”⁶¹

From the explanation expressed by Mrs. Ida can be concluded that, the problem in evaluating the character of children especially the obstacles comes from the students themselves. For female students the teacher can still apply and implement however, for the son's students there are some that are still difficult to evaluate, in essence can but will require special guidance from the teacher. Then another obstacle comes from the teacher himself. Teachers have difficulty in material ordain. Therefore, when the teacher is too focused on consuming the

⁶¹ Wawancara dengan Ibu Ida selaku wali kelas 1 Al-Ghozali pada 4 Mei 2017

subject matter, the values of some characters have not been achieved or applied to the students. Then another obstacle is in evaluating KI 3 related to skills. Students still need the help of the guardian to do the work, this is because the first grade students especially in producing a workshop still need the help from other people.

Another problem is the number of children or students who are too many. This causes the teacher can not evaluate deeply and maximally. This is in accordance with that expressed by Ms. Mudriatun as the teacher of class 1 Al-Kindi:

“hambatannya karena anaknya banyak, kita kan nggak bisa selalu melihatnya secara satu persatu secara klasikal, kendalanya seperti itu.”⁶² From some of the explanation can be concluded, teachers have difficulty in terms of evaluating the character values in children. The first problem is still there are some children who can not be embedded the values of his character. This will certainly result in teachers having difficulty in evaluating the values of his character. Then the second is from the teacher's own side. Teachers have difficulty in terms of mengahabiskan lesson material. Therefore the values of the characters delivered can not be done optimally. Another problem is the large number of students. This can be an obstacle for teachers because teachers can not evaluate the character values of one by one students with maximum.

⁶² Wawancara dengan Ibu Mudriatun selaku wali kelas 1 Al-Kindi pada 4 Mei 2017

d. The background character of the parents effects the process of implanting the character values on the students

The behavior of a child will not be much different from his parents. The character of a student will be affected how the character of his parents. As Mudriatun explained,

“Dari orang tua itu sendiri yang saya lihat sendiri, contohnya orang tuanya kebetulan mohon maaf, akhlaknya kurang bagus, orang tuanya sendiri seperti itu, dan saya juga punya anak seperti itu, kalau orang tuanya seperti itu maka sulit sekali dirubah kebiasaan yang kurang baik itu, karena apa?, yang dilihat setiap hari bapak ibuknya juga seperti itu, contoh ada mas memang, dan ini fakta ya, wali murid ke sini mau bayar, harusnya ya, bukan saya minta di hormati, itu Cuma melambaikan tangan di depan pintu, bu..bu... kesini tak kasih uang, tapi kasih kembaliamnya, nah itukan kalau dilihat anaknya berarti nanti langsung merekam hal seperti itu berarti kita harus ekstra khusus untuk anak tersebut.”⁶³

In the above explanation disclosed that, the behavior of parents guardians of students is very influential to his son. What the child sees will be imitated and if left constantly feared will become his habit. Of course this will be very contrary to the values of characters that teachers have given in School. This problem will result in the teacher working extra and giving more emphasis to the character of the student.

Similarly, the matter conveyed on interview with Mrs. Ida about the influence of the background character of parents affect the process of planting the character values in children:

“akan tetapi hal yang paling berpengaruh adalah latar belakang agama dan sosial orang tuanya, soalnya di sini di kelas satu Al-ghozali sini saya tanya satu-satu, saya selidiki ternyata banyak dari wali murid pendidikan agamanya sangat kurang, apalagi banyak yang dirumahnya ada yang memelihara anjing, itu kadang saya tanya, “hayo hari jum’at tidak

⁶³ Wawancara dengan Ibu Mudriatun selaku wali kelas 1 Al-Kindi pada 4 Mei 2017

sholat disekolah ya sholatnya dimasjid”, ternyata tidak boleh sama orang tuanya, terus pernah saya bilangi, “nak kalau disekolah sholat di rumah juga harus sholat lho ya”, ternyata bapaknya ndak pernah sholat, lebih cenderung ke latar belakang agama dan sosial”⁶⁴

Based on the above description of the background character of parents affect

their children. This is in line with what is said by Mrs. Ida as the guardian of class 1 Al-Ghozali. From the search for information that he did to the student guardian students found that there are parents who forbid their children to pray Friday. Even when he ordered his students to pray his students said that his parents at home never pray. Then the worse thing is there is a house that keeps dogs. This is known directly by him.

From some of the explanation can be concluded, the background of parents both social and religious students greatly affect the character of the students themselves. This will certainly be an obstacle for teachers because although the school has embedded the values of the character but the home behavior of his parents less in accordance with what the teacher will be useless. Of course with this the teacher will give more emphasis to the child. According to the teacher see the condition of the community who send their children to MIN Sukosewu there are still some parents who have shortcomings both in terms of religion and social.

One example is there is still a guardian of students who sometimes do not pray, of course this will be a barrier also for teachers to apply the values of character in children. Another problem is that there are still some guardians who keep dogs.

⁶⁴ Interview with Mrs Ida as Teacher of first grade Al-Ghozali 8 Mei 2017

Such problems are the obstacles of teachers to instill the values of character to students. In fact, to create a good character in students, parents or parents should try to be an example or role model that is good for students

e. Friends affect the implementation of character values on the students

A friend is the person closest to the student after the parent. In every day both at home and in school, friends always interact with students. This also will inevitably affect the character of the student.

This is in accordance with the explanation of Mr. Miftahul Huda as Waka Kesiswaan as follows:

“iya, sangat berpengaruh, jadi siswa bagaimana bersikap, bagaimana ia berbuat seringkali dipengaruhi oleh temannya, jadi walaupun dia sudah punya pembawaan sikap yang baik di rumah, tapi disekolah berteman dengan anak yang kurang baik menjadi kurang baik juga, atau sebaliknya disekolahan baik akan tetapi sampai di rumah terpengaruh oleh temannya yang kurang baik, maka dari itu K13 KI 1 itukan aspek spiritual dan KI 2 itu aspek sosial, kita tidak bisa melihat serta merta disekolah, o siswa ini baik, o siswa ini sosialnya baik, tapi belum tentu seperti itu, terkadang siswa baik jika ada gurunya, tapi jika tidak ada gurunya menjadi sebaliknya, oleh karena itu untuk membangun sebuah karakter kita harus menciptakan sebuah lingkungan, tidak hanya satu anak, tetapi lingkungan itu yang terbangun, atau teman-temannya lingkungannya menjadi baik atau setidaknya karakternya menjadi yang kita harapkan.”⁶⁵

From the explanation of Mr. Miftahul Huda above can be seen that a friend can affect the character of a student. Students can be influenced by friends who are in School or who are at home. In K13 there are 2 most prominent aspects relating to the student's character that is KI 1 spiritual aspect and KI 2 social aspect. In assessing these two KIs against student teachers can not necessarily justify that this

⁶⁵ Wawancara dengan Waka Kesiswaan Bapak Miftahul Huda pada 8 Mei 2017

child is good and the child is not good. Because students will tend to be good in front of the teacher only, but less good behavior if there is no teacher. Solutions that can be taken is to create a residential environment that supports the creation of good character values for students. The environment may consist of friends, parents, and communities living around the student.

- f. The community environment where students live affects the implementation of the character values of the students

The home environment where the students stay and stay tends to affect the student's behavior. This is because the people who live around the students every day will definitely interact with the students.

This is same with that expressed by Mr. Miftahul Huda as Waka Kesiswaan MIN Sukosewu:

“mempengaruhi, jadi bahkan ada beberapa siswa kita itu keluarganya kurang harmonis, dirumah lingkungannya kurang baik, jadi itu akan terbawa siswa sampai ke Sekolah, caranya bicara, caranya makan, caranya bertindak itu sebelum dia mendapatkan penataan karakter dari kita karakter asli dari rumah masih terbawa, kadang mengumpat, kadang berbicara kurang baik itu sangat ditentukan oleh bahasa ibu atau bahasa dikeluarga mereka masing-masing, nah kita akan mencetak karakter yang berseragam tidak A A semua B B semua tidak, kita akan mencetak karakter yang relative baik, baik menurut kita dan baik menurut orang lain, baik menurut kami disekolah juga baik menurut masyarakat dilingkungan , jadi kebaikan-kebaikan universal, baik menurut kita belum tentu baik dimasyarakat, jadi kita mencoba menanamkan kebaikan secara universal sehingga siswa-siswi kita bisa diterima di masyarakat.”⁶⁶

⁶⁶ Wawancara dengan Bapak Miftahul Huda Waka Kesiswaan pada 8 Mei 2017

From the explanation of Mr. Miftahul Huda above can be concluded that the community environment where students live can influence the inculcation of character values in students. If the students are accustomed to living in a good society environment then the student will tend to behave well. However, if the student lives in an unfavorable environment then he will tend to behave well. According to Mr. Mifathul Huda there are some students whose families are less harmonious, this resulted in the students become less good behavior, from how to talk, how to eat, and how to act. All of that is influenced by the language of his mother or the people who are in the daily life of the student. Therefore the School seeks to print good character in students. However, the character that the School wants to implement can not be applied contextually to the students.

The School will attempt to apply characters that are relatively good for students. It aims to create such character, the society can accept the existence of students. School parties consider the condition of the community where if the School in applying the character to the students are not in accordance with the environmental conditions of society will be intersect. In essence, the school attempts to apply the values of universal character so that the community can receive the students of MIN Sukosewu well.

C. Research Findings

1. Implementation of Character Values in the thematic book in first grade

MIN Sukosewu Blitar

a. The type of character values in a teaching and learning process

- 1) Get use Salam
- 2) Get use Behave
- 3) Get use pray before and after learning
- 4) Implementing spiritual and social aspects in every teaching and learning activity
- 5) Invite student to accustomed cooperate

b.The method used by the teacher in delivering the lesson

- 1) Use ceramah method
- 2) Use story method
- 3) Use demonstration method

c.Motivations about good character to student

- 1) Get use good pray
- 2) Give simple example to motivated student

d.Pressure character values

- 1) Give simple example about pressure on KI 1 and KI 2
- 2) Hunting garbage

e.Routine activities to implement character values on students

- 1) Greet morning activity
- 2) Habitually prayer dhuha with jama'ah
- 3) Habitually prayer dhuhur with jama'ah
- 4) Cooperative with other friends

f. School environment support the process of character formation

- 1) Get use to throw garbage on the trash
- 2) Separating garbage into three parts, dry, wet, and plastic
- 3) Involve first grade parents for picket in turn
- 4) Habituation to give a good example
- 5) Habituation handshake (salim) correctly
- 6) Habituation how to eat correctly
- 7) Habituation how to speak correctly

g. Teachers involve parents, schoolgirls and the community in shaping the character of students

- 1) Presenting community leaders as role models of students
- 2) Invite the parents or community to monitor and guide students
- 3) Hold a meeting with the guardian of students to discuss the character development of children during school and home

2. Inhibition of implementation character values in the thematic book in first grade MIN Sukosewu Blitar

a. The creation of an RPP that lists character values

- 1) Teachers can't attach all aspects on one learning because the limit of material study on a book
- 2) Some students can't be able to apply character values

b. Submission of character values at the time of teaching and learning activities

- 1) Student not yet have responsibility
- 2) Concern for his friends less
- 3) Can not be cooperated with his friends

c. Evaluated character values on student

- 1) Any some student need more guide on implementation of character values
- 2) Teacher too focus spend material of learn
- 3) Character values can't implement with maximum
- 4) Student too much

d. The background character of the parents affects the process of planting the character values

- 1) Bad parents behave
- 2) There are parents who forbid their children to pray
- 3) Some parents still have dog

e. Friends affect the implementation of character

- 1) Effect of bad friend's behavior in School
- 2) Effect of bad friend's behavior in home

f. The student's home environment affects the cultivation of character values in the student

- 1) A less harmonious family
- 2) Effect of bad mother language

CHAPTER V

DISCUSSION

A. Implementation of Character Values on Tematik Books in Fisrt Grade MIN

Sukosewu Blitar

Character is a very important aspect in the world of education. In the thematic books are also poured elements that contain the character values. In addition almost in every activity that is in the School inserted the values of the characters. With that the child will get used to doing good deeds or behaved.

One effort that can be done by the teacher is to implement the values of characters contained in the theme book to the students. This is done so that students can get used to behave well wherever and whenever. In this case MIN Sukosewu Blitar as an Islamic educational institution stressed that it is very important to instill character values in children. Implementation is considered important because starting from habituation will be embedded good habits also in themselves. These activities include:

1. Get used to say salam
2. Get used to behave
3. Get used to pray before and after learning
4. Applying spiritual aspects and social aspects in every teaching and learning activity
5. Invite students to get used to working together
6. Get used to a good prayer

7. Giving parables as motivation to students
8. Provide a simple example of suppression of KI 1 and KI 2
9. Hunting garbage
10. Morning activity
11. Habituation praying dhuha congregation
12. Habituation Prayer dhuhur congregation
13. Habituation to say hello
14. Cooperate with his friends
15. Get used to get the garbage in its place
16. Separate waste into three types, dry, wet, and plastic
17. Involve the guardian of the 1st grade students for rotating picket
18. Habituation provides a good example
19. Hands shaking hands (salim) is correct
20. Habituation of a good way to eat
21. Good spoken habituation
22. Presenting community leaders as role models
23. Invite parents or associations to monitor and guide students
24. Hold a meeting with the parents of students to discuss the character development
of children during school and home
25. Presenting community leaders as role models
26. Invite parents or associations to monitor and guide students

27. Hold meetings with parents to discuss the character development of children during school and home

Habituation to students is very important. Therefore, the teacher tries to implement the character's values to the students. As the next generation of Indonesia, students are required to have good character values. It aims to create a generation that has a quality character. This is where the MIN Sukosewu role to print the next generation of generations who have good character values.

a. Implementation

Joko Susilo stated that the implementation is an application that can be ideas, concepts, policies, and innovations which then provide a practical action. So that will provide the impact of changes in knowledge and skills and attitudes.

In the Qur'an has also been described in the letter of Maryam ayat 97:

فَإِنَّمَا يَسَّرَنَا لِتُبَشِّرَ بِهِ الْمُتَّقِينَ وَتُنذِرَ بِهِ قَوْمًا لَدُّا ٩٧

Meaning:

"So We have made it easy for the Qur'an by your language so that you may give glad tidings with the Holy Quran to the righteous, and that you may warn him against rebellious people" (QS. Maryam 19:97)

By conveying both science and instruction, we have helped others to stay on the right path. Allah proclaims that He mortals upon His servants the believers who do righteous deeds, that is the deeds favored by Allah; By following

the shari'ah of Muhammad. He will instill for them in the hearts of his righteous servants, feelings of love and affection

In this case it is important to convey or mengimplementasikan positive things including the character values to students. In other words we help students to be people who have good character or behavior. In giving an implementation is not just merapa mencapai something, but there is a purpose of implementation implementation. This is as expressed by Nurdin Usman in his book entitled *Konteks Implementasi Berbasis Kurikulum*:

Implementasi adalah bermuara pada aktivitas, aksi, tindakan, atau adanya mekanismesuatu sistem. Implementasi bukan sekedar aktivitas, tetapi suatu kegiatan yang terencana dan untuk mencapai tujuan kegiatan⁶⁷

This is as it has been written in the Qur'an in Surat al-Luqman verse 17:

يُبَيِّنَ أَقِيمُ الصَّلَاةَ وَأَمْرُ بِالْمَعْرُوفِ وَأَنْهَ عَنِ الْمُنْكَرِ وَأَصْبِرْ عَلَىٰ

مَا أَصَابَكَ إِنَّ ذَلِكَ مِنْ عَزْمِ الْأَمْوَارِ ١٧

Meaning: "O my son, establish prayer and command (man) to do good and prevent (them) from evil deeds and be patient with what happened to you. This is indeed what is required (by Allah) "(QS. Al-Luqman 21:17)

Implementing not only necessarily conveys just something, but the things that are delivered must be clear. From the above verse it can be concluded that Allah

⁶⁷ Usman,Nurdin. *Konteks Implementasi Berbasis Kurikulum*(Jakarta: PT. Raja Grafindo Persada) hlm. 70.

SWT has ordered to stay away from the actions of munkar and multiply do good. Thus the implementation process has clarity of goals and results to be achieved.

According to the researcher, the situation has been done by Ibu Ida as the guardian of class 1 Al-Ghozali. It is contained in chapter 4 which is the exposure of data at the time the researcher conducted an interview with him. In the RPP that he created already attached values of any character to be conveyed. Then he also gave emphasis in KI 1 spiritual aspect and KI 2 social aspect. Thus the implementation of character values will be achieved maximally.

Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so as to impact, whether in the form of changes in knowledge, skills and values, and attitudes. In the Oxford Advance Learner's Dictionary it is argued that the implementation is "Put something into effect", (the application of something that gives effect or impact).⁶⁸

From the above explanation can be concluded that implementation is an idea, concept, policy, or innovation in giving an action and then will give impact that can be change of knowledge, skill and also value and attitude. An implementation can have a significant impact on the object subject to the implementation process.

This has been applied by Ibu Ida in learning activities especially in implementing character values. He uses the emphasis of simple habituation but embedded in the students themselves. The activity is done to the students as long as

⁶⁸ Mulyasa.*kurikulum Berbasis Kompetensi Konsep, Karakteristik dan Implementasi*(Bandung: PT Remaja RosdaKarya) hlm. 93.

the student is in school. One of them is garbage hunting activity. This activity is aimed to instill in students about the attitude of care to the surrounding environment. And ultimately the students have been accustomed to doing these activities. This is also the researchers met at the time of observation or observation in the class. After the lesson students have memorized what the next activity will be done.

According to Jeffri L.Pressman and Aron B. Widavski in Charles O. Jones said:

Implementasi sebagai suatu proses interaksi antara suatu perangkat tujuan dan tindakan yang mampu untuk meraihnya. Implementasi adalah kemampuan membentuk hubungan-hubungan lebih lanjut dalam rangkaian sebab-akibat yang menghubungkan tindakan dengan tujuan.⁶⁹

From the above understanding can be concluded that the implementation is a process wherein there is interaction between goals with actions that serve to help realize what things to achieve. Then the implementation also has the ability to form deeper relationships in the cause and effect sequences which, in turn, have a role of liaison between actions with purpose

This theory is in accordance with what is done by Mrs. Ida she will still apply or implement the values of character to students who have not embedded in the student self. This is done to give repeated emphasis so that the values of characters that teachers convey can be embedded in the student self.

⁶⁹ Charles O. Jones. *Pengantar Kebijakan Publik* (Jakarta: PT Raja Grafindo) hlm.265.

b. Character

According to the Depdiknas is bawaan hati, jiwa kepribadian, budi pekerti, perilaku, personalitas, sifat, tabiat, temperamen, dan watak. Sementara itu yang disebut dengan berkarakter ialah berkepribadian, berperilaku, bersifat, bertabiat, dan berwatak.⁷⁰

So the character is an innate of all human behavior which represents the behavioral elements such as personality, character, behavior, personality, nature, character and character. In addition, the so-called character is doing all the actions done by humans.

In Surat Al-Isra 'Allah SWT has ordered people to always behave well:

وَقَضَى رَبُّكَ أَلَا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَنًا إِمَّا يَتَلَقَّنَ
عِنْدَكُمُ الْكِبَرُ أَحَدُهُمَا أَوْ كِلَّاهُمَا فَلَا تُقْلِلُ لَهُمَا أُفْ وَلَا تَنْهَرْهُمَا وَقُلْ
لَهُمَا قَوْلًا كَرِيمًا ۚ ۲۳

Meaning: "And thy Lord hath commanded that ye should worship none but Him, and ye should do good unto your father's mother best. If one of the two or both is to remain old in your care, then never say to them both "ah" and do not yell at them and say to them noble words "(QS. Al-Isra' 15:23)

In the letter of Al-Isra 'Allah includes the command of worship to Him with the command of good deeds to both parents, where He said: wa bilwalidaini ihsaan ("And you should do good to your father's mother with the best.") That is,

⁷⁰ Nurla Isna Aunillah, *Panduan Menerapkan Pendidikan Karakter di Sekolah*, (Jogjakarta: Laksana,2011), hlm. 19.

He Told His servant to do good to both parents. That is like his word in another Letter, where He says which means: "Give thanks to Me and to your parents, only to Me where you return.

In this case, Ibu Ida has implemented it by inviting the participation of the student guardian community to work together to supervise and guide their children, both at school and at home. With the cooperation will make it easier for teachers to instill the values of the characters in the students themselves. One example is on environmental care, teachers provide information to the community to monitor and guide students how to clean the environment.

Prof. Suyanto, Ph.D said:

karakter adalah cara berpikir dan berperilaku yang menjadi ciri khas setiap individu untuk hidup dan bekerja sama, baik dalam lingkup keluarga, masyarakat, bangsa dan Negara.⁷¹

Thus it can be said that the character is a medium or a way that is used by humans for the things of thinking, behaving and all things that are characteristic of each individual or human, then the way will be used to live together with other communities be it in the family and scope More broadly.

This theory is in accordance with what is done by Mrs. Ida is by way of more emphasis on planting characters in KI 1 and KI 2. KI itself contains about spiritual or religious aspects. While KI 2 contains social aspect. On the spiritual aspect contains five aspects, namely the pronunciation of greeting, polite, praying before and after the lesson, and tolerance among friends. Meanwhile, the social aspects of

⁷¹ Prof. Suyanto, PhD dalam Masnur Muchlis, *Pendidikan Karakter* (Jakarta: PT Bumi Aksara, 2011) hlm70

KI 2 are responsibilities, discipline, honesty, environmental care, cooperation, and confidence. Both KI is very important to be implanted in students who will later be used in social activities in the environment.

While inside Publikasi Pusat Kurikulum Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional berjudul “Pedoman Pelaksanaan Pendidikan Karakter (2011)” “Has identified a number of character-forming values that are the result of the empirical study of the Curriculum Center sourced from religion, Pancasila, culture and national education objectives. These values are:⁷²

1. Religius (sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, dan hidup rukun dengan pemeluk agama lain).
2. Jujur (perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan, dan pekerjaan).
3. Toleransi (sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap, dan tindakan orang lain yang berbeda dari dirinya).
4. Disiplin (tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan).

⁷² Kementerian Pendidikan Nasional, *Pedoman pelaksanaan Pendidikan Karakter; Berdasarkan Pengalaman di Satuan Pendidikan Rintisan*, (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2011), page. 2-3.

5. Kerja Keras (perilaku yang menunjukkan upaya yang sungguh-sungguh dalam mengatasi berbagai hambatan guna menyelesaikan tugas/belajar/pekerjaan dengan sebaik-baiknya).
6. Kreatif (berfikir dan melakukan sesuatu untuk menghasilkan cara atau hasil baru dari sesuatu yang telah dimiliki).
7. Mandiri (sikap dan perilaku yang tidak mudah tergantung orang lain dalam menyelesaikan tugas-tugas).
8. Demokratis (secara berfikir, bersikap, dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain).
9. Rasa Ingin Tahu (sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajarinya, dilihat, dan didengar).
10. Semangat Kebangsaan (cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan Bangsa dan Negara di atas kepentingan diri dan kelompoknya).
11. Cinta Tanah Air (cara berfikir, bersikap dan berbuat yang menunjukkan kesetiaan, kepedulian, dan penghargaan yang tinggi terhadap bahasa, lingkungan fisik, social, budaya, ekonomi, dan politik bangsa).
12. Menghargai Prestasi (sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, dan mengakui, serta menghormati keberhasilan orang lain).

13. Bersahabat/Komunikatif (tindakan yang memperlihatkan rasa senang berbicara, bergaul, dan bekerja sama dengan orang lain).
14. Cinta Damai (sikap, perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadiran dirinya).
15. Gemar Membaca (kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan kebaikan bagi dirinya).
16. Peduli Lingkungan (sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang terjadi).
17. Peduli Sosial (sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan).
18. Tanggung Jawab (sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajibannya, yang seharusnya ia lakukan, terhadap diri sendiri, masyarakat, lingkungan alam, sosial dan budaya, Negara dan Tuhan Yang Maha Esa).

Some of the above character values have been implanted in MIN Sukosewu, among them is the culture of greeting the father and mother of the teacher, the habit of praying before and after doing something, cooperate in completing the tasks, habituation praying congregation, habituating cleansing and love the surrounding environment.

In the Act No. 20 of 2003 on the National Education System in Pasal 3 it is clearly mentioned that national education functions to develop the ability and form the character and civilization of dignified nation in order to educate the life of the

nation. National education aims to develop the potential of learners to become human beings who believe and be cautious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible.

B. Inhibition Implementation of Character Values on Thematic Books at First Grade MIN Sukosewu Blitar

The planting of character values in MIN Sukosewu has been going well, but it does not mean that there are no problems or obstacles in the implementation. These obstacles can disrupt the process of implanting the character values of the students. These barriers include the following:

1. Making an RPP that lists character values

- a. Teachers can not attach all aspects of learning because of the limited material in the book

This is because teachers have problem in delivering to four KI. Suppose that in KI 1 there are 8 aspects and KI 2 there are 6 aspects can not be attached all of them. This is because the KD of KI 1 and 2 has been set. In addition, the potential of each child is different and the ability of teachers who are still minimal who are still learning about the learning process K13.

- b. Students have not been able to apply character values

This happen because the students themselves have difficulty in accepting the character values. Besides the first grade students also still need more understanding.

2. Submission of character values at the time of teaching and learning activities

a. Student not have responsibility

As a first-year student, most still can not be given responsibility. Individual observers also see there are some students who do not have a sense of responsibility. One example that researchers encounter when students pray, there are some students if not scolded not pray.

b. Concern for his friend less

When teachers invite students to read Al-qur'an that there are some students running around, what they do is very disturbing the activities of other friends, but they do not care about the condition of his friends who are read Al-qur'an.

c. Can not cooperate with his friend

This researchers met at the time the researchers were in class. Researchers see there are two students who are fighting scissors and staples, they scramble both tools to do the task of making the workshop in groups.

3. Evaluated character values on student

a. Any some student need guide on implementation character values

There are some children who are still difficult to be guided, this is because the child including children who actively movements in class, especially boys. They need special guidance from the teacher.

b. Teacher too focus spend the material of learning

In this case the teachers have difficulty in spending subject matter. This may be due to adiwiyata activities at school when teaching becomes truncated.

c. Character values can not be delivered maximally

This is experienced by teachers because teachers are too busy to spend the subject matter. So the character values contained in lesson material is achieved maximally.

4. The background character of the parents affects the process of planting the character values

a. The bad behavior of parents

This would be the most fatal thing. This is because the old caring who live with his son should provide a good example of his son instead of the opposite. According to information that researchers took from the informant there was a guardian whose behavior was less good. That is when paying unfair contributions to call him, and it happens in a class that is also seen by the students.

b. There are parents who forbid their children to pray

In this matter is very apprehensive. How can a parent should support the creation of a good character in the student but forbid his son to pray.

c. Some parents still have dog at home

It is clear that in Islam religion is forbidden to keep dogs. This is because all the elements contained therein are unclean. However, there are still guardian pupils who keep dogs.

5. Friends affect the implementation of the characters' values on the students

a. Influence of bad friend's behavior in School

On this issue is very likely this happens because a friend is a person who interact with students everyday school. However, if the behavior of friends is good then automatically students will be a good person. But if otherwise the student's behavior is bad then the student will be affected by the behavior of his friend.

b. Influence of bad friend's behavior in home

School teachers have been trying to instill good behavior to students, but if dilingkungannya friends of students are not having good behavior will also affect the student's behavior.

6. The student's home environment affects the cultivation of character values in the student

a. A less harmonious family

The condition of the student family that is less harmonious will directly affect the condition or character of the school. This will certainly be a separate problem for teachers because these students tend to behave that are not the same as his friend.

b. Influence of bad mother language

Language is a very fatal thing. Because in particular the elementary class students learn from speech words that every day he heard. Automatically he remembered and recited the words he heard when he talked to anyone

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of exposure and findings of researchers it can be concluded that the implementation of character values on the theme book in class 1 MIN Sukosewu Blitar as follows:

1. Implementation of character values in the theme book in class 1 MIN Sukosewu done by giving habituation or activities that support the process of planting character values. With the giving of habits and activities that support the implementation of character values, students will be accustomed to do or act with the habits that teachers have planted in the School. The cultivation of the character values of the students is in accordance with the Vision and Mission of MIN Sukosewu namely "The realization of human beings who are berahlakul karimah, intelligent, independent, skilled, cultured healthy environment, based on Al-Qur'an and Hadith." Teachers and School also give Habits and activities aimed at forming good character in the students, such activities, among others, using simple and easily understood methods of students, providing motivation about the character to the students, giving the students values of character, giving routine activities that support the implementation of the values of the students, Character values, creating School environments that support the inclusion of character values in

students, and involving parents and the community in shaping the character of students.

2. Inhibition of Implementation of Character Values In Thematic Books in first grade MIN Sukosewu Blitar can occur because there are some problems both from the students, teachers, community, and student residence environment. The problems can be described as follows, the teacher has difficulty in listing all the character's values in RPP, the teacher difficulties in conveying the character's values, the teacher has difficulty in evaluating the character's values on the students, the background of the character of the parents influences the cultivation of values Characters, friends affect the implantation of character values, and student residence environments that are less supportive of implanting character values.

B. Suggestion

1. For school

It is expected the research will be the material for evaluation and improvement of the quality of education especially in the field of character building on all students at MIN Sukosewu.

2. For Teacher

This research as a contribution of thought to the teacher in terms of implementing the values of character to students MIN Sukosewu who have a variety of backgrounds and different personalities.

3. For Parents

Always monitor and guide his son and daughter both in school and home environment. This is so that children are not affected by individuals or environments that can damage his behavior

4. For other researcher

This study is still limited to "Implementation of the character values in the thematic book in grade 1 MIN Sukosewu, for that it is necessary to have further new research with a wider scope.

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APPENDIX

Appendix I



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 56, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk_uinmalang@yahoo.com

Nomor
 Sifat
 Lampiran
 Hal

: Un.3.1/TL.00.1/ 120 /2017
 : Penting
 : -
 : Izin Penelitian

20 April 2017

Kepada
 Yth. Kepala MIN Sukosewu Gandusari Blitar
 di
 Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ainun Muttaqin Febriandhona Prasetyo
NIM	:	13140055
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik	:	Genap - 2016/2017
Judul Skripsi	:	Implementasi Nilai-Nilai Karakter pada Buku Tematik di Kelas 1 MIN Sukosewu Gandusari Blitar

Lama Penelitian : April 2017 sampai dengan Juni 2017 (3 bulan)
 diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



Appendix II



KEMENTERIAN AGAMA
MADRASAH IBTIDAIYAH NEGERI SUKOSEWU
KEC.GANDUSARI KAB. BLITAR
Ds. Sukosewu Telp. 085101708870 E-mail : minsukosewu@ymail.com

SURAT KETERANGAN

Nomor : B-77/Mi.13.31.9/Hm.003/097/5/2017

Yang bertanda tangan di bawah ini :

Nama : H. SYAIFUL RIDHWAN MUCHDI, M.A
NIP : 197104091994021001
Pangkat / Gol : Pembina / IV a
Jabatan : Kepala Madrasah
Unit Kerja : MIN Sukosewu

Menerangkan bahwa mahasiswa jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, yang tersebut dibawah ini :

Nama : Ainun Muttaqin Feibriandhona Prasetyo
NIM : 13140055
Semester-Tahun Akademik : Genap – 2016/2017

Telah selesai melaksanakan penelitian di MIN Sukosewu dengan judul **Implementasi Nilai-Nilai Karakter Pada Buku Tematik Di Kelas 1 Min Sukosewu Gandusari Blitar.**

Demikian surat keterangan ini saya buat dengan sebenar-benarnya, agar dapat digunakan sebagaimana mestinya.

Blitar, 12 Mei 2017

Kepala MIN Sukosewu



H.SYAIFUL RIDHWAN MUCHDI, M.A
NIP. 197104091994021001

Appendix III



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id/](http://fitk.uin-malang.ac.id/) email :fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nama : AINUN MUTTAQIN FEBRIANDHONA PRASETYO.....
 NIM : 13140055.....
 Judul : IMPLEMENTATION OF CHARACTER VALUES ON
 TEMATIK Book AT FIRST GRADE IN MIN.
 SUKOSEWU BLITAR.....
 Dosen Pembimbing : Dr. Hj. Like Raskova Oktaberling M.Ed.

No.	Tgl / Bln / Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	26/10/2016	Konteks Penelitian dan Fokus	lsl
2.	29/10/2016	Kajian Teori dan Bab I	lsl
3.	8/11/2016	Bab II Kajian Teori	lsl
4.	14/11/2016	Bab III Metode Penelitian	lsl
5.	8/3/2017	Bab IV Paparan data dan Hasil	lsl
6.	1/5/2017	Revisi Bab IV	lsl
7.	6/5/2017	Revisi Bab IV	lsl
8.	10/5/2017	Temuan	lsl
9.	20/5/2017	Bab V Pembahasan	lsl
10.	28/5/2017	Bab VI dan kelengkapan	lsl
11.			
12.			

Malang, 30 Mei 2017.
 Mengetahui
 Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA
 NIP. 197308232000031002



Certificate No. ID08/1219

Appendix IV

GUIDE OF INTERVIEW

NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Ada berapa jenis nilai-nilai karakter dalam satu kali pelaksanaan proses belajar mengajar?	
2.	Apakah guru mencantumkan nilai-nilai karakter dalam RPP?	
3.	Adakah penghambat dalam pembuatan RPP yang mencantumkan nilai-nilai karakter?	
Proses Pelaksanaan		
NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Metode apa yang digunakan guru untuk menyampaikan materi pelajaran?	
2.	Apakah guru sering memberikan motivasi mengenai karakter atau perilaku yang baik kepada siswa?	
3.	Adakah kendala dalam proses penyampaian nilai-nilai karakter pada saat proses belajar mengajar berlangsung?	
4.	Apakah guru selalu memberikan penekanan tentang nilai-nilai karakter pada setiap akhir pelajaran?	
5	Adakah kegiatan rutin yang guru lakukan untuk mengimplementasikan nilai-nilai karakter pada siswa?	
Proses Evaluasi		
NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Evaluasi apa yang guru berikan kepada siswa untuk mengetahui tercapainya nilai-nilai karakter yang terdapat didalam materi pelajaran?	
2.	Adakah perubahan terhadap siswa setelah guru mengimplementasikan nilai-nilai karakter kepada siswa?	
3.	Jika nilai-nilai karakter pada buku belum tercapai, apa tindakan yang guru lakukan?	

4.	Apakah indikator yang mengandung nilai-nilai karakter sudah tercapai?	
5.	Adakah hambatan dalam proses mengevaluasi nilai-nilai karakter pada siswa?	

Eksternal

NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Apakah lingkungan Sekolah mendukung proses pembentukan nilai-nilai karakter?	
2.	Apakah Guru melibatkan orang tua, pihak sekolah, maupun masyarakat dalam membentuk karakter siswa?	
3.	Apakah faktor latar belakang ekonomi keluarga siswa mempengaruhi proses penanaman nilai-nilai karakter pada siswa?	
4.	Apakah guru juga menjadi teladan bagi siswa?, teladan seperti apakah yang guru berikan?	

Instrumen wawancara dengan Waka Kurikulum

NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Apakah nilai-nilai karakter pada buku tema sesuai dengan Visi dan Misi Sekolah?	
2.	Bagaimana mengukur indikator tercapainya nilai-nilai karakter?	
3.	Adakah hambatan bagi Sekolah dalam penerapan nilai-nilai karakter pada buku tema?	
4.	Apakah guru wajib mencantumkan nilai-nilai karakter pada RPP?	

Instrumen wawancara dengan Kepala Sekolah

NO.	Pertanyaan Observer	Jawaban dari Narasumber
1.	Apakah nilai-nilai karakter pada buku tema sesuai dengan Visi dan Misi Sekolah?	
2.	Apakah lingkungan Sekolah sudah mendukung untuk proses penanaman nilai-nilai karakter?	
3.	Adakah hambatan bagi Sekolah dalam menerapkan nilai-nilai karakter dari buku tema kepada siswa?	
4.	Apakah pihak Sekolah melibatkan wali murid dan masyarakat dalam menanamkan nilai-nilai karakter pada siswa?	

Instrumen Wawancara dengan Waka Kesiswaan

NO	Pertanyaan Observer	Jawaban Narasumber
1.	Apakah faktor latar belakang ekonomi keluaraga mempengaruhi penanaman nilai-nilai karakter pada siswa?	
2.	Apakah teman mempengaruhi penanaman nilai-nilai karakter pada siswa?	
3.	Apakah lingkungan Sekolah mendukung proses implementasi nilai-nilai karakter?	
4.	Apakah lingkungan masyarakat tempat tinggal siswa mempengaruhi penanaman nilai karakter pada siswa?	

Appendix V

Lesson Plan and Evaluation Result

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah	: MIN SUKOSEWU
Kelas / Semester	: I (Satu) / 2
Tema 8	: Peristiwa Alam
Sub Tema 2	: Musim Kemarau
Pembelajaran	: 5
Alokasi Waktu	: 1 x Pertemuan

A. KOMPETENSI INTI (KI)

KI 1 : Menerima dan menjalankan ajaran Agama yang dianutnya

KI 1 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan guru

KI 1 : Memahami pengetahuan faktual dengan cara mengamati mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah

KI 1 : Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. KOMPETENSI DASAR (KD) & INDIKATOR

Bahasa Indonesia

Kompetensi Dasar (KD)

- 1.2 Menerima kebersamaan dalam keberagaman sebagai anugerah tuhan yang maha esa di lingkungan rumah dan sekolah

- 2.1 Menunjukkan perilaku jujur,disiplin,tanggung jawab,santun,peduli dan percaya diri dalam berinteraksi dengan keluarga,teman dan guru sebagai perwujudan nilai dan moral pancasila
- 3.1 Mengenal teks deskriptif tentang anggota tubuh dan pancaindra, wujud dan sifat benda, serta peristiwa siang dan malam dengan bantuan guru atau teman dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu pemahaman
- 4.1 Mengamati dan menirukan teks deskriptif tentang anggota tubuh dan pancaindra, wujud dan sifat benda, serta peristiwa siang dan malam secara mandiri dalam bahasa Indonesia lisan dan tulis yang dapat diisi dengan kosakata bahasa daerah untuk membantu penyajian

Indikator :

- 1.2.1 Mensyukuri anugerah tuhan yang maha esa tentang keberagaman
- 2.1.1 Berperilaku jujur,disiplin dan tanggung jawab
- 3.1.1 Mengidentifikasi cerita di dalam gambar berseri
- 4.1.1 Menceritakan kembali cerita sesuai dengan gambar berseri
- 4.1.2. Menjalin cerita sehingga menjadi cerita yang memiliki alur yang runtut

Matematika

Kompetensi Dasar (KD)

- 1.1 Merasakan keindahan alam sebagai salah satu tanda-tanda kekusaan tuhan
- 2.1 Menunjukkan rasa percaya diri untuk berlatih mengekspresikan diri dalam mengolah karya seni
- 3.7 Menentukan pola dari barisan bangun datar sederhana menggunakan benda-benda yang ada di lingkungan sekitar
- 4.4 Mendeskripsikan, mengembangkan, dan membuat pola yang berulang

Indikator :

- 1.1.1 Mensyukuri salah satu tanda kekusaan tuhan
- 2.1.1 Berani mengekspresikan diri dalam Membuat Pola Bilangan
- 3.7.1 Mengidentifikasi pola variasi bangun datar yang membentuk pola berulang
- 4.4.1 Menyusun variasi bangun datar sehingga membentuk pola yang berulang

C. TUJUAN PEMBELAJARAN

- Setelah mengamati gambar, siswa dapat mengidentifikasi cerita di dalam gambar berseri dengan sesuai.
- Dengan berdiskusi di dalam kelompok, siswa dapat menceritakan kembali cerita gambar berseri dengan jelas dan runtut
- Setelah membagi tugas bercerita dalam kelompok, siswa dapat menjalin cerita sehingga menjadi cerita yang memiliki alur yang runtut.
- Setelah mengamati pola, siswa dapat mengidentifikasi pola variasi bangun datar yang membentuk pola berulang.
- Setelah menirukan contoh dari guru, siswa dapat menyusun variasi bangun datar sehingga membentuk pola yang berulang dengan tepat.
- Setelah menggunting dan merancang pola, siswa dapat membuat kreasi melalui pola bangun datar berulang dengan tepat.

D. MATERI PEMBELAJARAN

- Bercerita tentang Suasana Musim Kemarau Berdasarkan Gambar Berseri
 1. Tiga bulan terjadi musim kemarau
 2. Tanah menjadi kering
 3. Tanaman banyak yang layu dan mati
 4. Sumur menjadikering
 5. Terjadi kekurangan air
- Membuat Tirai dari Pola Bangun Datar

E. METODE PEMBELAJARAN

- Pendekatan : Saintifik
- Metode : Permainan/simulasi, diskusi, tanya jawab, penugasan dan ceramah

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ■ Guru memberikan salam dan mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing. ■ Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. ■ Menginformasikan tema yang akan dibelajarkan yaitu tentang <i>"Peristiwa Alam"</i>. ■ Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan. 	10 menit
Inti	<p>Langkah-langkah kegiatan bagian satu:</p> <ul style="list-style-type: none"> ■ Kelas dibuka dengan siswa menjawab pertanyaan dari guru: (<i>Menanya</i>) <ul style="list-style-type: none"> - Pernahkan siswa mengalami musim panas yang sangat panjang? - Apakah pernah mengalami kekurangan air? - Apa yang kamu lakukan ketika kekeringan terjadi di daerahmu? ■ Selanjutnya, siswa membuka buku siswa dan memperhatikan gambar berseri yang ada di buku tersebut. (<i>Mengamati</i>) ■ Dalam kelompok, siswa berdiskusi tentang rangkaian peristiwa yang terdapat pada gambar tersebut. (<i>Mengekplorasi</i>) ■ Setiap kelompok maju ke depan kelas dan setiap siswa di kelompok mendapat giliran untuk berbicara secara bergiliran, merangkai cerita sehingga menjadi satu kesatuan cerita yang sesuai dengan gambar berseri. ■ Jika dalam satu kelompok beranggotakan lebih dari 4 siswa, salah satu siswa dapat berperan sebagai pembuka atau penutup cerita seperti halnya reporter. 	30 Menit X 35 JP

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>Guru memberikan contoh cara membuka dan menutup cerita, kemudian minta siswa untuk mengembangkan lebih lanjut.</p> <ul style="list-style-type: none"> ■ Kelompok yang menyimak diperkenankan untuk memberikan pujian, atau pendapat terhadap penampilan temannya. (<i>Mengasosiasi</i>) <p>Langkah-langkah kegiatan bagian dua:</p> <ul style="list-style-type: none"> ■ Pelajaran kembali dibuka dengan siswa menyimak penjelasan guru, bahwa pada musim kemarau matahari bersinar sangat terik. Terkadang jika sinar yang masuk ke dalam rumah tidak dihalangi sesuatu, ruangan dalam rumah tersebut akan terasa panas. Siswa diminta menebak, disebut apakah benda yang digunakan untuk menutupi jendela agar terlindung dari sinar matahari? Setelah mendengarkan jawaban siswa, (jawaban yang diharapkan adalah tirai) guru menuliskan jawaban yang benar di papan tulis yaitu “TIRAI”. (<i>Mengamati</i>) ■ Sampaikan bahwa hari ini mereka akan membuat suatu kreasi dengan pola bangun datar yang ada, yaitu tirai. ■ Siswa mengamati pola yang ada di buku siswa, kemudian merancang pola berulang menggunakan pola yang tersedia. ■ Setelah selesai merancang, siswa menggunting bangun datar yang dibutuhkan, dan menempelkannya di atas kardus bekas/karton. (<i>Mengekplorasi</i>) ■ Susunlah pola yang sudah dibuat dan disambungkan dengan tali sehingga membentuk pola. ■ Siswa yang sudah selesai dapat menjelaskan pola bangun datar yang digunakan pada guru. ■ Setelah selesai, tirai dapat ditempelkan di jendela kelas sebagai pajangan. (<i>Mengkomunikasikan</i>) 	
Penutup	<ul style="list-style-type: none"> ■ Bersama-sama siswa membuat kesimpulan / rangkuman hasil belajar selama sehari 	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> ▪ Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) ▪ Guru memberi kesempatan kepada siswa untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. ▪ Melakukan penilaian hasil belajar ▪ Berburu sampah(Kegiatan bersih kelas) ▪ Mengajak semua siswa berdo'a menurut agama dan keyakinan masing-masing (untuk mengakhiri kegiatan pembelajaran) 	

G. SUMBER DAN MEDIA PEMBELAJARAN

- Buku Pedoman Guru Tema : Peristiwa Alam Kelas 1 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
- Buku Siswa Tema : Peristiwa Alam Kelas 1 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
- Gunting, lem , kertas kardus bekas/karton, tali kasur
- Pola bangun datar (terlampir)

H. PENILAIAN PROSES DAN HASIL BELAJAR

1. Penilaian Spiritual

No	Nama Siswa	Perubahan Tingkah Laku											
		Berdoa sebelum pelajaran				Mengucap/menjawab salam				Bersyukur			
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM
1	Ahmad shihabudin Al-Muzaky			V					V		V		
2	Aditya Summa Al-Basir		V					V		V			

3	Aida Munawwarah				V			V				V	
4	Avissa Xenadia Orlin A				V				V			V	
5	Azarine Defina A.S			V				V				V	
6	Bella Amalia Putri				V				V			V	
7	Damar Munajad			V					V				
8	Devan Budianto			V									
9	Danisa fahma Sania				V			V				V	
10	Faldan Nasta Aria A			V				V			V		
11	Fristianto Januar A		V				V			V			
12	Iva FidiyahSari				V			V				V	
13	M.Zulfa T. M				V				V			V	
14	Nabila Fajriyanti				V				V			V	
15	Nova Fajriyani				V				V			V	
16	Putra Wijaya		V						V			V	
17	Rhasyid Syaefuddin			V				V			V		
18	Ryan Ananda Saputra		V					V			V		
19	Safa Ibni Qodama S		V					V			V		
20	Salsabila				V			V				V	

21	Sinta Fatihatussaadah				V			V					V	
22	Yusuf Setiawan				V			V					V	

2. Penilaian Sikap

No	Nama Siswa	Perubahan Tingkah Laku											
		Percaya Diri				Disiplin				Kerjasama			
		BT	MT	MB	SM	BT	MT	MB	SM	BT	MT	MB	SM
1	Ahmad shihabudin Al-Muzaky	V					V				V		
2	Aditya Summa Al-Basir	V				V					V		
3	Aida Munawwarah		V				V				V		
4	Avissa Xenadia Orlin A		V				V				V		
5	Azarine Defina A.S	V				V					V		
6	Bella Amalia Putri		V				V				V		
7	Damar Munajad		V				V				V		
8	Devan Budianto	V				V					V		
9	Danisa fahma Sania			V			V				V		
10	Faldan Nasta Aria A	V					V				V		
11	Fristianto Januar A	V					V				V		
12	Iva FidiyahSari		V				V				V		
13	M.Zulfa T. M			V			V				V		
14	Nabila Fajariyanti			V			V				V		
15	Nova Fajriyani			V			V				V		
16	Putra Wijaya	V				V					V		

17	Rhasyid Syaefuddin		V					V			V		
18	Ryan Ananda Saputra		V					V			V		
19	Safa Ibni Qodama S		V					V			V		
20	Salsabila				V			V			V		
21	Sinta Fatihatussaadah			V				V			V		
22	Yusuf Setiawan			V				V			V		

Keterangan:

- BT : Belum Terlihat
 MT : Mulai Terlihat
 MB : Mulai Berkembang
 SM : Sudah Membudaya

Berilah tanda centang (✓) pada kolom yang sesuai

3. Penilaian pengetahuan:

Instrumen penilaian: tes tertulis (buku siswa)

- aku adalah benda seperti mangkuk tapi terbalik digunakan saat hujan aku adalah...
- Buahku beraroma khas warna dgingku kuning kulitku berduri aku adalah.....
- akibat buruk pada musim kemarau adalah.....
- permainan yang dilakukan di musim kemarau diantaranya adalah...

4. Penilaian keterampilan:

- Unjuk kerja menceritakan gambar

Rubrik Penilaian Kegiatan Menceritakan Gambar

No.	Kriteria	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
1	Kemampuan menceritakan	Memenuhi tiga aspek:	Memenuhi dua dari tiga aspek	Memenuhi satu dari tiga aspek	Belum memenuhi semua aspek

		<ul style="list-style-type: none"> - Kesesuaian cerita dengan gambar - Ada improvisasi dalam cerita - Menggunakan intonasi yang tepat 			
2	Alur Cerita	Alur cerita dari awal hingga akhir (empat gambar) terjalin dengan baik	Alur cerita mencakup tiga gambar	Alur cerita mencakup dua gambar	Alur cerita hanya mencakup satu gambar

**Mengetahui
Kepala Sekolah,**

Guru Kelas 1

H.Syaiful Ridhawan M.MA

Ida Mahmudin Atika Faria

Appendix VI

Dokumentation Implementation of Character Values



Wawancara dengan Kepala MIN
Sukosewu Bapak H.Syaiful Ridwan
Muchdi M.Pd

Wawancara dengan Waka Kesiswaan
Bapak Miftahul Huda S.Pdi



Wawancara dengan Ibu Ida S.Pdi
selaku wali kelas 1 Al-Ghozali

Wawancara dengan Waka Kurikulum
Ibu Binti Riadhoh S.Pd



Wawancara dengan Ibu Mudriatun
S.Pdi selaku wali kelas 1 Al-Kindi

Salah satu pembiasaan dengan cara
Budaya salim kepada para guru



Salah satu pembiasaan dan kegiatan rutin yang dilakukan, yaitu sholat dhuha secara berjamaah

Kegiatan rutin sholat dhuhur berjamaah



Kegiatan membuat prakarya bekerjasama dengan teman-temannya



Kegiatan berburu sampah selepas pelajaran



Guru juga turut serta dalam kegiatan berburu sampah



Pembiasaan budaya antri pada siswa



Mendatangkan Tokoh dari koramil dalam upaya meningkatkan motivasi dan kedisiplinan siswa

Mendatangkan Ibu bidan dalam rangka hari air



Kegiatan piket yang dilakukan oleh wali siswa secara bergiliran



Mendatangkan Bapak Modin dalam rangka pondok ramadhan

Appendix VII

Curriculum Vitae

Nama	: Ainun Muttaqin Febriandhona Prasetyo
Tempat, Tanggal Lahir	: Tulungagung, 10 Februari 1995
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Riwayat Pendidikan

- a. Pendidikan Formal
 1. TK Al-Azhaar tahun 2001
 2. SDI Al-Azhaar tahun 2007
 3. MTSN Tunggangri tahun 2007-2010
 4. MAN 2 Tulungagung tahun 2010-2013