ANALYSIS OF CHARACTER EDUCATION IN THE IMPLEMENTATION OF LEARNING USING THE INDEPENDENT CURRICULUM AT SDN 2 SENGON

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Abstract

Researchers intend to research the role of character education in the implementation of independent curriculum learning in class 4 of SDN 2 Sengon. This research can later become a benchmark for teachers in providing character education-based learning in the learning process using the independent curriculum, so that teachers can further develop the character education process applied to learning using the independent curriculum. In the research that was carried out, researchers found the results of the character education system and process in the learning process using the independent curriculum in class 4 of SDN 2 Sengon.

This research uses a descriptive qualitative method, while the approach used is descriptive. The role of the researcher in this research is as a full observer. There are 2 types of research data sources in this study, namely primary data sources, namely class teachers, school principals and class IV students at SDN 2 Sengon. Meanwhile, secondary data sources are taken from data and documentation of research results.

The data collection method used by researchers is observation, interviews and questionnaires. From interviews conducted by researchers with the Principal of SDN 2 Sengon, researchers found that SDN 2 Sengon globally emphasizes character education, especially religious character. This is shown in the activities that are always carried out every day at school. These activities include TPA Fiqh, Al-Qur'an, Hadith activities as well as congregational Dhuha and midday prayers. However, on the other hand, SDN 2 Sengon also emphasizes other characters, for example nationalism and independence. These character development activities are always developed through daily activities for students and are cultivated so that these characters can be attached to students. Through the results described above, it can be concluded that character education activities have been carried out well at SDN 2 Sengon. This is reinforced by the results of observations of character development which is considered to continue to increase every month.

Keywords: Character Education, Application of Learning, Independent Curriculum

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1. INTRODUCTION

Education is a historical milestone for the government in building the nation and state. The 1945 Constitution clearly states that the Indonesian government was established with objectives, one of which was to make the nation's life more intelligent. Article 3 of 2003 Law number 20 concerning National Education helps develop skills and form valuable national character and civilization in order to educate the nation's life. With the rapid development of technology, demands for various improvements in the field of education are also increasing. According to Kurniawan (2015) Education is a process of character formation through learning, habits, skills and individual human knowledge which is passed on from the previous generation to the next generation.

According to the Ministry of National Education (Pratiwi, 20218), the government is focused on the problems that exist among students, especially character education, where every change in the curriculum always focuses on character education. The independent curriculum perfects the character education of students with a Pancasila student profile, which consists of 6 dimensions, each dimension is explained in detail into each element of the 6 dimensions, namely: faith, devotion to God Almighty, Global Diversity, Mutual Cooperation, Independence, Critical reasoning and independence. Quoted from the 2022 "Guidelines for Implementing Character Education" published by the Curriculum Center, Research and Development Agency, Ministry of National Education. Curriculum development in Indonesia is closely related to character education.

Referring to the meaning of education and character, according to Afandi (2015) in general character education itself is divided into 2 paradigms in viewing character education. The first paradigm views character education as within the scope of a narrower moral understanding. Character education in this view is more related to how to instill certain moral values in students. such as values that are useful for personal development as individual and social beings. Meanwhile, the second paradigm views character education from the perspective of understanding broader moral issues, especially looking at all events in the world of education itself. This second paradigm specifically discusses how the value of freedom appears within the framework of relationships that are more structural in nature, for example in institutional decision making, in relationships with other educational actors, such as families, communities which include schools, religious institutions, educational organizations or agencies. others related to character education. This is reinforced by the idea according to Maryono, dkk. (2018) that character education is a conscious and serious effort by a teacher to teach values to his students. It can be concluded that character education is highly emphasized in the independent curriculum through strengthening the Pancasila profile.

Referring to the problem of character development in the school environment, according to Shoimah, dkk. (2018) stated that the government's appeal to the Indonesian people is to accelerate the flow of technology and information in all aspects, especially in the educational aspect. Shoimah, dkk. also explained that education is a driving force for making change. One of the efforts made by the government to prepare for the fourth industrial revolution can be done by strengthening character education in the learning process in the school environment, so that science is not free from values and there is no statement that humans are robots without conscience. Through these problems, researchers try to examine the role of character education applied in the school environment. It is hoped that the problem of a generation that lacks ethics or morals will be resolved through the learning process in the school environment. This research strengthens the results of previous research which also examined the problems of

character education applied to the learning process, especially using the independent curriculum.

As for previous research regarding character education applied to the learning process, one of them is according to Anatasya & Dewi (2021) in her research entitled "Implementation of the Independent Learning Curriculum in the Formation of Students' Character in Islamic Religious Education Subjects" apart from other research conducted by Sudarto (2021) entitled "Analysis of the Implementation of the Independent Learning program at SDN 24 Macanang in relation to Science Learning/Science Themes" the research was conducted at SDN 24 Macanang, West Tanete Riattang District, Bone Regency. From several previous studies regarding character education and the application of independent curriculum learning above, this research has several similarities, namely analyzing the existence of character education in the application of independent curriculum learning. Apart from that, some can conclude that character education is a government effort to overcome the problem of young people who lack ethics and morals. Then, these efforts were developed through the independent curriculum, where this was strengthened through a project to strengthen the profile of Pancasila in the independent curriculum. Based on data analysis and studies regarding the problems of character education above, this research is deemed necessary to determine the role or values of character education applied to learning using the independent curriculum, especially in class 4 at SDN 02 Sengon. This research can later become a benchmark for teachers in providing character education-based learning in the learning process using the independent curriculum, so that teachers can further develop the character education process that is applied to learning using the independent curriculum.

2. LITERATURE REVIEW
2.1. Understanding Character Education

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. In essence, apart from being a process of humanization, education is also an effort to help humans develop all their potential (sport, body and reason) to achieve success in this world and the hereafter (Law Number 20 of 2003 concerning the National Education System in pasal 1) .

After we know the essence of education in general, what we need to know next is the nature of character so that we can find a comprehensive understanding of character education. According to Sunandari, dkk. (2023), students' character values (character building) are a very important point in educational tasks. The term character comes from the Yuanani language "charassian" which means "to mark" or to mark and focus on how to apply good values in the form of actions or behavior, so that if a person is greedy, a liar, corrupt, angry, arbitrary and other bad behavior, then it is said that the person has bad character. Vice versa, if the person behaves in accordance with moral norms and rules then he is called a person of noble character. Apart from that, according to Amelia & Ramadan (2021), the Indonesian Dictionary defines the word 'character' as character, mental qualities, morals or manners that differentiate a person from others, and character. Ki Hadjar Dewantara views character as character or manners. According to him, character is the unity of thought, feeling, and will or desire which then gives rise to energy.

Several definitions of character can be summarized briefly that character is a stable attitude, character, morals, personality as a result of a progressive and dynamic consolidation process; a person's natural nature in responding to situations morally; a person's character, character, morals or personality which is formed from the internalization of various virtues, which are believed and used as a basis for the way of seeing, thinking, behaving and acting; the nature of the human soul, starting from wishful thinking to transforming into energy. Referring to various understandings and definitions of education and character, it can simply be concluded that character education is a conscious effort made by a person or group of people (educators) to internalize character values in another person (students) as enlightenment so that students know, think and act morally in facing every situation.

2.2 Characters of Elementary School Age Children

According to Insani, dkk. (2021) put forward Piaget's idea that children aged 7-11 years experience a concrete operational level of development. This level is the beginning of rational thinking. This means that children have logical operations that they can apply to concrete problems. When faced with a conflict between thoughts and perceptions, children in this period choose to make logical decisions and not perceptual decisions like preoperational children.

According to Prabdanri (2020) In the digital era, elementary school age children can already operate technological items such as cellphones, computers, video games and so on. In the current digital era, it is rare to see children playing traditional games. Traditional games foster a sense of brotherhood and familiarity, children become more creative by using traditional games. Today's children integrate a lot with technology, such as gadgets and video games. Now, children spend more time with media every day. Time spent watching television is 3 hours on school days and 7-4 hours on holidays, internet playing time is an average of 2-1 hours.

According to Esmael & Nafiah (2018) quality character needs to be formed and nurtured from an early age. Early age, especially elementary school age, is a critical period for the formation of a person's character. Instilling morals through character education as early as possible in children is the main key to building a nation. Character here is a person's character, character, morals or personality which is formed from the internalization of various virtues that are believed to be used as a basis for the way they view, think, behave and act. These virtues are in the form of a number of moral values and norms, such as honesty, courage to act, trustworthiness, respect for others, discipline, independence, hard work, creativity. From the statement stated above, it can be concluded that the character of elementary school age children has logical operations that they can apply to concrete problems. Meanwhile, in this era of globalization, elementary school age children are very advanced and cannot be separated from technological developments. This greatly influences the character of children of elementary school age, where children's character must be developed through character formation in the school environment or the surrounding environment, considering that the formation of children's character is one of the efforts to build national identity.

2.3 Types of Characters

According to As & Mustoip (2023), the types of characters possessed by elementary school age children are: First, for the millennial generation, computers are just something normal. Second, the presence of self-identity is no longer real. Third,

prioritize results rather than theory. Fourth, the learning process is similar to a game that uses the trial and error method. Fifth, the millennial generation is very comfortable if they are given a variety of tasks. Sixth, the millennial generation are people who are anti-procrastination.

Meanwhile, the Ministry of National Education identified 18 values for cultural education and national character as follows (As & Mustoip, 2023):

a. Religious, namely the attitude and behavior of being obedient in carrying out the teachings of the religion one adheres to, being tolerant of the practice of worship of other religions, and living in harmony with followers of other religions;

b. Honesty is behavior that is based on efforts to make oneself a person who can always be trusted in words, actions and work.

c. Tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves.

d. Discipline is an action that shows orderly behavior and compliance with various rules and regulations.

e. Hard work is behavior that shows serious effort in overcoming various obstacles to learning and assignments, as well as completing assignments as well as possible.

f. Creative means thinking and doing something to produce new methods or results from what you already have.

g. Independence means attitudes and behavior that do not easily depend on others to complete tasks.

h. Democracy is a way of thinking, behaving and acting that values the rights and obligations of oneself and others equally.

i. Curiosity is an attitude and action that always seeks to know more deeply and broadly from what one learns, sees and hears.

j. National Spirit is a way of thinking, acting and insight that places the interests of the nation and state above the interests of oneself and one's group.

k. Love of the Motherland is a way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the language, physical, social, cultural, economic and political environment of one's nation. Appreciating Achievement, namely attitudes and actions that encourage oneself to produce something useful for society, and recognizing and respecting the success of others.

l. Friendly and Communicative, namely actions that show a sense of enjoyment in talking, socializing and collaborating with other people.

m. Love of Peace is attitudes, words and actions that cause other people to feel happy and safe in their presence.

n. A hobby of reading is the habit of making time to read various literature that is beneficial to him.

o. Caring for the Environment, namely attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred.

p. Social Care is an attitude and action that always wants to provide assistance to other people and communities in need.

q. Responsibility is a person's attitude and behavior to carry out the duties and obligations that he should carry out, towards himself, society, the natural, social and cultural environment), the country and God Almighty.

Based on the statement regarding character types above, it can be concluded that character types are a reflection of a child's personality, which over time can change and be influenced by the times. This was reaffirmed by the Ministry of National Education which identified 18 character values as a reference for national character education.

2.4 Understanding Learning

Learning is a process carried out by teachers in guiding, helping and directing students to have learning experiences. In other words, learning is a way to prepare learning experiences for students. Learning is an activity that contains two main elements, namely teacher and student activity elements (Yestiani & Zahwa, 2020). In the learning process, which is often also called teaching and learning activities, on the one hand the teacher carries out activities or actions that bring students to a certain goal. In this context, students carry out a series of activities which have been provided by the teacher, namely a teaching and learning activity that is directed towards the goals to be achieved (Anisa, dkk., 2020).

As much as possible, learning is designed in conducive conditions, so that teachers and students feel safe in teaching and learning activities. A conducive situation and conditions really depend on the existing facilities and the learning planning designed by the teacher before the teaching and learning process. If these two components are fulfilled then the learning process can run conducively and learning objectives can be achieved optimally (Anisa, dkk., 2020). From the opinions regarding learning above, it can be concluded that learning consists of 2 elements, namely teachers and students. The purpose of learning is to transfer knowledge carried out by the teacher in a process to students. Learning is carried out under certain conditions, where these conditions and situations can be designed by the teacher in the learning planning process. Learning conditions must be conducive so that teachers and students feel comfortable so that the learning process can run optimally.

2.5 The Relationship Between The Merdeka Curriculum And Character Education

Jannati, (2023) stated that the Merdeka Curriculum perfects the cultivation of student character education with the Pancasila student profile, which consists of 6 dimensions, each dimension which is explained in detail into each element. which consists of having faith in God Almighty, global diversity, mutual cooperation, independence, critical reasoning, creativity.

Meanwhile, according to Fitriyah & Wardani (2022) the focus of freedom to learn is freedom to think creatively and independently. Teachers are expected to be the driving force behind actions that bring positive things to students. The conclusion on the learning concept is a form of proposal for restructuring the national education system. The reorganization was carried out to respond to changes and progress within the country and to adapt to changing times. In this way, students can develop according to their potential and abilities. Independent learning is characterized as critical, high quality, fast, applicable, expressive, progressive and diverse learning. Students learn on their own initiative which can be seen from their attitudes and ways of thinking. One of them is energetic, optimistic, positive, creative and not worried about trying new things.

Head of the Curriculum Standards and Educational Assessment issued Decree Number 009/H/KR/2022 to help more intensive understanding of the dimensions, elements and sub-elements of the Pancasila student profile in the Independent Curriculum. The Pancasila student profile is a reflection of superior Indonesian students with lifelong

learning, character, global competence and behavior in accordance with Pancasila values, acting as the main reference that directs educational policy, including being a reference for teachers in building student character and competence. From the statement regarding the independent curriculum and its relationship with character education, it can be concluded that the independent curriculum is very closely related to character education in which there is a program to strengthen the Pancasila profile which is a reflection of superior Indonesian students with lifelong learning, character, global competence and behaving in accordance with values. Pancasila, acts as the main reference that directs education policy, including being a reference for teachers in building student character and competence.

3. METHODS

The research entitled "Analysis of Character Education in the Implementation of Learning Using the Merdeka Curriculum for Class IV SDN 2 Sengon" is included in qualitative research. Descriptive qualitative research is carried out to present systematically and accurately the facts and population in the field to be researched. The main aim of conducting descriptive research is to systematically describe the facts and characteristics of the object or subject being studied accurately. Researchers do not provide certain treatments to variables or design something that is expected to happen to variables, but all activities, circumstances, events, aspects, components or variables proceed as they are. The type of this research is descriptive qualitative research, case study type. On the other hand, this research is also inductive. The implementation of this research was carried out in 3 stages, namely the planning or planning stage, the research implementation stage and the data processing stage. The role of the researcher in this research is as a full observer, where the researcher makes observations on the research object, namely SDN 02 Sengon and the research subject, namely Class 4 Students. There are 2 data sources in this research, namely primary data sources and secondary data sources. In this research, what is meant by primary data is data sources obtained from observations of students' character when learning using the independent curriculum, while secondary data is data that is used as a complement only.

The secondary data source in this research was obtained from interviews with teachers and parents of students who would be asked for an explanation about the role of character education in implementing the independent curriculum, especially for grade 4 teachers at SDN 02 Sengon. The method for collecting data in this research is using an interview questionnaire with the 4th grade teacher at SDN 02 Sengon or interviews with the students themselves. This was done so that the results of this research could truly be tested for validity. Apart from interview data, researchers also made direct observations of students, especially in class 4 at SDN 02 Sengon and from archives or documents from the results of the previous school year relating to the affective aspects of the learning process using the independent curriculum. The grid form or interview and observation guidelines are as follows Table 1.

In table 1, researchers developed an interview instrument to obtain valid data from students and teachers regarding class information, learning processes, student character and character development of honesty, discipline, responsibility and environmental concern.

Table 1 Interview questionnaire design

No	Aspect Of The Question	Indicator
1.	Class Information	Number of 4th grade students at SDN 02 Sengon.
		Student characteristics
		Problems with students
		Classroom facilities
2.	Learning Process	Teachers' understanding of the learning process using the independent curriculum.
		Open materials used
		Learning media used
		Learning strategies
		Varied learning methods
		Extra-curricular and co-curricular activities
3.	Student Character	Changes in attitude before and after the learning process.
		Development of students' affective aspects.
		Teacher understanding of student characteristics.
4.	Developing the character of honesty, discipline, responsibility and environmental awareness	There is an honest attitude after being given a collaboration assignment.
		There is a disciplined attitude during school hours.
		There is an attitude of responsibility after being given homework assignments.
		There is an attitude of environmental concern during picket hours and protecting the school environment.

In table 2, the researcher developed an observation instrument to determine student and teacher development data related to class information, learning process, student character and character development of honesty, discipline, responsibility and environmental concern.

Table 2 Design of Observation Guidelines

No	Observation aspect	Indicator
1	Class Aspects	The classroom as a means of learning
		Learning Support Facilities
		Class conditions
		Classroom management
2	Learning Aspect	Application of character education to the learning process.
		Implementation of the learning process using an independent curriculum.
		The method used by the teacher.
		Character education process instrument.
		Character education assessment instrument.
3	Student Aspect	There is a change in attitude after learning.
		Students are able to understand learning.
		Development of honest, disciplined, responsible and caring attitudes.
4	Development of student character which includes honesty, discipline, responsibility and environmental awareness.	Be honest in the tasks given
		Discipline during school hours
		Responsibility for teacher duties
		Care about the environment around the school.

The data analysis technique used in this research is descriptive qualitative data analysis technique. Researchers used the Miles and Huberman model of data analysis which includes three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is the first stage carried out by researchers at the data analysis

stage, at this stage researchers collect all data results obtained from interview data, observation data, or data from archives or documents that have been obtained.

The data that has been collected is then sorted according to each category to make it more detailed and easy to process. At this stage the researcher presents the data that has been reduced into a report systematically. Drawing conclusions is often also called the verification stage. This stage is the final stage in data analysis. Testing credibility in this research used data triangulation. The triangulation used includes source triangulation and engineering triangulation. Researcher carried out source triangulation by gathering information from the homeroom teacher and extending it to the students. Data from these sources is described, categorized, which ones have the same views, which ones are different, and which ones are specific. Meanwhile, technical triangulation is carried out by comparing data from observations, interviews and documentation from homeroom teachers and students. If the cross-check results of all three are interrelated then the data can be trusted to be correct.
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4. RESULTS

In this chapter, the researcher will explain the results of the data obtained based on the results of research that has been carried out at SDN 2 Sengon. The results of the research data obtained were taken from interview data, observation data and documentation during the research activities carried out. SDN 2 Sengon is one of the elementary schools in Sengon Village, Bendungan District, Trenggalek Regency. SDN 2 Sengon has 6 classrooms, 1 principal's room, 1 teacher's room, 1 computer practice room, 1 library room, canteen, prayer room, 3 student toilets and 2 student toilets. Apart from that, at SDN 2 Sengon there is also a school yard, a games field for students, a school garden and a campground at SDN 2 Sengon.

There is a description of the place and time of conducting the research. Researchers conducted interviews with grade 4 teachers at SDN 2 Sengon, the principal of SDN 2 Sengon, and distributed character development questionnaires to grade 4 students at SDN 2 Sengon. Apart from that, researchers also carried out direct observations of the development of students' character which was carried out for at least 2 months.

The calendarization of the time and place for conducting research is presented in the following Table 3.

Table 3 Location and time of research

Date	Location	Activity
April 1, 2023		Submit a research permit letter
April 3 – 15, 2023		Direct observation of the development of character education for grade 4 students at SDN 2 Sengon.
May 2– 6, 2023	**SDN 2 Sengon**	Direct observation of the development of character education for grade 4 students at SDN 2 Sengon.
May 8, 2023		Interview with 4th grade teacher at SDN 2 Sengon.
May 10, 2023		Interview with the principal of SDN 2 Sengon.
May 11-12, 2023		Distribute and fill out questionnaires to grade 4 students at SDN 2 Sengon.

4.1 Discussion of Principal Interview Results

Based on the results of the researcher's interview with the Principal of SDN 2 Sengon, the researcher knows the character education system implemented at SDN 2 Sengon. It is known that SDN 2 Sengon globally places more emphasis on a religious character approach (faith and devotion to God Almighty). This is very prominent through

the polite attitude of students towards teachers or those who are more mature. Activities or activities to form religious character include, Dhuha prayers in congregation, Religious Literacy which is carried out every morning by students listening to the chanting of the holy verses of the Koran every morning. Furthermore, students also carry out TPA Fiqh, Al-Qur'an, Hadith and at the end students perform Dhuhur prayers in congregation.

However, this does not mean that SDN 2 Sengon only focuses on religious character, based on the results of the researcher's interview with the Principal of SDN 2 Sengon, it was also found that SDN 2 Sengon also applies other characters such as Nationalism, Independence and other characters. The character of nationalism is also applied, for example, during flag ceremonies which must be held every Monday, commemoration of Indonesian Independence Day and other major holidays. Apart from that, upper class students are also required to take part in mandatory scouting activities. And during the learning process, class teachers are also strongly emphasized to at least sing the Indonesian National Song before or after class time. This will certainly foster a Nationalist character in these students.

Moving away from religious and nationalist characters, SDN 2 Sengon also emphasizes the independent character of children. The activities to improve independent character in children are discipline that students always get used to, where students must come to school on time. Furthermore, the honest character is also taught to students through the honesty canteen. This will indirectly train students to have an honest attitude or character. Apart from that, the attitude of responsibility and caring for the environment is also very closely related to one of the Adiwiyata Schools in Trenggalek Regency. The character of responsibility and caring for the environment is also taught to students, for example, during community service activities which are always carried out on Saturdays, students are taught to be responsible for their duties in keeping the school environment clean, beautiful and comfortable. This will indirectly instill the character of caring for the environment and also responsibility in students.

Through the explanation above, it can be concluded that SDN 2 Sengon places great emphasis on character education for its students. Next, the Principal of SDN 2 Sengon explained who should play an active role in developing student character. All elements involved in children's character education have their respective roles. Starting from the Principal as the coordinator who leads the implementation of the children's character education system. Furthermore, the class teacher also has an important role in familiarizing students with the aim of instilling character in these students. All educational staff also have an important role, namely as real examples that are clearly reflected in students. Apart from that, parents or guardians of students also have an important role as the most important teachers, the most important role models for children.

SDN 2 Sengon has its own character education system to build student character. This system is built in stages and is evaluated continuously so that the goals of character education can be achieved. Furthermore, the Principal of SDN 2 Sengon also explained the influence of the Independent Curriculum at SDN 2 Sengon. The Merdeka Curriculum will begin to be implemented at SDN 2 Sengon starting in 2021/2022. This is based on government policy to implement a new curriculum called the Merdeka Curriculum. This is reinforced by Susetyo's statement (2020:12) which states that every agency or school is obliged to have a curriculum which will later serve as a guide for teachers in carrying out teaching and learning activities. However, before the independent curriculum was implemented at SDN 2 Sengon, SDN 2 Sengon had already used an education system that was more or less the same as the Independent Curriculum as well as the Pancasila Student Profile Strengthening Project activities which had previously been implemented at SDN 2 Sengon through weaving craft classes, painting classes, drawing classes, cooking classes and others. This of course really supports students in adapting to the newly

implemented Independent Curriculum. As a result, it is easier for students to understand the teacher's teaching methods during the learning process.

4.2 Discussion of Grade 4 Teacher Interview at SDN 2 Sengon

Based on the results of the researcher's interviews with class teachers, it can be concluded that SDN 2 Sengon places great emphasis on character education in the learning process using the independent curriculum. This was emphasized by the Class 4 Teacher, who stated that character education was emphasized in the learning process. Activities that are often carried out to build student character include getting students to be polite towards teachers, reciting prayers before learning begins, cleaning the classroom yard, being responsible for rubbish and assignments, being honest and not cheating when doing exam questions and being disciplined. Where students are required to prepare themselves after the bell rings, so that when the teacher enters the class and starts the learning process the students are ready to be given knowledge. This is very important to apply to students.

The character education applied by teachers in the learning process really illustrates that SDN 2 Sengon really emphasizes character education. This is of course not without obstacles, the Class 4 teacher revealed that in every character education process carried out there are definitely obstacles, for example the lack of focus of students when they are used to cleaning the class yard and the different characteristics of students also become obstacles for teachers in carrying out the character education process to student. The teacher's solution to overcome these obstacles is to carry out a continuous approach and guidance, so that students are not stressed by the process they are facing.

Through the Class Teacher's arguments regarding the character education process above, it can be concluded that the character education of students at SDN 2 Sengon is considered very good, this can be seen through the graph of increasing student character development which is carried out every semester by the Class 4 Teacher at SDN 2 Sengon. Apart from that, the factors that cause the success of students' character education are also influenced by the parents' background and a safe and comfortable school environment so that students are easily given stimulus. Apart from that, the independent curriculum is also considered effective and can support student character development, this is because the independent curriculum focuses on 6 dimensions of character. Apart from that, teachers only help or facilitate students to carry out actions that can be instilled in the students' character. The activities carried out by students to support character development in students are explained in Table 4.

4.3 Discussion of Class 4 Student Questionnaires at SDN 2 Sengon.

Based on the results of filling out a questionnaire regarding the character development of grade 4 students at SDN 2 Sengon, with character aspects including honesty, discipline, responsibility and environmental concern. Researchers can conclude that there is an honest character in grade 4 students at SDN 2 Sengon. Researchers can find out about this through a questionnaire filled in by a total of 13 students. 3 students stated that they had lied to friends and teachers. Apart from that, 3 out of a total of 13 students also stated that they had sent permission letters to school, even though they were not sick. So it can be concluded that there are 3 students who admit that they lack honesty.

Apart from that, the aspect of student discipline character is also very good. Researchers could find out about this through student statements which stated that 2 out of 13 students had skipped school without permission from the teacher, apart from that, 2 out of 13 students also stated that they did not go straight to class before class started. From the student's statement above, it can be concluded that the discipline character of

the students is very good. As for the factors that influence the lack of discipline, 2 out of 13 students are influenced by students who are still influenced by students in other classes. This was stated by the class 4 teacher who stated that students who lacked discipline were influenced by students from other classes. When class time had started, the students were still having fun playing with students from higher classes.

Table 4. Student activities to support student character education.

No	Character Dimensions	Activity
1	Have Faith And Devotion To God Almighty	Dhuha prayers in congregation, Midday prayers in congregation, TPA al-Qur'an hadith and fiqh, and students are accustomed to reading prayers before the learning process begins.
2	Worked Together	Gotong Royong or working together during community cleanliness activities to clean the school yard which is carried out every Saturday.
3	Global Diversity	Carrying out a flag ceremony every Monday and getting students used to singing the national song before the learning process begins.
4	Independent	Students' independent character is taught every day through the learning process, for example the disciplined character of always arriving on time when the learning process is about to begin, an honest attitude towards teachers and the prohibition of cheating on exams, a disciplined character. Responsible for waste and always work on pickets during the picket schedule. Apart from that, students are also taught to care about the surrounding environment by always cleaning the classroom yard before and after the learning process. taking place.
5	Think Critically	Students are trained to create work programs in small work groups formed by teachers for each Saturday cleaning activity. This of course really trains students' critical thinking.
6	Creative	Through plaiting craft activities, students are trained to creative and innovative in creating new works during plaiting craft activities.

The student's character of responsibility is also considered very good. Researchers can find out about this through the statements of all students who state that they always return books when borrowing them from the school library, always do homework given by the teacher, and always return stationery borrowed from friends. However, there were also 3 students who stated that they had never carried out class pickets when scheduled. This shows that the disciplinary character of grade 4 students at SDN 2 Sengon is very good.

Meanwhile, in the aspect of students' environmental awareness character, they were also assessed as very good. Researchers can find out about this through the statements of all students who state that they are always responsible for their waste, always maintain and maintain the cleanliness of the classroom environment. However, there were 2 out of 13 students who stated that they did not like watering flowers around the classroom and never threw rubbish anywhere. From the four aspects of character studied through a questionnaire to grade 4 students at SDN 2 Sengon, it can be concluded

that there are honest, disciplined, responsible and caring for the environment in grade 4 students at SDN 2 Sengon. However, there are some students who lack this aspect of character. This is influenced by the characteristics of students who still lack focus and are still influenced by students in other classes.

Findings from Observations on Character Development of Class 4 Students at SDN 2 Sengon. Based on the results of observations obtained by researchers during the research, the researchers found several things that influenced character education in class 4 students at SDN 2 Sengon. The time for observing student development is approximately 3 months. Over a period of 3 months during the observation, researchers found significant character development in the students. Character development is influenced by several factors. The results found by researchers are as follows. In the first month during the observation of the character development of grade 4 students at SDN 2 Sengon, researchers found that there were several students who were assessed as lacking the character of discipline and responsibility towards students. The lack of discipline and responsibility in grade 4 students is influenced by the lack of parental attention and motivation towards these students. Apart from that, the different characteristics of students are also one of the factors that hinder the development of character in class 4 students. The obstacles faced by teachers in developing student character become a challenge for teachers. The existence of an obstacle to the development of a student's character is always evaluated by the teacher. Teachers always give direction and motivate students, through this habit it is hoped that students' character development will be easier to control. The presence of good support and habituation that is always carried out by teachers is a solution in overcoming the obstacle of hampering the character development of grade 4 students at SDN 2 Sengon.

Furthermore, in the second month during the observation, the researchers found that the students' development was considered significant, this was influenced by the evaluation and good habituation of grade 4 students. Apart from that, parental support also had a big influence on the development of grade 4 students. This was shown through The results of observations of the character development of grade 4 students showed that students who were assessed as lacking in the previous month had become more developed. The character development of grade 4 students was considered quite good in the second month of observation. However, this continues to be developed by teachers to continue to improve student character, especially the character of student discipline and responsibility. In the last month during the observation of the development of grade 4 students at SDN 2 Sengon, researchers found that the development of students' character in the learning process using the independent curriculum was considered very good. Students who were assessed as lacking in character development in the first month became better, even very good in the last month. This is influenced by several factors, namely the existence of good habits and parental support in supporting the development of grade 4 students which is the cause of good development in the students' character. Apart from that, the good culture implemented at SDN 2 Sengon is also one of the factors causing the development of the character of grade 4 students. This good culture is in the form of the 5S (Greeting, Smile, Greeting, Polite, Courteous) culture which is always taught to students. This of course greatly influences the religious character which is highly emphasized in the students of SDN 2 Sengon. Apart from that, the culture of arriving early and carrying out pickets in the school yard also greatly influences the students' character of Honesty, Discipline, Responsibility and Environmental Concern.

Meanwhile, other factors that support the development of student character are also supported by the adequate facilities at SDN 2 Sengon. These facilities include a classroom prayer room and Fiqh, Qur'an and Hadith TPA equipment which can support the religious character of students. The existence of cleanliness facilities at school also really supports the character development of grade 4 students at SDN 2 Sengon. Based on the research results obtained, researchers found that the implementation of character education was good at SDN 2 Sengon. This is demonstrated through observation activities that have been carried out, showing that there are characters of Honesty, Discipline, Responsibility and Care for the Environment in the students of SDN 2 Sengon. The successful implementation of character education at SDN 2 is greatly influenced by the habituation process carried out by the teacher. The results concluded above are the same as the results obtained by Maulina Ammanabella in 2019 entitled "Character Education in Improving the Behavior of Class IV Students at MIN Bandar Lampung". From this research, the results showed that, character education can help improve student behavior by means of habituation and example set by teachers for students.

5.   DISCUSSION

SDN 2 Sengon globally emphasizes character education, especially religious character. This is shown in the activities that are always carried out every day at school. These activities include TPA Fiqh, Al-Qur'an, Hadith activities as well as congregational Dhuha and midday prayers. However, on the other hand, SDN 2 Sengon also emphasizes other characters, for example nationalism and independence. These character development activities are always developed through daily activities for students and are cultivated so that these characters can be attached to students. Through the results described above, it can be concluded that character education activities have been carried out well at SDN 2 Sengon. This is reinforced by the results of observations of character development which is considered to continue to increase every month.

6.   CONCLUSION

Based on the research results that have been described regarding the Analysis of the Role of Character Education in the Implementation of Independent Curriculum Learning in Class 4 of SDN 2 Sengon, it can be concluded that the Ministry of National Education in 2022 stated that the government is focused on the problems that exist among students, especially on character education. The independent curriculum perfects the character education of students with a Pancasila student profile consisting of 6 character dimensions. To address this, SDN 2 Sengon has also implemented the Independent Curriculum as well as a project to strengthen the profile of Pancasila students to perfect the cultivation of student character education. The implementation of character education has been implemented well at SDN 2 Sengon, this is in accordance with the results described by researchers regarding activities for implementing character education at SDN 2 Sengon. These activities are always used in every learning process and outside the learning process.

Character education at SDN 2 Sengon is always taught through formal and informal activities, so the implementation of character education is considered very effective. Based on the results of research that has been carried out, it is stated that there are characters of Honesty, Discipline, Responsibility and Care for the Environment. However, only a few students lack the character of discipline and responsibility, this is caused by several factors, namely the lack of student focus during the character education

process, the lack of parental motivation to support students' character education and the influence of other class students which indirectly influence disciplinary attitudes towards students. student. However, this continues to be evaluated by teachers so that student character development always improves.

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