

APPLICATION OF RIGHTS AND CHARACTERS OF STUDENTS IN BASIC SCHOOL

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Abstract: The purpose of this study was to determine the application of the rights and character of students in elementary schools. In addition, find out about the Rights and Character of Students in Primary Schools. The data sampling process used in snowball sampling research consisted of principals, teachers, students, school librarians, school guards, and school canteen guards. Whereas for the whole technique the data uses in-depth interviews (in-depth interviews) in the form of structured interviews (structured interviews), in the form of light-clear and disguised analysis (open observation and confidential observation), and documentation. Data analysis in this study through data triangulation techniques with three stages include reduction of data reduction, data presentation, and data verification. The results of this study indicate that with the phenomenon that occurs in Sindang District 1 Elementary School, it can be stated that there are other things or new things that can build students' character not only through the curriculum. The application of children's rights at school can affect the formation of student character. Students who get their rights at school will bring better student characters compared to students who do not get their rights at school. Although the facilities provided by the school both affect children in the classroom are not good but will have a bad impact on students who are not good too. The habits of school residents in the application of children's rights in schools such as providing good facilities, giving attention, providing guidance, not being indifferent to students. Such things will make students more comfortable and suitable for people such as being open, honest, responsible, respectful, legal aware, caring and caring.

Keywords: Right, Character Students

1. Introduction

The various problems of the Indonesian people in various fields so far have not been separated from the character and values of society. If at present there are many criticisms related to the character of the nation, then schools as one of the educational institutions, are also responsible for overcoming these problems. Based on the results of preliminary observations that were not blatant on March 29 to 31 conducted by the author at SDN 1 Sindang Lebakwangi District, Kuningan District showed a decrease in student character, this can be seen from: 1) there are students who often fight with their friends inside class, 2) there are students who behave less polite to the teacher, 3) there are students who behave less respectfully and respect their own friends, 4) there are students who are indifferent or indifferent towards their friends, 5) there are students who do not obey the rules in school, 6) there are students who are still spoiled, and 7) there are still students who are less concerned about participating in classroom learning.

Such a natural and real miniature of life, children are truly seen as whole human beings. Not just intelligent robots, which must be stuffed with knowledge and skills so that hours of study become terrible filling times. The explosion of information in this century might make many people panic, while life that has turned into a vicious competition field encourages them to think that in order to survive it must know everything. According to adolescent members Aulia (2010: 14) introducing children to their rights is not necessarily a lot of people agree. It is feared that they dare to fight parents. Let adults know and be aware, so that they can protect, protect and fulfill children's rights. Adult comments sound like that. Indeed, this is not the case, children's rights or human rights are respect for human beings that need to be maintained, maintained and fulfilled. When humans are aware of their rights, this will lead us to a better world order, especially in the school environment. Based on the above statement it is considered necessary to conduct research by determining the title: "Application of Rights and Character of Students in Primary Schools".

2. Problem formulation

- a. How is the application of children's rights in learning at SDN 1 Sindang, Lebakwangi District, Kuningan Regency?
- b. What is the character of students in SDN 1 Sindang, Lebakwangi District, Kuningan Regency?

3. Theory Study

a. Rights

- 1) Understanding rights

According to the book Ningsih et al (2015: 109) rights are all things that must be accepted by all people, both children and adults. Whereas according to Agustina (2011: 167) rights are something that is absolutely ours and their use depends on us.

- 2) Various rights

According to the Citizenship Education Citizenship Education book by Ningsih et al. (2015: 110) the rights of children to be accepted are:

- a) Children's rights at home.

There are a number of children's rights at home that must be accepted, including: (a) getting love by his father and mother and being fed and drinking, (b) getting clothes, (c) getting a place to live, (d) getting education / guidance from parents, (e) can play with joy, (f) get care if sick, (g) can go to school, (h) get protection, and (i) get attention from parents.

- b) Children's rights at school.

The rights of children in schools that must be accepted include: (a) learning calmly, (b) getting guidance from teachers, (c) being able to study religion and skills, (d) using facilities in schools, (e)

borrowing library books, (f) get good grades, (g) fair treatment from teachers, (h) get education from teachers, (i) get teaching, and (j) have many friends.

3) Child rights objectives

The purpose of children's rights is to ensure that every child has the opportunity to reach their full potential. The right of the child rights determines that children without discrimination must be able to develop fully, and have access to education and health care, grow in a suitable environment, get information about their rights, and participate actively in the community.

b. Student Character

1) Character Understanding

Katakanin (2013: 3) suggests that character is the characteristic of each individual with regard to his identity (the power of heart), which is the essence of inner / spiritual qualities, ways of thinking, ways of behaving (external attitudes and actions) of one's life and cooperating well in the family, community, nation and country.

1) Character Values

Nineteen character values according to Aqib (2012: 42) are as follows: 1) honest, 2) responsible, 3) healthy lifestyle, 4) discipline, 5) hard work, 6) confidence, 7) entrepreneurial spirit, 8) logical thinking, critical, creative, and innovative, 9) independent, 10) curious, 11) love of knowledge, 12) aware of the rights and obligations of oneself and others, 13) obedient to social rules, 14) appreciates works and other people's achievements, 15) polite, 16) democratic, 17) caring for social and environmental, 18) nationalist, and 19) respecting diversity.

2) Important Pillar of Student Character

According to Aqib (2012: 26) there are six main characters (character pillars) that must be present in students. This is based on *The Six Pillars Of Character* issued by the Character Counts Coalition (a project of the Joseph Institute of Ethics). The six important pillars of student character are trustworthiness (honest), fairness (open), caring (caring and caring), respect (respect), citizenship (conscious of law), and responsibility (responsible).

3) Character Education Development

Sauri (in Novan 2014: 29) states that nation building starts from the development of the character of students from an early age so that to advance this nation a curriculum is needed that not only prints outstanding students in grades but also students who are brave, positive but polite.

4. Research Results

a. Description of Research Results

Application of children's rights at school

The application of children's rights at school is a must in an institution. Child rights are the same as the obligations that must be done by educators in an educational institution. In in-depth interviews conducted by researchers obtained facts and data about the application of children's rights in SDN 1 Sindang, namely as follows. The first research informant was the principal of Sindang 1 Elementary School, namely Mrs. Siti Nadroh, M.Sc. who served as the principal for 3.5 years from 2012 to the present in 2016. In connection with the application of children's rights at the school, mother Siti Nadroh, M.Si said as follows:

"When it comes to children's rights, of course, children's rights at school must be implemented. After all, what is related to the matter is already in the education regulations, even in human rights it has also been stated that the child must get a decent education." (Interview with Siti Nadroh, M.Sc. 19 May 2016).

Based on the data from the interview, it can be explained that the principal understands the rights of children in school. The rights of children in school should indeed be the obligation of school

citizens to apply. And keep in mind that this is stated in the education legislation. In addition, the law on Human Rights (HAM) is also explained in detail that children are the next generation of the nation who need to pay attention to their rights.

School facility

One of the children's rights that must be accepted at school is to use school facilities comfortably. The school facilities are expected to support student learning activities and foster a sense of comfort for children to be in school. The comfort of children in school will make children feel that the school is not a prison but can be a place that is useful as well as a place of entertainment for them. In-depth interviews conducted by researchers obtained facts and data about existing facilities in SDN 1 Sindang as follows.

Informants that researchers choose to get information about school facilities are people who understand the facilities in SD Sindang 1, the principal's mother. In connection with the facilities at the school, Mrs. Siti Nadroh, M.Sc said as follows:

"Yes, the facilities provided in accordance with the budget given by the central government and Alhamdulillah can be managed properly so that they can see for themselves the facilities here can be said to be quite adequate. It can be compared to neighboring elementary schools or other elementary schools where 1 sub-district is still more complete in Sindang 1 Public Elementary School." (Interview with Siti Nadroh, M.Sc. 19 May 2016).

Based on the data from the interview, it can be explained that in addition to understanding and understanding the rights of children in school, he also applied it or applied it in the school environment. It is evident from the facilities he provides for the needs of students especially those that support the learning process and the distribution of student skills. For example, there is a library as an indispensable learning resource, teaching aids / learning media and sports facilities that are sufficiently supportive. In addition, concerning the budget derived from the government, it is managed properly so that the facilities available can be seen or proven sufficient to meet the needs of students studying.

School rules

In addition to the matter of school facilities, children's rights that need to be considered are the implementation of school rules. This school regulation is suitable for the needs of students or like most schools using existing ones (hereditary). So this is what the principal of Sindang 1 Public Elementary School said about this:

"The school regulation in elementary school refers to the goal of achieving children's competence, the rules of origin are not made, this is also with the approval of all parties who participate in advancing education, after all, following the times. So, it can be said that the school regulations applied here are in accordance with the needs of the mother's students." (Interview with Siti Nadroh, M.Sc., 19 May 2016).

Based on this, it can be explained that the regulations applied in SDN 1 Sindang are made in accordance with the objectives of achieving children's competence, just as children's competence is characterized by religion, the rules must be in accordance with the morality in religion. In addition, school regulations in schools are also adjusted to the times and needs of students. This is considered because students are the object of implementing the regulation. Not infrequently this is underestimated by other schools even though it can be seen for yourself this is one form of acceptance of children's rights in school. Obtaining and complying with school regulations in accordance with the age and development of the times is part of the child's right to be accepted.

Teaching and Learning Process in Classes

The interview data obtained from the homeroom teacher and students have different data that the teacher did not apply when giving grades or after the students worked on the task at that time. Especially regarding awards. Very few teachers give rewards even in the form of praise and applause to students after students work on assignments. This shows that the homeroom teacher lacks children's rights in obtaining grades and rewards during the Teaching and Learning Process (PBM).

Student Character

1) Character of Students in Class

The attitude of students who often joke when learning is one example of the character of students who are undisciplined and lack of respect. No exception to parents and teachers in class. Regarding this, grade 3 mother Mulyani said as follows:

"That's general, neng, there are students who sometimes don't want to be quiet, pacing, but there are others who pay attention. Yes, we teachers must be able to be smart in managing children only." (Interview with Mulyani, S.Pd. May 16, 2016).

Based on the data from the interview above, it can be explained that mother Mul as homeroom teacher 3 watched her students when in class. It was evident from what he said that he knew there were students in his class who often came out of his seat (pacing). In addition, according to him as a teacher it should be able to regulate the situation of students when in class.

2) Character of Students Outside Class

Data regarding the character of students in SDN 1 Sindang can be confirmed by looking at the attitudes and behavior of students while in the library. The attitude of students who obey the rules when in the library become part of the character of good students. Therefore, regarding this matter, Titin's mother, Ama. Pus as a library guard at SDN 1 Sindang revealed the following:

"Yes, right from the start, I already told the child to read the library's rules, but what is the name of the child, how come the mode is well, if the child is at home, his mind is calm and goes into the library. I've joked, just entered the fall. Later, report the mother to joking. Already have been instructed by the briefing while being compared with the same, right? Many of them are like boys, if girls are average, they know, for example, to the library they can't use shoes, use hats, so the hat is already open. It was good to mother if the teacher helped in class. If the child looks at them from outside the hat is opened, the clothes are tucked up, but even though they have never been screaming or angry the clothes or what, but just saying remember the rules are not? Like to say so, the child understands." (Interview with Titin, Ama Pus. May 17, 2016).

Based on the interview data above, it can be explained that the librarian is very concerned about how to reprimand their students. In addition, the library guards were very attentive and did not feel aggrieved when they had to travel from one class to another to just ask students who had not returned books borrowed from the library. This method makes students not ashamed and more responsible for what they borrow. The school librarian also actually carries out his duties with great responsibility and carrying out his obligations.

b. Discussion

In connection with the phenomenon that occurs in SDN 1 Sindang, Lebakwangi District, Kuningan Regency, it can be stated that there are other things or new things that can build students' character not only through the curriculum and approach delivered by Novan Ardy Wiyani. This can be explained as follows:

The big factor in the formation of students' character in this school is one of them is in the application or granting of children's rights at school. Child rights that are fulfilled in school will give other meaning to students and this will have an impact on students' mindset which will then be seen in the way students behave themselves. The above is evident from the differences in student character when in class and in the library. Teachers who lack child rights in class like giving attention make students more attitudes that are very undisciplined. For example students often roam in class even though they are studying. This is because the teacher does not give attention and response to students when students are working on assignments. The opportunity to ask and propose opinions optimally when students are learning can actually make students more disciplined and focused on the Teaching and Learning Process. But this is not seen by the teacher in the classroom.

Unlike the situation when in the library. Students look very disciplined and enthusiastic to read. This is because librarians are also very open and pay attention to student movements. Students are also

often invited to communicate and question and answer about what students are reading. So that students feel cared for and guided by the librarian. The characters that are seen when in the library, without being given a signal or command of students consciously help librarians both in cleaning up books or sweeping and mopping the library floor. The attitude of librarians who show their care by giving full attention to all students makes students feel comfortable and feels the library is a place that can be used as a place to rest while exploring insight.

5. Conclusion

Based on the findings of the data and discussion, it can be concluded that: **First**, the state of the implementation of children's rights in SDN 1 Sindang both the rights of children in learning and others are indeed seen and proven that they are not implemented optimally. Especially in the situation when the Teaching and Learning Process, students get less attention from the teacher when working on assignments. There is no teacher's action, like traveling from one table to another, just to see students when doing their assignments. In contrast to the application of children's rights when in the library, it is seen to be given maximally. Like providing guidance and being able to communicate well with their students.

Second, the character of students seen at SDN 1 Sindang shows that the formation of good characters is lacking. Character of students seen in SDN 1 Sindang namely many students who are less polite to other people especially to older people, the language used by the language is not good and impolite, the attitude when learning does not reflect a student who is likely to joke and not pay attention teacher while explaining the lesson in front of the class. This is the impact of the development of education that has not been maximally considered by the School. However, it is different from the character of students who are formed when they are in the library, students are open and responsible with books borrowed from the library.

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