PEDAGOGICAL STUDY IN CHARACTER DEVELOPMENT TO INCREASE THE MORAL AWARENESS OF STUDENTS IN SCHOOLS

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Abstract
Character education is important and needs to be strengthened constantly in light of the rising rate of juvenile and community violence. The purpose of this research is to determine the internal elements that affect students' moral awareness and to create learning strategies for character development that can raise students' moral awareness in the classroom. Qualitative research using descriptive methods was conducted at SMA Negeri 1 Ciampel and SMA Negeri 2 Klari. The findings of the study indicate that the reasons behind students' lack of morality are their own choices, such as those who continue to break the rules. In an attempt to combat this, the instructor, pupils, and parents have come to a consensus.

Keywords: *Character, Morals, Education, Students*

Introduction

Education is a learning and teaching process that seeks to instill in students certain knowledge, abilities and qualities(Pristiwanti et al., 2022). In a variety of settings, including schools, universities, and training facilities, education may be provided. Science, mathematics, foreign languages, arts, and life skills are some of the topics that can be learned through education. Students' cognitive, social, and emotional skills can all be improved through education(Noviansyah, 2020). Education can also help students become more aware of their moral and ethical obligations. There are several ways to educate the public, including face-to-face teaching, online learning, and self-study(Fauzi, 2020). Books, films, and the internet are just a few examples of the various media that can be used for education. Outside the classroom, education can also take place through extracurricular activities and social interactions. Education is very important in helping children develop their character. Through careful consideration of student characteristics and selection of successful learning practices, pedagogical studies seek to improve the effectiveness of teaching and learning. Periodic learning evaluations are also needed to find out how well students absorb the lessons taught.

Character education is a priority that must always be strengthened amidst a climate of increasing youth/community violence, use of bad language and words by students, decreased respect for parents and teachers, low sense of individual and group responsibility,

a culture of lying/ dishonest, and there is mutual suspicion and hatred between people. Apart from that, Indonesian character education faces strategic problems in the form of a moral crisis because character education has failed in almost all country situations. Character education has failed to be implemented in Indonesia due to several factors, including low self-esteem of children when entering school, low motivation, passive tendencies, and indifference to the surrounding environment.

The cause of violations or deviations that occur in these values and norms can be said to be due to several factors, namely environmental, social, psychological and emotional conditions that occur in a child which makes this deviation often occur in school age children, especially in adolescence. , where teenagers have emotions and psychology that tend to be less stable, this is because when they are teenagers they are still in the stage of searching for their identity and have not yet discovered who and what they will become. So most children at school age are more prone to being carried away by emotions, don't think before acting or are reckless, like to try new things and are less able to filter what is good and bad for them.

The approach that can be offered is a psychological approach regarding awareness and responsibility as a form of morals, students are taught to become learning citizens who love learning and as educators the learning model must be analyzed to serve as a frame of reference in providing learning. This ingrained nature of student delinquency as a means of revenge is passed on by upperclassmen to their younger classmates and almost all of the perpetrators are teenagers. Starting from trial and error events because they feel like they have one mission, to misuse of the meaning of loyalty. Their learning media should provide provisions to strengthen morals and have a high sense of humanity towards others.

This character education is not only carried out in the classroom, but can also be developed through cultivation in the educational environment. The development of character education can be successful if all elements of educational institutions play an active role in forming students' character values(Hakim et al., 2020). Therefore, it is necessary to carry out this research to identify internal factors that influence students' moral awareness and develop character development strategies through learning that can increase students' moral awareness at school. Several previous studies that support this research include research conducted by Sutiono (2020) which shows an increase in character values in the aspects of friendly, critical, creative, curious, conscientious and caring for the environment. The application of the Project Based Learning learning model in integrated thematic learning with environmental themes can increase character values in the aspects of friendly, critical, creative, curious, conscientious and caring for the environment with an average score of 61.27% in cycle I and increasing in cycle II with a presentation score of 88.51%. Apart from that, research results from Menik and Tanasyah (2020) show that Character Education is a tool, media or means for forming human character. Because of this, it is hoped that families and educators for children or students will realize the importance of building character to change and direct students' morals into the desired character. Therefore, further research will be carried out regarding Pedagogical Studies in Character Development to Increase the Moral Awareness of Students in Schools. Observations in this

research were carried out in order to observe all activities carried out by teachers and students related to evaluating learning outcomes in increasing students' moral awareness.

Method

This research uses qualitative research and uses descriptive methods which were carried out at SMA Negeri 2 Klari and SMA Negeri 1 Ciampel. The data collection techniques used in this research were observation, interviews and documentation (Moleong, 2006). Interviews were conducted to ask teachers about aspects of teacher pedagogical competence in carrying out learning outcome evaluations, evaluating school learning outcomes. Meanwhile, free interviews were conducted with students regarding several matters relating to the evaluation of learning outcomes related to the evaluation of learning outcomes in increasing students' moral awareness. The documentation used in this research is data about history, vision and mission, achievements, student data, list of student grades, lesson plans, questions, books, and assessment guidelines. After obtaining the data, a data analysis process is carried out which includes:

1. *Data collection* (data collection)
   According to Miles and Huberman, the main activity in every research is collecting data. In qualitative research, data collection is carried out by means of observation, in-depth interviews, and documentation or a combination of the three (triangulation).
2. *Data Condensation* (data condensation)
   The amount of data obtained from the field is quite large, so it needs to be recorded carefully and in detail, as has been stated, the longer the researcher is in the field, the more complex and complicated the amount of data will be. Miles and Huberman revised data reduction, namely by data condensation. Data condensation is the process of choosing to focus on simplifying the abstraction of action data from field notes, interviews, transcripts of various documents and field notes by using condensing data to become more stable/stronger. As in the following image:
3. *Display data* (Data presentation)
   After the data has been previously reduced or condensed, the next step is to display the data. In qualitative research, data presentation can be done in the form of a brief description of the relationship between flowchart categories and the like. In this case, writing hyperment to present data in qualitative research is in narrative text.
4. *Conclusion (drawing/verification)*
   The fourth step in qualitative data analysis is drawing conclusions and verifying the initial conclusions put forward which are still temporary and will change if strong supporting evidence is not found at the next stage of data collection but if the conclusions put forward at the initial stage are supported by sufficient evidence. valid and consistent when the researcher returns to the field to collect data, the conclusions put forward are credible conclusions.

Results

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The researcher's findings regarding the integration of character education into classroom teaching are clearly visible in the way teachers facilitate learning; they emphasize the importance of discussing topics that uphold moral principles. This is proven not only based on researchers' observation findings but also based on teacher interviews at SMA Negeri 2 Klari:

"In this high school, coincidentally, K13 appeared, which only started in 2017/2018, where K13 also adheres to PPK to strengthen character learning. Basically, before the existence of K13, teachers had always galvanized students' existing abilities. Where these abilities are always integrated with existing character education. "If you follow the learning process, you can see from the moment the teacher enters until the end of the lesson, you will find an integration of character values there."

In line with what was said, the teacher at SMA Negeri 1 Ciampel also confirmed:

"Character education here is adapted to the existing learning materials, sis. Not only in learning is the way we instill character education, but the habits at school are also the way the school expects students to have appropriate good character. "There are also activities at this school that can strengthen character education which is carried out outside of school, such as social service, etc."

Researchers found that this institution solely applies religious, responsible and disciplined character traits in the character education process. Thus, the researcher's attention was only focused on these three character values in all observations made in the classroom and in the activities carried out there. The process of implementing character education is full of difficulties, as observed by researchers. This includes instances when students arrive late to class or demonstrate a habit of leaving their motorbikes unattended. Additionally, researchers have observed instances where students lose focus during the learning process. because the teacher's voice was not clear. The following was reiterated by the instructor at SMA Negeri 2 Klari:

"If we talk about what are the obstacles at this school, I can answer a lot, sis, one of the problems is that students have different backgrounds, sis, so we have to really guide them to become better. And also, as I have explained, human resources here are still low, this can be an obstacle."

In line with the statement of the teacher at SMA Negeri 2 Klari, this was also reinforced by the confession of the teacher at SMA Negeri 1 Ciampel to researchers:

"In addition to the obstacles in the background of these students, there are various obstacles that can hinder what I know, also from the distance they travel from home to school, where some of the students here not only come from around this area but also from far away areas which require time. hours to get to school. "Well, if this is the case, students will often be late if they don't leave home as early as possible, so they will be late and miss lessons or morning activities that these students and teachers usually do."

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Based on the researcher's observations and interview findings with teachers at SMA Negeri 1 Ciampel and SMA Negeri 2 Klari, it can be said that these students have several strategies to overcome obstacles both related to students and related to learning.

Discussion
Pedagogical Competencies that Teachers Must Have to Shape Student Character

Teachers must have four skills as regulated in Law Number 14 of 2005, which is based on Article 10 Paragraph 1. These competencies are pedagogical competence, personality competence, social competence and professional competence obtained through professional education. Students need to be taught through a learning process that is communicated effectively by the teacher, who in its implementation must have pedagogic competence (Fitriani and Dewi, 2021). To facilitate students' potential to actualize their full potential, educators must master the physical, moral, spiritual, social, cultural, emotional and intellectual aspects of education, as well as develop their lesson curriculum, organize education, use information and communication technology for learning, and communicate with students. effectively, politely and empathetically. They must also carry out evaluation assessments of learning processes and outcomes and use research findings for their own education (Panut, Nani and Sri, 2021).

In accordance with paragraph 3 of Article 28 of Government Regulation Number 19 of 2005, it contains National Education Standards. According to the disputed principle, pedagogical competence is the ability to supervise the learning process, which includes understanding students, creating for them, implementing them, and assessing learning.

5. Learning Design
   Teacher planning is a major factor in determining what is taught in schools, according to Clark and Lampert. At the planning stage, the published curriculum is modified and adjusted by the teacher through additions, deletions, interpretations, and choices regarding the speed, sequence, and focus of teaching (Fahrilyani, Maisyaroh, & Kusumaningrum, 2019).
   Teachers at SMA Negeri 2 Klari and SMA Negeri 1 Ciampel have developed the current curriculum and syllabus to provide learning tools based on research findings. When creating learning plans, educators consider the needs of their students as well as the needs of the wider community.
   Teachers must be experts in the field of students, learning theories, and learning principles in order to carry out learning because they are unable to create an ideal learning process without a deep understanding of these topics (Alkarim, et al, 2020). No science, no matter how small the amount of knowledge, can progress without methodically organized knowledge, according to pedagogical science pioneer MJ Langeveld (Hoogveld, 2019).
   Therefore, teachers must be able to develop their own competencies in the field of pedagogy. Teachers said in interviews with principals and other school staff members that they participated in internal seminars and comparative study sessions in other schools to improve their pedagogical competence. The principal stated that

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increasing instructor experience in increasing competency was the goal of this program.

6. Implementation of Learning

Teachers apply a variety of interesting teaching strategies to carry out the learning process, starting with learning carried out outside the classroom—in computer laboratories, prisons, and other locations—as well as learning to observe the street and analyze community welfare, which requires students to conduct office research. The instructor explained that this was done to help students become more aware of the needs and conditions in their community and learn more about social life (Atmawati, 2018).

All of this requires action, cooperation and civilized effort. Family efforts and education, especially poverty alleviation, are needed to prepare students to have or develop their knowledge and skills (Purnama, 2019). Students cannot maintain their existence to advance to a more advanced, prosperous and quality level without the educational efforts of the adult generation in this context, especially teachers, as well as the learning efforts of the younger generation. To make this happen, teachers must work hard.

7. Learning Evaluation

Asking questions is an important element in the teaching and learning process because well-formulated questions and using the right strategies will increase engagement in the lesson being taught. The purpose of these questions is not simply to gather information; On the other hand, teachers can find out the extent to which students understand the material by looking at the answers they get (Fitri, 2012)

Therefore, a teacher's own questioning skills need to be trained and improved. Improving questioning skills includes aspects of question content as well as aspects of asking techniques. Side aspects, obvious questions. Aspects of questioning techniques, the questions are stated with great warmth that can be conveyed to students (Munawaroh, 2018).

Even though teachers have a fairly systematic application in evaluating students, there is a need to increase their ability in this evaluation activity because there are still many innovative ways for a teacher to find out the extent to which students capture learning in the classroom. If this can be implemented well, the teacher will get more material to utilize

the assessment results for future learning purposes.

Instilling Character Education in Students

The implementation of character education in education is none other than to make students have good morals and morals, with that students are able to make themselves in accordance with the purpose of their creation. According to An-Nahlawi, education must have the same goal as the goal of human creation because Islamic education is full of the foundations of Islamic dinul. The aim of Islamic education is to realize devotion to Allah in human life, both individually and socially.

At SMA Negeri 2 Klari and teachers at SMA Negeri 1 Ciampel the application of character education is carried out not only in the learning process but also in the habituation activities

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carried out every day. In his book, Thomas Lickona states that the definition of character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values. So the planting was carried out at SMA Negeri 2 Klari and teachers at SMA Negeri 1 Ciampel. And more broadly, he stated that character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individual individuals but also good for society as a whole (Lickona, 2015). Therefore, the character values that are applied, such as religious values, responsibility values, tolerant and discipline values, are carried out by teachers in the learning process and are supported by habituation activities at school.

Teachers' Efforts in Overcoming Obstacles to Cultivating Character Education

In the learning process it is impossible for teachers not to encounter obstacles because in essence humans always have shortcomings. A common problem that often occurs at SMA Negeri 2 Klari and teachers at SMA Negeri 1 Ciampel based on interview results is that human resources can be said to be low. In the class, it was seen that there were students who were not paying attention to the lesson because the teacher's voice could not be heard, and from the researcher's observations there were still students who were late when leaving for school. Obstacles that can prevent the implementation of character education from being optimal must be immediately overcome. The school environment is essentially not just a place for the transfer of knowledge, but also strives for value-oriented efforts and learning processes.

The results of the research that has been carried out are three ways that teachers can handle these obstacles:

a. When facing obstacles in the learning process, teachers always accompany students, and create lessons that refer to factual learning carried out outside the classroom. This is done in order to reduce the obstacles that occur.
b. The teacher also said that in dealing with the problem of students not obeying the rules, the teacher collaborated with the police to secure vehicles that violated the rules. This is done to provide a deterrent effect to students. As well as giving punishment to students who violate it.
c. The school makes an agreement with the student's parents. If students are unable to comply with existing regulations and ignore the assistance provided by the teacher, the students will be returned to their respective parents. This is done so that parents do not escape their responsibility to provide direction to their children. And it has a deterrent effect on students who break the rules.

Conclusion

Based on the results of research and discussion regarding character developmentat school can be concludedthat online learning requires guidance both directly and indirectly through educators or parents. Collaboration between teachers and parents is needed to develop morals which will become the character of students. The pedagogical competency that teachers must have to shape students' character in learning is the ability to integrate character education values in preparing lesson plans, preparing teaching materials,

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implementing classroom learning, and conducting learning evaluations. Teachers instill character education that contains moral knowing, moral action, and moral feeling in students by inserting religious values, responsibility, tolerance, and discipline in learning. The factors causing the lack of student morale are the students themselves, such as students who still do not comply with the regulations for completing motorbike equipment, while in the researcher's observations in the classroom, it can be seen that there are students who pay less attention to the lesson because the teacher's voice cannot be heard, and from observations Researchers still have students who are late when leaving for school. Obstacles that can prevent the implementation of character education from being optimal must be immediately overcome. The school environment is essentially not just a place for the transfer of knowledge, but also strives for value-oriented efforts and learning processes. The teacher's efforts to overcome obstacles to cultivating character education are by making a joint agreement between the teacher, students and parents. The aim is to provide a deterrent effect on students, for example students who take motorbikes to school and do not comply with motorbike regulations will be reported to the police.

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