

Analysis of Teachers' Ability in Applying Science Learning Based on Religious Characters at SD Muhammadiyah 1 Karawang

Zulfa Dewina¹, Septi Fitri Meilana²

^{1,2}Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia
septifitrimeilana06mei@gmail.com

Abstract

The application of religious character education in a learning process is a must for teachers. Aims to build good values, especially on the value of religious character. The ability of teachers to apply science learning based on a religious character. The method used is a qualitative descriptive method using instruments of observation, interviews, and questionnaires on the religious character of students. The stages of this Research Method This research uses a qualitative descriptive approach. Based on the results of the study, it can be concluded that the teacher's ability in implementing religious character-based science learning at SD Muhammadiyah 1 Karawang is very good. Where all the teachers studied have been able to bring up religious character values. As for suggestions to related parties, both principals and the ministry of education in order to provide training for teachers to be able to develop learning oriented to the cultivation of student character values so that teachers can easily implement them in the classroom.

Keywords

character education; natural science learning; religious character values



I. Introduction

In character education in schools, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of school management subjects, implementation of activities, empowerment of infrastructure, financing, and the work ethic of all citizens and the school environment. Where, character education itself must include and take place at every level of education (Lanny, 2018). As a teacher or educator, the teacher is one of the determining factors for the success of any educational effort. Therefore, a teacher is required to be able to know and understand the principles of learning and master various teaching skills so that the learning process can take place well.

Character education for students according to Shinta, 2014 that throughout history, and in cultures around the world, properly conceived education has had two major goals, namely to help students become good. According to the PKK Team, 2017 Religious character is needed as the initial foundation for children to have character. Because religious character is a reflection of faith in God Almighty. Through habituation since childhood students familiarize themselves to do something better. It is not easy to cultivate good habits in students because it takes a very long time. However, if it is embedded into a habit, students will find it difficult to change from that habit. One of the values of character education that can be stimulated in children is religious character education.

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

Character Education that will be instilled in every student. There are 18 characters, including: 1) Religious 2) Honest 3) Disciplined 4) Hard Work 5) Responsibility 6) Tolerance 7) Creative 8) Independent; 9) Democratic; 10) Curiosity 11) National Spirit 12) Love for the Motherland 13) Appreciating Achievements 14) Friendly/ Communicative 15) Love for Peace 16) Loves to Read 17) Care for the Environment and, 18) Care for Social. (Rahma in Amirul, 2017) Among the eighteen-character items, there is one interesting character to analyze, namely the religious character. Science learning, teaches the main character values to students. this is because in the process of learning science students are trained in the use of scientific methods and scientific attitudes.

Science subjects are subjects that contain a systematic collection of theories, their application is generally limited to natural phenomena, born and developed through scientific methods such as observation and experimentation and demands scientific attitudes such as curiosity, openness, honesty, and so on (Trianto in Purniadi, 2009). 2017). Character education is needed through all subjects, one of which is science subjects. This means the inclusion of character education values in learning, both the material and the learning process that occurs, so it is hoped that these values will be embedded well in students, which will eventually form into a character.

According to Muhlis 2020, religious values are included in one of the many values in character education. Religious values are values related to God Almighty. Religious values will be shown by a person through his words and actions. This value is the basic value in all aspects of life. If someone's behavior has shown good religious values, then other values will accompany it well too. According to Trianto, the Nature of Science is built on the basis of scientific products, scientific processes, and scientific attitudes. Humans are given by God the mind to analyze and study what is in nature as a learning for humans. Then one of them is science with religion to greet each other as a building scientific knowledge that is intact and interrelated because scientific progress is not only judged by what it offers to the community but is also measured with the form of a climate that can encourage the progress of science. The scope of material in Natural Sciences is all objects in the universe, whether they are objects. In science learning is a process of providing direct experience to develop competencies possessed and find knowledge through scientific searches in the form of facts, concepts or principles to be identified in the natural environment (Ewita, 2020).

Character education is not only in religious subjects or civic education but can be in all subjects contained in the curriculum. One of the subjects contained in the curriculum is science which emphasizes the cultivation of values, because science is a way of systematically finding out about the natural surroundings to master knowledge, facts, concepts, principles, the discovery process, and have a scientific attitude. Through science learning activities can develop students' character in communicating. Cooperation will also

foster a sense of caring for others. From some of these statements it appears that science learning is able to contribute in building children's character.

Aspects that must be considered in instilling religious character in science are linking these values explicitly in lesson planning, learning implementation and learning assessment that are adapted to the characteristics of science subjects. If the teacher wants the appearance of character values well in the classroom, the teacher must be able to plan the appearance of character values well in the lesson plan. In line with that, in the Concept module and guidelines for implementing character education strengthening, it is stated that one of the steps to implementing Strengthening Character Education in the 2013 curriculum through learning is to design lesson plans that contain a focus on character strengthening and carry out learning according to scenarios in the lesson plans.

II. Research Method

This research use descriptive qualitative approach. This approach describes the data with the current situation. This research begins with analyzing the teacher's ability in learning, begins with compiling instruments and research preparation, continues to carry out research and continues to analyze the data obtained. Data, Instruments, and Data Collection Techniques The data collected is in the form of writing, words, and pictures. The data collection techniques used in this study include: (1) the main methods in the form of: (a) interviews to find out the learning steps taken by the teacher in the application of religious character-based learning, (b) questionnaires to determine the student's character through the assessment of student character attitudes. in science learning, (c) observation to find out the teacher's learning tools and the learning process. (2) documentation to obtain data on the teacher's name, teacher identification number, and photo. The purpose of this study was to determine and analyze the teacher's ability to apply science learning based on religious characters. Data Analysis Techniques. Data validity test in this study used triangulation techniques. Triangulation techniques are used to check the results of interviews with science teachers and students through observation, documentation, and student questionnaires to find out the truth of the interviews. The purpose of this study was to determine and analyze the teacher's ability to apply science learning based on religious characters. Data Analysis Techniques. Data validity test in this study used triangulation techniques. Triangulation techniques are used to check the results of interviews with science teachers and students through observation, documentation, and student questionnaires to find out the truth of the interviews. The purpose of this study was to determine and analyze the teacher's ability to apply science learning based on religious characters. Data Analysis Techniques. Data validity test in this study used triangulation techniques. Triangulation techniques are used to check the results of interviews with science teachers and students through observation, documentation, and student questionnaires to find out the truth of the interviews.

III. Results and Discussion

3.1 The Ability of Teachers to Apply the Value of Religious Character in Science Learning in Elementary Schools

The ability of teachers to apply religious character values in science learning in elementary schools is known by: analyze the teacher's learning implementation plan document, namely by analyzing the emergence of learning activities in the learning implementation plan which leads to the development of students' religious character

values. Based on the results of the data analysis of the learning implementation plan document, it shows that the percentage of the teacher's ability to apply religious character values in the learning implementation plan has been very good with a percentage of 100%. It is understandable that, some teachers who researched already have the ability to design lesson plans with good character. However, some of the teachers studied did not design their own learning implementation plans which were analyzed but were obtained from other sources or by accessing from the internet, so this ability cannot be concluded as the pure ability of all the teachers studied.

Furthermore, this problem occurs because not all teachers have the ability to designing lesson plans well. It can be understood that, based on the results of interviews with teachers, it was revealed that some teachers consider the learning implementation plans that they make only as a supplement to administration and they do not use the lesson plan in the learning carried out in the classroom. so that some teachers do not design their own lesson plans. Besides that, some teachers also find it difficult in designing the 2013 curriculum-based learning implementation plan, especially those that require the emergence of character value.

Furthermore, the results of the analysis also show that some teachers design their own lesson plans for use in classroom learning looks more detailed and can bring out the value of religious character well and more operationally so that it can be easily implemented in classroom learning. Occurrence of value religious character is raised by the teacher by writing and applying greetings and prayers at the beginning learning and reading greetings at the end of the lesson.

3.2 Teacher's Ability in Applying the Value of Religious Character in the Implementation of Science Learning in Elementary Schools

The ability of teachers to apply students' religious character values in the implementation of natural science learning in elementary schools is known by analyzing the results of teacher learning observations in the classroom by finding the emergence of learning activities both in initial, core and closing activities that lead to strengthening the five values of religious character. Based on the results of the analysis of learning observations in class IV and Class V Elementary Schools carried out by teachers, the following findings were found:

Table 1. The percentage of religious character values in science learning

Category	The number of students	Percentage
Not enough	2 students	7.14%
Enough	3 students	10.71%
Well	5 students	53, 57%
Very good	19 students	64.30%

Furthermore, the data is presented in graphical form as follows:

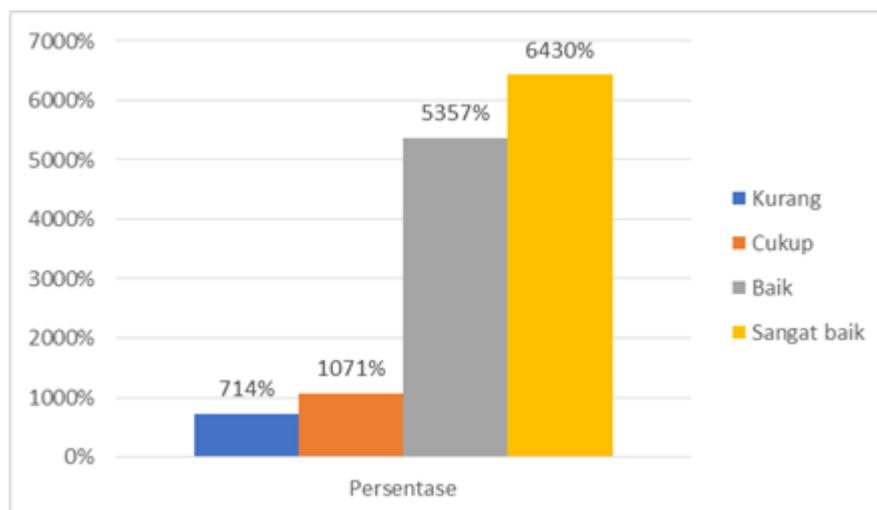


Figure 1. Graph of the percentage of religious character values in science learning in elementary school

It can be understood that students who have shown the value of religious character in the less category are 2 students with a percentage of 7.14%. Students who show the value of religious character in the adequate category are 3 people with a percentage of 10.71%. Furthermore, students who showed the value of religious character in a good category were 5 students with a percentage of 53.57%, and students who showed religious character in a very good category were 19 students with a percentage of 64.30%. The emergence of good religious values is possible because of the habits of teachers and students who are used to greeting before and after learning activities take place.

It can be understood that students' religious values are very broad and lead to the formation of religious character values both in thoughts, words and actions in daily life as well as in the classroom, thus in essence, the development of religious character values must be carried out thoroughly by the teacher. in the learning carried out starting from the initial core activities as well as the closing activities. Furthermore, instilling religious values in early activities can be done through habituation by saying greetings, prayers, then being grateful for the blessings of health and the opportunity to attend and participate in learning that can be done after attending students in class.

IV. Conclusion

Teacher's ability in applying religious character-based science learning at SD Muhammadiyah 1 Karawangit's been very good. where all the teachers studied have been able to bring up religious character values. As for suggestions to related parties, both principals and the ministry of education in order to provide training for teachers to be able to develop learning oriented to the cultivation of student character values so that teachers can easily implement them in the classroom.

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