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# Implementation Of Implementation of Providing Legal Assistance Ffor Disappointed Communities in the View Of Islamic Law

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## Abstract

The purpose of this study is to describe the application of 3 character values through planning analysis, learning implementation and learning evaluation as well as to determine the supporting and inhibiting factors of the application of 3 character values in grade IV SDN Tiwu Asem. This research includes qualitative descriptive data taken through in-depth interviews with resource persons, in addition to data collection techniques through field observation and documentation. The validity of the data used is by source triangulation, technical triangulation and theory triangulation. Data analysis techniques are carried out by collecting data, reducing data, presenting data and drawing conclusions. The results showed that the application of the character values of SDN Tiwu Asem has been integrated into learning through the process of planning, implementation and evaluation as well as through applicable habituation. The supporting factor is the content of character education in the curriculum and also the driving teacher as a support in the application of character values. While the inhibiting factors are the lack of aspects of teacher understanding, student behavior, learning implementation and the lack of school culture to support character education.

**Keywords:** Application of character values, learning process

## INTRODUCTION

Along with the times, there are many challenges and changes that occur in the life of a nation. One of the processes of determining the quality of life, society views that education is a subject of change that forms a transformation (Hamdi & Krisnawati, 2011). This is in accordance with the function of national education regulated by Law No. 23 of 2003, Article 3 concerning the National Education System which reads; "National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Suryana, 2020). Indeed, education must deliver students to a higher level of understanding knowledge, knowledge and character.

In Indonesia, various processes of educational development have been passed, one of which is curriculum development (Bisri, 2020); (Safaruddin, Degeng, Setyosari, & Murtadho, 2020). The curriculum in Indonesia has been developed since before independence and changes from time to time. The curriculum itself is the life of the course of education (Huda et al., 2017). Through the curriculum, it is hoped that educational success will be created. Curriculum changes cannot be avoided due to the undiscovered form of true education in Indonesia, socio-cultural influences, systems, politics, economics, and science and technology. To achieve success in education other than with a good curriculum, all components in education must be tied to each other. Curriculum development should be carried out in accordance with the demands of changing lives both locally, nationally and globally (Kumar, Umar, Kumar, & Nalwa, 2017)

The Pancasila student profile is one of the efforts to improve the quality of education that prioritizes character building. The application of the Pancasila student profile is carried out through school culture, intracurricular and extracurricular activities which focus on building the character of students in their daily lives (Lazarev, Xiang, Adit, Zhang, & Delimitrou, 2021). The application of project-based learning is a fundamental choice in the independent learning curriculum which is believed to support the restoration of student character learning through the Pancasila student profile. In implementing the independent curriculum in schools, every Saturday holds P5 activities (Pancasila Student Profile Strengthening Project) where in this activity the teacher designs a project that will be completed by students. At stage P5 this is done in 4 weeks. The purpose of P5 is to strengthen the character of students in accordance with the dimensions of the Pancasila student profile (Ministry of Education and Culture, 2021).

Character education is an effort to keep pace with the rampant process of globalization. Globalization has reached every circle, one of which is among elementary school-age children. There are positive impacts and negative impacts as a result of the rise of globalization. The problem is the negative impact itself, and those who are vulnerable to these negative impacts are children, because children are still unable to filter or choose what is good and which is bad.

The influence of globalization on children today can be seen everywhere and can even be seen in locations that fall into the remote category, namely at Tiwu Asem Elementary School, Tiwu

Asem village, Praya district. After an interview with one of the teachers who served at the school, information was obtained that students were still often undisciplined, still often bullied their friends, sometimes following harsh words they listened to through YouTube, TikTok and others. This teaches us not to underestimate the process of globalization that has truly become global. Prevention and resolution steps are needed by maximizing character education. Character education at the elementary school level is integrated in each subject.

(Jiwandono, 2020) stated that teachers must be able to teach character values well and familiarize students to apply these characters. In instilling good character values, teachers are expected to be able to maximize the process of integrating these character values into learning materials. Teachers today have an important role in the formation of student character. The role of teachers is not only as a teacher in academic education but also as an educator of character, morals and culture for their students. Students at elementary school age are easily influenced by the circumstances of the surrounding environment, which is why the cultivation of character values is very important to be taught from an early age. According to Rosyad (2019). The importance of instilling character education values to prepare students later as humans who have self-identity, as well as guide students to become ethical people.

In instilling character values, teachers experience difficulties, for example in religious character values, namely before starting to learn students always pray according to their respective beliefs, but there are still students who are noisy and do not participate in praying before starting the learning process. In addition, in the intention of honest character, namely student honesty, is lacking, for example, in writing on student assignment books, there are still parents writing, answering assignments is not students but parents and students just need to go to the assignment book. In independent character values, students are not independent in making homework where parents make assignments not students themselves.

Some of the previous research results that are relevant to this research are research conducted by Lukman Hakim Alfajar (2014), the results of the study show that character education development efforts carried out in self-development programs at SD Negeri Sosrowijayan raise religious values, honesty, tolerance, discipline, and responsibility in the form of routine activities (teacher picket duties, student picket duties, flag ceremonies), spontaneous activities (advising, reprimanding, and assisting incidental activities), example, and conditioning (environmental hygiene, character education tagline). The difference between the above research and the author's research is that the research above focuses on the values of religious character, honesty, tolerance, discipline and responsibility, while the research that the author will do focuses on the value of religious, honest and independent characters. The equation is using qualitative research methods and a descriptive approach.

Research conducted by Siti Syarifah Hasbiyah, the results of the study stated that first, the concept of character education through habituation applied at SDN Merjosari 2 Malang was in accordance with the results of the National Sarasehan of National Culture and Character Education. The implementation of character education through habituation can be done in three

ways, namely programmed habituation, routine habituation and spontaneous habituation. The difference between the research above and the author's research is that the research above carries out character education through habituation, while the research that the author will do is an analysis of the application of character values in learning.

Based on the background described above, a research will be conducted entitled "Analysis of the Application of Character Values in the Learning Process in Grade IV Students of SDN Tiwu Asem".

## **METHODS**

This study used a qualitative approach. According to Bogdan & Biklenmen (2012: 23), qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people observed. The qualitative approach is expected to be able to produce a comprehensive description of speech, writing and observable behavior of a particular individual, group, society and organization in a particular context setting that is studied from a complete, comprehensive and holistic point of view.

This Ha is used because it is in accordance with the title to be studied, namely about the implementation of religious, honest and independent characters in class IV Indonesian learning at SDN Tiwu Asem. This study is to describe the implementation of religious, honest and independent character in grade IV learning at SDN Tiwu Asem clearly in accordance with data and facts in the field.

According to the type, this research is qualitative research with a sample study approach, which is a research that is carried out intensively, in detail, and in an institution.

## **RESULTS AND DISCUSSION**

Based on the results of an interview with a grade IV teacher at SDN Tiwu Asem, stated that character values must be applied as early as possible, not only in the classroom while learning but also outside of learning activities. It aims to produce students who have good behavior and character. Although the state of the school is far from perfect, the application of character values is always tried as much as possible so that students are not only smart in subjects but their character must also be good because good character is the most important.

The cultivation of character values must always be implemented in every subject, so teachers at SDN Tiwu Asem are always emphasized to apply character values to students, supported by training activities or character education guidance so that teachers are more professional in carrying out their duties to apply character values to students. One form of effort to apply character values is to create programs that can add character to participants education, also by utilizing the driving teachers at SDN Tiwu Asem to provide ideas and motivational encouragement to teachers and students so that the application of character values in schools runs well. This statement is supported by the following interview results:

We always instill character values in every learning activity, both in the classroom and outside the classroom, if outside the classroom there is imtaq every Friday, and yesterday during Ramadan there was an idea from Mrs. Handayani as the driving teacher at this school so that every morning before entering class there is a cult and prayer or prayer together in the field, Then on Friday there was Friday alms in his name but it was sincerely not forced, then the results of the alms collection we distributed to orphans in this school, then for other activities there was once an activity for high classes we told to pray dzohor congregation at school before going home, but it did not run optimally because sometimes we go home from school before dzuhur so now it is rarely carried out. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

Further interview results follow:

For its application in class, of course, by inviting students to pray before learning, always say thanks, also discipline students both how to dress and how to sit, I usually always emphasize them also to maintain the cleanliness of the class, so when studying the class is clean and comfortable to use for learning. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

Further interview results follow:

In my opinion, the cultivation of character values in this school really needs to be improved because considering that there are still many children who often fight the teacher, do not obey the rules, especially if they say sometimes fight and do not listen to the teacher's words, especially when praying together, there are still some students who do not participate in praying and even play with their friends, their names are also children, yes, But as Haryus teachers, we always monitor and reinforce it more in the future so that the character of our students can be even better. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May

3, 2023, at 10:00 am).

Learning not only focuses on improving students' cognitive abilities, but also shapes students' character (Jiwandono, 2020). Like SDN Tiwu Asem, which has applied character values to students both through the learning process in the classroom and outside the classroom by praying together before entering class, imtaq and praying dzuhur in congregation before going home from school. The application of character values in learning has 3 stages carried out. The stages of learning implementation are as follows:

### **1. Planning Phase**

In the planning stage, the teacher conducts an analysis of the Initial Competencies and Core Competencies then includes them in the teaching module and is applied in classroom learning activities. This planning stage is carried out so that the learning carried out can be directed and not out of what should be delivered.

A teaching module is a plan of face-to-face learning activities for one or more meetings. This teaching module is developed through a syllabus to direct the learning process of students in order to achieve competence. In compiling the teaching module, grade IV teachers of SDN Tiwu Asem have added strengthening of character values for the initial picture in order to be able to apply character values in the learning process. This was obtained from the results of interviews conducted by researchers with grade IV teachers of SDN Tiwu Asem as follows:

To start the learning process, of course, the first thing to do is to compile RPP or what is now known as the teaching module in this independent curriculum, if character education is not clearly included in the RPP but must be applied through habituation and application that is applicable in everyday life. There is also its application outside of the learning process, which is related to school culture as well as extracurricular usually. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

### **2. Learning Activities**

The application of character values is also carried out during learning activities in the classroom that have previously been designed and poured into teaching modules or lesson plans that have been prepared by the teacher. In the teaching and learning process in grade IV of SDN Tiwu Asem in accordance with existing process standards, teachers carry out 3 stages in learning activities, namely the preliminary stage, the core stage and the closing stage. In learning activities at the introductory stage, core stage and closing stage the teacher always applies character values which are certainly adjusted to the content of the material to be taught. This is in accordance with the results of the interview as follows:

In the RPP, there are preliminary activities, core activities and closing activities, in those activities usually have been inserted to strengthen the value of character both directly and indirectly in accordance with the content of the material to be studied as well. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

Further interview results follow:

In the process of learning, usually the most widely applied value is religious value which is always applied to the preliminary activity, namely by praying before learning or greeting the teacher, but

we also give good examples to students so that good things can be followed by them, continuing in the core activities we usually always emphasize to behave honestly when given independent tasks so that children are not used to Cheating, if there is a problem that cannot be done, I emphasize them to better ask the teacher than have to cheat with his friend. If it is an independent character, we usually give tasks to children to find their own material to the library, it is also usually if the material in the textbooks is incomplete, so we tell children to look for information themselves to the library. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

The following are things done by teachers in applying character values to the learning process that takes place in grade IV SDN Tiwu Asem:

#### **a. Preliminary Activities**

Here are the things the teacher did in the introductory activity:

##### **1. The Teacher Gives Greetings Before Starting the Learning Process**

When starting learning, the teacher sets a good example to the learners by saying friendly greetings, it is expected to build a positive aura of the learners so that the learners feel comfortable when we give a friendly introduction.

Based on the results of observations on the implementation of learning that have been carried out, before starting the learning process the teacher first greets the students kindly. The teacher greets the students kindly and asks the students how they are doing. Not to forget, the teacher also emphasized to students to always be grateful for the blessings that have been given by True Source. This is expected to be able to build the enthusiasm of students when starting the learning process.

##### **2. Teachers invite students to always be grateful**

Grade IV teachers of SDN Tiwu Asem always invite students to thank Alhamdulillah for the blessings and abundance of gifts that have been given

##### **3. Pray Before Opening the Lesson**

Before starting the lesson, the teacher invites students to pray so that every knowledge gained gets blessings from Allah swt.

Class IV of SDN Tiwu Asem always prays before starting lessons, besides that the teacher also invites students to pray for students who are absent due to illness or other things.

##### **4. Check the cleanliness and tidiness of the classroom**

Because students are used to not needing to be asked by the teacher to clean the classroom, before the teacher enters the classroom, students have cleaned the classroom by sweeping and throwing garbage in the classroom, the teacher also checks the neatness of the students' clothes, if something is not neat then the students are asked to tidy up first. In order to be more comfortable when studying

##### **5. Teachers Check the Attendance List of Learners**

Before starting the lesson, the teacher must check the attendance list of students in order to find out how the students are doing. This was also done by the grade IV teacher of SDN Tiwu Asem as a form of concern for students, if there are students who are not present, the teacher

asks the cause of the students' absence. This is also to train students' sense of care for their fellow friends.

## **6. Teachers Provide Motivation Before Learning**

Providing motivation to students is very important to foster the spirit of learning of students. Based on observations, teachers do not convey motivation to encourage student enthusiasm such as explaining what the benefits of the subject matter will be delivered. Mrs. Heti Kurniawati as the homeroom teacher of class IV said that teachers do not always convey motivation before learning. This is in accordance with the results of the following interview:

I do not always convey motivations to students, but sometimes I say if the classroom situation starts to look less conducive, for example when children are difficult to tell if it is noisy, it must be my introduction long because I have to lecture the children first, if for the delivery of the benefits of the subject matter I say if I just enter the material, but it is connected, for example, tomorrow is still in the material I do not convey the benefits anymore Because I told you the other day. (interview with Mrs. Heti Kurniawati, S.Pd as a grade IV teacher at SDN Tiwu Asem on May 3, 2023, at 10:00 am).

## **7. The teacher gives the lighter questions**

The teacher provides lighter questions to students by providing an initial ability test through questions asked related to the material that has been previously taught, then conveying about what things will be learned during the learning process.

## **8. Teachers Make Class Agreements with Students**

In grade IV SDN Tiwu Asem, teachers provide class agreements such as: students must always picket in accordance with the rules that have been made, do not make noise during the learning process, and must be honest in carrying out assignments.

The teacher also said that after explaining the material, later students will be given questions that are done individually and some are done in groups. Not to forget also the teacher conveyed that students do not cheat, if these things are violated, they will be given punishment in the form of standing in front of the class until class time is over while saying a promise that he will not do it again.

So the teacher first divides the group fairly, so that later when the learning process begins there will be no more fuss for group division, if it is time for group assignments, students immediately gather with their groups to discuss.

### **b. Core Activities**

Core activities are activities where the learning process takes place. Here are the things done by the fourth grade teacher of SDN Tiwu Asem:

#### **1. Teachers Share Student Groups**

To build cooperation, teachers divide groups, this is done to shape the character of students to be more organized and directed in carrying out learning for a day.

#### **2. Students are invited to identify character education in the classroom**

The first stage carried out by teachers in identifying character values in schools is by showing character values such as: religious, honesty, independence, hard work, responsibility, courage,

cooperation and empathy. The group that has been divided will give a presentation on the character values that have been mentioned.

### **3. Providing understanding of character values in everyday life.**

Before starting learning, the teacher provides an explanation of character values to students, this is done to have an impact on understanding character values. Students need to understand the meaning of each character value they want to teach. The divided group then discusses these character values with the students and provides concrete examples that are relevant in everyday life.

### **4. The teacher models positive behavior towards character values**

Teachers provide positive behavior by acting as a model to show behavior that is in accordance with character values. Through concrete examples, such as respect, cooperation, hard work, honesty teachers also help students in the classroom to understand how these values are applied in everyday life.

### **5. Learning that is carried out actively, effectively and efficiently**

Students in the classroom are distributed in groups to do several tasks, this is done so that learning activities in the classroom become more active. Students can apply character values in real-life situations such as group discussions in class, role-playing, collaborative projects, or case studies.

## **c. Concluding activities**

### **1. Evaluation**

Teachers provide opportunities for learners to reflect on their experiences in applying character values. Teachers also discuss the challenges faced and how they can overcome situations that require strong character. Through reflection, students are able to identify their progress in learning, if there is previous material that has not been understood then the teacher re-explains until the learners understand.

### **2. Positive reinforcement**

Positive appreciation and reinforcement of behavior that reflects character values is essential. In this case, the fourth grade teacher has given praise and recognition to students when they are in class and when they show behavior that is in accordance with the character values taught.

### **3. Repetition of material**

Before ending the learning, the teacher reflects on the students. By repeating the material by giving questions to students related to the material that has been learned.

## **Application of Character Values in the Learning Process in Grade IV SDN Tiwu Asem**

The character of this nation has experienced a collapse. Judging from the behavior of a group of people that reflects bad behavior, that behavior describes the character of each individual. SDN Tiwu Asem has implemented character values as an effort so that the character of students can be optimal. Character values are values that contain invitations for individuals to behave well. Character education is urgent to be applied to all levels of education (Sudirman et al., 2022)

Character education has become a basic need in the national education system in order to create good character in students and also have good knowledge, feelings and actions among the wider community (Abdul, Asrin, Ikhfan, & Sutrisno, 2016)

Character building is the main thing of the educational process, if the character of students has been formed well, it will also be good academic achievement.

All kinds of efforts in applying character values are constantly carried out, but the behavior of students still violates the rules. From the results of research conducted by researchers, it was found that at SDN Tiwu Asem, especially in Kela IV, the cultivation of character values has been going well. This can be seen from the data obtained by researchers through observations made by researchers.

The application of character values in the learning process in grade IV SDN Tiwu Asem is divided into the planning stage, the implementation stage of learning implementation and hold the learning evaluation.

### **1. Planning Stage of the Learning Process**

Based on observations made by researchers, it was found that what grade IV teachers did at the planning stage of the learning process was as follows:

- a. Conduct an analysis of initial competencies and core competencies for making teaching modules more focused.
- b. Choose a method that can strengthen the character value of students
- c. Integrate character education in all learning

In character education there are 18 character values. SDN Tiwu Asem has implemented all character values in order to realize good student character values. In this study, researchers only examined 3 character values, namely religious character, honest character and independent character. This is because these characters when researchers made observations of these three characters were predominantly instilled in students at SDN Tiwu Asem.

### **2. Learning Implementation Stage**

At the stage of implementing learning, the teacher has referred to the planning that has previously been prepared. Although not all teachers apply learning in accordance with the plan that has been prepared, teachers always strive to apply character values in every learning process.

At this stage of learning implementation, teachers also always inform the cultivation of character values such as religious character. In the planning outlined in the RPP, teachers apply how to pray and greet and how to behave well. Every time you start and end learning, you always pray, inviting students to thank the creator. Teachers also always teach to respect their elders and love their younger ones in order to create harmony between students and teachers.

In addition to religious values, teachers also always apply the value of honesty to students, one of which is by urging students to always return the items they find, and ask permission when they want to use other people's belongings. The teacher also always reminds students to do the tasks given by the teacher honestly not to see the work of their friends,

In the value of independent character, the teacher urges students to do the tasks given independently, if there are tasks that cannot be done then they must ask without hesitation to the teacher. Students are also given the task of finding additional information themselves to the library related to the material they learn.

### **3. Evaluation Phase**

In the evaluation stage at kela IV SDN Tiwu Asem, teachers make positive reinforcement of behavior that reflects character values. The teacher also records all events in the classroom during the learning process which will later be used as a report to be given to the principal.

All efforts made to instill character values in students are expected to improve the character of students optimally even though there are still students who violate and go against the teacher's orders. To apply character values is indeed not easy because as relative humans formed from external

factors, which come from different environments but also have different characters, not all students can be equated in character, that's where the role of the teacher is to find methods so that the application of character values can be carried out optimally. In terms of seeking the application of character values, teachers have implemented character values in learning and teachers provide concrete examples and provide habits that are in accordance with existing character values.

According to the results that researchers found when making observations, student behavior is good but there are still some students who still violate the rules and do not listen to the teacher's words, it is because there are several obstacles and unsupportive factors such as:

1. Not all students are monitored by the teacher. This is due to the social complexity of students, making it difficult for teachers to monitor students. For a solution to this, teachers can work with students to report to teachers if anyone sees their friends behaving badly.
2. There are still students who lack awareness in obeying the rules made. In this case, teachers must always provide supervision and always be firm so that students are accustomed to carrying out existing rules.
3. Lack of awareness of parents of students on the development of their children, so that sometimes parents do not continue what has been interpreted in school. In this case, teachers must activate a communication forum between parents and teachers so that parents can understand what is instilled in the school and can implement it at home. In this case, teachers must activate a communication forum between parents and teachers so that parents can understand what is instilled in the school and can implement it at home.

The application of character values aims to improve good character towards students, as mentioned by the homeroom teacher of SDN Tiwu Asem. Although there are still some students who are still difficult to manage, the cultivation of character values has had a positive influence on students.

## **5.2 Inhibiting Factors in the Application of Character Values in Sdn Tiwu Asem**

Description of research data that will be presented in the order of problems that are the focus of research and the results of data collection through interview, observation, and documentation techniques that have been used by researchers, data descriptions of obstacles in instilling character education values in grade V students of SDN Tiwu Asem are as follows:

### **Aspects of Teacher Understanding**

The understanding of teachers in schools about character education is the main factor in realizing the goals of character education and teachers must also be able to provide examples of matters related to character education, researchers themselves directly get information that there are still teachers who think that there are still teachers who think that character can only be developed through integration in subjects and attitude training without exemplary or Giving examples from teachers regarding attitudes related to character education.

### **Student Behavior**

Environmental factors that are not good can be quite an influential cause. In fact, if students have been educated well since childhood but when they grow up suddenly their association is wrong, it will be very impactful because the environment is where they often carry out their daily activities, so they can fall into it. However, back to the self-factor. If the student has a strong body and mentality, he must firmly reject the things that are not good from his environment and keep thinking positively in the future.

### **Learning Implementation**

The aspect of implementing learning is an obstacle in instilling the value of character education in students, because in addition to habituating attitudes, there are some teachers who have begun to

integrate the value of character education in classroom learning activities, namely by using the discussion learning method as a communicative / friendly value. In addition, there is also assignment to students when the teacher does not enter to provide learning in class so that students are accustomed to learning in class even though there is no teacher, it reflects independent values.

### **Undeveloped School Culture that Supports Character Education**

The undeveloped aspect of school culture that supports character education is an obstacle in instilling the value of character education in students because school culture has a very important role in improving children's character. Cultural interventions are carried out on school culture which will further change teacher culture.

Character education in its implementation must go through a careful planning stage. The character education program implemented by each school certainly does not always run smoothly, of course, there are obstacles faced by schools. The implementation of character education programs at SDN Tiwu Asem has several obstacles. The main obstacle is the funds to run the programs that have been planned by the school. Schools only receive BOS funding from the government, but of course the funds are still considered insufficient because the funds are not used to support the running of character education programs, but also used to support other program activities. For example, when students take part in competitions, these funds are used to meet the needs of their infrastructure facilities. If you ask for public participation about funds, this is considered impossible, because it is considered pungli by the community. Especially if you look at it, the economic situation of parents and the community around the school is also on average middle to lower, so it will be difficult if the school asks for cooperation.

According to Kusumayanti, et al (2021: 103-118), character education in its implementation must go through a careful planning stage. The character education program implemented by each school certainly does not always run smoothly, of course, there are obstacles faced by schools. The implementation of character education programs has several obstacles. The main obstacle is the funds to run the programs that have been planned by the school. Schools only receive BOS funding from the government, but of course the funds are still considered insufficient because the funds are not used to support the running of character education programs, but also used to support other program activities. For example, when students take part in competitions, these funds are used to meet the needs of their infrastructure facilities. If you ask for public participation about funds, this is considered impossible, because it is considered pungli by the community. Especially if you look at it, the economic situation of parents and the community around the school is also on average middle to lower, so it will be difficult if the school asks for cooperation.

The cultivation of character values carried out by teachers has encountered various obstacles. Hendrawan, et al (2017: 75) stated that there are several obstacles in instilling character values in students such as limited time owned by teachers in educating students, differences in education between the school environment and home which results in students not being able to develop good characters.

Another obstacle faced by teachers is also related to the lack of awareness of students in applying the values or characters that have been taught by the teacher. It is suggested that students do not have their own awareness and realize the importance of these values in their lives (Hendrawan, et al, 2017: 76). In addition, the problem faced by teachers in implementing character education is the low concern of people who reap their children's education. Parents do not understand how to apply character education to children. Thus, the education obtained by children at school is different from the education obtained at school. The implementation of character education needs efforts from all

school parties to optimize its implementation (jiwandono et al., 2020).

## **CONCLUSION**

Based on the results of the Character Value Application Analysis research conducted in grade IV at SDN Tiwu Asem which has been carried out by researchers, it can be concluded that: The application of character values at SDN Tiwu Asem has been integrated into learning through the process of planning, implementing learning and evaluating learning. The results of the application of character values to grade IV students of SDN Tiwu Asem show that students have reflected character personalities. Students are independent in doing the tasks given by the teacher. Always apply good things such as greetings, prayers and courtesy by shaking the hands of elders. Students also look honest by trying to do assignments independently without cheating and always returning their friends' belongings and cultured in terms of cleanliness, namely by cleaning the classroom before starting learning Supporting and inhibiting factors in the application of character values in class IV at SDN Tiwu Asem, namely: The content of character education in the school curriculum has a driving teacher whose job is to provide motivation and new ideas to support the running of school programs, one of which is the application of character values. Inhibiting factors in the application of character values in Grade IV SDN Tiwu Asem include aspects of teacher understanding, student behavior, learning implementation, and the undeveloped school culture that supports character education

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