



Analysis of Student Ethics in the Classroom Learning Process at SDN X Minangkabau

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ABSTRACT

This research is motivated by a situation where the researcher sees the phenomenon of the lack of student ethics during the learning process in the SD X Minangkabau class. The purpose of this study is to describe how the teacher's strategy in improving ethics during the learning process at SD X Minangkabau class. In this study using qualitative research methods. The informants of this study were 1 fifth grade teacher, 20 fifth grade students who were selected by purposive sampling. The instrument in this research is the researcher himself, with data collection techniques and researchers assisted by supporting instruments in the form of observation guidelines, interview guidelines and documentation studies. The data analysis technique uses data reduction, data display and conclusion stages. Data validity assurance in this study uses triangulation by combining 3 ways of collecting data. The results of this study indicate that the strategies used by teachers in improving student ethics during the learning process in class are by linking the Civics material studied with everyday life, linking the BAM material studied with everyday life, linking the Ecosystem material studied with everyday life and using learning media.

Keywords: *Ethics, Student, Teacher*

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INTRODUCTION

Education is very important for a nation, where education reflects the personality and culture of the nation itself, because whether or not a nation develops depends on how education is in that nation. Education will shape and change human behaviour both personal and community towards a better direction. In other words, education is the main foundation of the formation of a good society of a nation. Law No. 20 of 2003 article 1 paragraph 2 concerning the national education system explains that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times (Hakim, 2016).

Education implemented in the right way can add value to a nation. Through the process of education, a person becomes a human being who is capable of taking responsibility. Armed with education, a person can make the right and careful decisions. Of course, this is because during the education process a person will learn how to become someone who has a directed and clear orientation. Maximum learning outcomes are the learning outcomes obtained by students after learning certain materials after carrying out the teaching and learning process. According to (Safrizal, Marneli D, Anastasya Desti A, Maulani Z, 2022) education is an effort to make someone a perfect human being. According to (Darlis & Movitaria, 2021), education is very important in a person's life, the progress of a nation is reflected in the quality of its education. According to (Safrizal, 2021) stated that education plays an important role in the formation of quality human resources and is an indicator of development. In 21st century education, not only memory skills and receptive skills are needed but also critical and creative thinking. According to (Tas'adi, 2014), education is important to shape the character of the older generation in building the future.

Learning is a physical activity aimed at changing the behaviour of students interacting with the environment. These changes are seen in the cognitive, effective and psychomotor domains. Learning is also an effort to improve students' skills, opportunities, interests, talents and needs. Applied learning in the Indonesian education system still emphasises mastery of material. Training by bringing students to competence only in the short term, but children do not succeed in solving long-term life problems. Children cannot apply the knowledge they gain at school in their daily lives (Safrizal, 2021). According to (Zulhendri, 2019) stated that so far the main target or priority in learning is the learning outcomes obtained by students or only cognitive, without being balanced by assessment during the learning process, so that it can cause student learning outcomes to be less than optimal. In education, there are two elements that are closely related to these two elements that affect the continuity of education, namely teachers and students. These teachers and students interact and relate to each other which is characterised by their respective functions and roles (Kuswandi, Aang A, 2021).

According to (Mulyasana, 2019) ethics is important to form student competence. The purpose of this ethics is to shape the child's personality, so that the child can become a good human being, society and citizen, can apply social values. Islam requires people who learn to have certain ethics, such as ethics towards themselves in learning, ethics towards the knowledge learned, and especially towards those who teach knowledge. When those who learn have ethics, they can be listened to and ensure that the precepts are easily understood and sufficiently taught to be practised in their lives. But the reality is that at this time students are deviating from the ethics that Islam actually teaches. Most students no longer respect teachers and peers, students no longer feel guilty when they make mistakes, mock and undermine the dignity of themselves and friends, and no longer have a commendable attitude towards teachers. Ethics is a means for humans to live, how to act and others. In education, learning strategies are needed to achieve a more effective

learning process. Strategy is a method used to form an atmosphere conducive to students in achieving learning goals (Sunandar, 2021).

National character is an important factor in the process of nationhood and statehood. According to (Widiatmaka Pipit, 2016) character is the values of human behaviour in which includes human life, which is interrelated between humans and humans, humans and God, humans and nature, which can be manifested through thoughts, actions, feelings based on customs and norms. According to (Widodo, 2019) character education is a process of providing guidance to students to become human beings with character in the dimensions of feelings, karsa, taste, mind, heart and body. Since the beginning of independence, the Indonesian nation has chosen to make character development an important element that cannot be separated from national development (Shinta & Ain, 2021) In addition, it should be remembered that the nature of education (morals) is clear in Law No. 20 of 2003 in relation to the national education system according to (Gunawan, 2012), namely article 3 states that the purpose of popular education is to develop skills and form valuable national character and culture to educate the nation's life, pursuing development and opportunities for students to become human beings who are faithful and devoted to God Almighty with noble character, healthy, capable, creative, independent and responsible citizens. Student character development can also be through the existing culture in schools that greatly contributes to development such as learning in schools, facilities, infrastructure supporting school programmes (Kholifah, 2020). Character values are also how to think, act, loyalty, care and respect for the nation, can make the interests of the country and group higher than individual interests. Willing to sacrifice, love the country, obey the rule of law, discipline and can respect all diversity (Amelia & Ramadan, 2021).

Based on data from interviews conducted by researchers with the fifth grade teacher of SD X Minangkabau, there are students who show poor ethics during the learning process in class. When interviewed by researchers, the fifth grade teacher explained that there are good ethical fifth grade students and some are not good, but they still need guidance, as elementary school children are still young. need guidance to be better. At their age, they sometimes still say rude or dirty words to the teacher or to fellow friends. For students whose curiosity is high they do not hesitate to ask questions to the teacher as if talking to peers. If given practice they talk and walk with their friends. The community family and the surrounding environment have an important role in facilitating the formation of children's behaviour (Yulia et al., 2021). The problems described above are supported by relevant research such as research conducted by (Kuswandi, Aang A, 2021) a person's ethics are essentially revealed from his actions the desire to do the purpose of ethics is the formation of personality to be a good person, citizen and citizen. In the world of education, ethical problems need to be very concerned because the goal of education is to create not only intelligent and qualified people, but perfect humans who are adorned with sensational morals and noble morals. In line with this, it is also presented by other researchers (Elias, 2021) Ethics is often called moral philosophy and not only helps humans to realise their morals and help find responsible solutions, if humans are allowed

and not appropriate to do in difficult times. Ethics is a reason for actions that should be done or not done. Polite and courteous means an individual's attitude or behaviour or respect and friendliness with people who interact with him. Ethics in Islam can be used as an approach to learning and developing values to be compatible with the development of student moral behaviour that we want (Mansur, 2006).

These problems can be overcome by applying various character building strategies appropriately, by applying various character building strategies is to build a new generation better and naturally. Schools are effective places of education, schools have the main goal of forming intelligent humans and also have good character (Supraptiningrum & Agustini, 2015) Schools also help parents teach good habits and instil character, and religious and cultural values. Schools develop children's potential in cognitive, affective and psychomotor domains. According to (Mustika & Dafit, 2019) a person's character is formed from the results of perspectives, attitudes, and behaviours that are manifested in interactions in everyday life. Character can be a characteristic, or typical of a person or group of people.

From the problems described above, it can be seen that student ethics in the learning process are still not good. Educators can take steps or strategies to improve student ethics in the learning process by linking the learning material they have learned in everyday life. Strategy is the way of a teacher as the spearhead and effort to achieve the goals and success of the learning process (Rachmah, 2012). According to the learning strategy is a very important thing that must be mastered by educators in order to achieve successful learning. (Purnasari & Sadewo, 2021). From the description previously presented, it is clear that the purpose of the researcher conducting this research is to find out the teacher's strategy in improving student ethics during the learning process in SD X Minangkabau class.

RESEARCH METHODOLOGY

In this research activity, researchers used qualitative research methods with case studies. According to (Tjipto, 2006) defines that qualitative research methodology is a careful, thorough and critical examination of something to find facts and information in order to establish scientific knowledge. The reason for choosing this method is because this qualitative method focuses on deep understanding, describing complexity, developing theory and social reality. According to (Fadli, 2021) qualitative research is a study of human or social phenomena and creates a complex picture presented in the form of reports obtained from informants. According to (Khoiron Ahmad Mustamil, 2019) qualitative research is related to the assessment of attitudes, behaviour and opinions, researchers conduct careful investigations, events, phenomena activities or a group of individuals. The technique of determining informants in this study was carried out by non-probability sampling through purposive sampling technique. In this study, researchers chose informants, namely grade V teachers at SD X Minangkabau. In conducting research, research is a key instrument in data collection. Researchers are assisted by supporting instruments or tools such as observation guidelines, interview guidelines, recording

devices and cameras. Data collection was done through three ways, namely observation, interviews, and documentation studies. For data analysis techniques, researchers use the Miles and Huberman model, the first, namely, data reduction to select and classify the data obtained. The second is data display which presents data in the research report to provide an overview of the data obtained during research activities. The third is drawing conclusions which contain the results of the research in the form of answers to the problems raised. To guarantee data validity, researchers use triangulation techniques, namely interviews, observation and documentation.

RESULT AND DISCUSSION

After collecting data through interviews, observations and documentation studies, researchers obtained data related to the strategies used by teachers in improving student ethics during the learning process in class V SD X Minangkabau. From data reduction or selecting and grouping data that has been carried out by research results as follows:

Linking Civics Material with Daily Life

We can relate this Civics material to ethics, in Civics subjects including attitudes, morals, values and norms that are all related to ethics. As we know the purpose of learning PPKN is to educate oneself, good manners or character for students. In addition, PPKN in schools is expanded to become a centre of understanding, attitudes, skills and democratic life. In the subject of PPKN helps to foster ethical behaviour of manners such as about values, morals. Various concepts about approaches, value education models and other learning models.

From the interview and observation data in class V SD X Minangkabau, it is known that the teacher's strategy in improving ethics in the learning process relates PPKN material to everyday life. This was found in an interview with teacher N:

"Relate the material learnt to everyday life. In PPKN material, it can be related to ethics. PPKN learning includes attitudes, norms, morals, and values, all of which are related to ethics." (Interview-1/ 8 November 2022)

The interview can prove that the strategy used by the teacher to improve student ethics in the classroom learning process by linking PPKN material with everyday life. This was also found by researchers when making observations:

"When the teacher explained the lesson there were several students talking to friends. Seeing the ethics of students like that, the teacher relates it to the material that students learn in PPKN learning". (Observation-2/ 14 November 2022)



Image. 1. Teacher relates PPKN material to everyday life

In the picture above, it can be seen that the fifthgrade teacher of SD X Minanagkabau relates the PPKN material that students learn in everyday life, the teacher relates the material about values, morals, attitudes and ethics.

The results of interviews and observations show that the strategies used by teachers in improving student ethics in the learning process in SD X Minangkabau class. Teachers relate PPKN material that has been learned by students in everyday life such as values, morals, attitudes, and everything related to ethics. In PPKN learning subjects there is a lot of educational material and learning, especially with ethics, PPKN material is very related to ethics.

Linking BAM Material with Daily Life

In learning Minangkabau Natural Culture, there is material to recognise the word nan ampek (four words), how students speak to friends, elders, younger siblings, to respected people. The word nan ampek is ethics in speaking, Minangkabau people have an order of speaking in everyday life, such as speaking to community leaders, younger leaders, peers, to sons-in-law and in forums. Kato nan ampek (four words) consists of the word climbing which is how to speak to people who are older than us, such as teachers, parents, scholars, community leaders. The word decline is how to speak to people who are smaller than us, especially younger and to teenagers and children. The word mandata is how to speak to our peers and peers. The word melereng is how to speak to a customary elder or an honoured person such as a dinagari person, to whom we speak gently and politely.

From the data from interviews and observations in class V SD X Minangkabau, it is known that the teacher's strategy in improving students' ethics in the learning process by linking BAM learning material in everyday life. This was found in an interview with teacher N:

"For example, by relating the material learnt to everyday life. In the BAM material, we recognise the word nan ampek, how they speak to friends, elders, younger siblings and respected people. We teach them how to talk to their elders, their peers and their younger siblings." (Interview-1/ 8 November 2022)

The interview above proves that the strategy used by teachers in improving student ethics in the classroom learning process by linking BAM learning material with everyday life. This was also found by researchers when making observations:

'When the teacher explained the learning material there were several students who were seen walking, talking to friends with dirty words, lifting the table mat, opening the book before there was an order to open the book and when the teacher was talking the students did not listen to the teacher's explanation, the students were instead busy with their own activities opening exercise books, etc.'. Seeing such ethics, the teacher immediately gave a warning to the students by linking it to the BAM kato nan ampek material. Ethics When people talk we must listen instead of doing other things. It is the same as when we ask our parents for money while doing other activities, whether we give it or not, whether we are polite or not. Our customs are also related to religion, so customs are based on religion. The teacher asks the students, so please apply in your daily life the learning of Minangkabau Natural Culture.' (Observation-3/21 November 2022)



Image. 2 The teacher relates the BAM material to daily life

In the picture above, it can be seen that the fifth grade teacher of SD X Minangkabau relates the BAM material that students learn in their daily lives. The teacher relates the material to kato nan 4, namely the word climbing, the word descending, the word sloping and the word recording.

The results of interviews and observations show that the strategies used by teachers in improving student ethics in the learning process in SD X Minangkabau class. The teacher relates the BAM material that students have learned in everyday life, in BAM subjects there is kato nan ampek material, namely kato mandaki, which is the attitude of speaking to people who are older to us. Kato manurun is how to speak to people who are smaller than us such as younger siblings and children. Kato mandata is how to talk to friends of the same age. Kato malereng is how to speak to elders or honourable people.

Linking Ecosystem Material with Daily Life

In ecosystem material, living things are interrelated with other living things. To maintain stability requires balance. Ecosystem balance is a balanced state between components and interactions in the ecosystem. Natural and natural factors are caused without human intervention such as earthquakes, landslides floods, etc. Factors caused by human actions such as forest burning, plantations, illegal logging, and others. In the

ecosystem material there is environmental ethics, which is everything that affects humans, survival, human welfare and other living things directly or indirectly. So environmental ethics is the moral policy of humans in accordance with their environment, therefore ecological ethics is needed for everyone.

From the data from interviews and observations in class V SD X Minangkabau, it is known that the teacher's strategy in improving student ethics in the learning process by linking ecosystem learning material in everyday life. This was found in an interview with teacher N:

"Linking learning materials with ethics in everyday life. For example, with ecosystem material, in order for the ecosystem to be maintained and protected, we will behave, such as not hunting animals, not burning forests, and not using pesticides excessively. Our attitude already reflects ethics towards the environment." (Interview-3/ November 21, 2022).

The interview above proves that the strategy used by teachers in improving student ethics in the classroom learning process by linking ecosystem material with everyday life. This was also found by the researcher when making observations:

"When the teacher explained the material about the day's learning, there were several students who broke the table, walked, talked, did exercises while learning, tore up paper, threw fertilizers and pesticides for plants in the school garden excessively. Seeing something like that, the teacher immediately reprimanded by linking the ecosystem learning. In order for our ecosystem to be maintained and protected, we must do good things such as not breaking the table, using pesticides excessively, like what your child did earlier, that's not allowed, son." (Observation-3/ 21-November 2022).



Image. 3 The teacher relates the ecosystem material with daily life

In the picture above, it can be seen that the fifth grade teacher of SD X Minangkabau relates the ecosystem material that students learn in everyday life. The teacher relates that in order for the ecosystem to be maintained and protected, we will behave like what, we will do good, not damage school facilities and not use pesticides excessively.

The results of interviews and observations show that the strategies used by teachers in improving student ethics in the learning process in SD X Minangkabau class. The teacher relates the ecosystem material that has been learned by students in everyday life such as not using pesticides excessively, when fertilizing plants in the school garden, give

enough should not be excessive, do not give a lot of fertilizer in each plant that the mother's child will give.

Using Media

Media as a teacher's tool in the learning process, media is a tool or props used in the teaching and learning process. Using learning media can support the success of the teaching and learning process so that learning activities can be effective in achieving the desired goals.

From the data from interviews and observations in class V SD X Minangkabau, it is known that teachers to improve student ethics in the learning process use audio-visual media. This was found in an interview with teacher N:

“yes, audio visual.” (Interview-4/ November 21, 2022)

The interview above proves that the teacher's strategy in improving student ethics in the learning process by using learning media. It was also found by researchers when making observations:

- A. *"During the teaching and learning process, the fifth grade teacher uses audio-visual media, the learning material for that day is presented by the teacher in front of the class using a laptop, speakers and infocus. When the teacher was busy explaining the learning material, there were several students who were busy talking, walking, saying dirty words. Seeing this, the teacher reprimanded and advised using audio-visual media, to improve student ethics during the learning process. Teachers use audio-visual media in accordance with ethics."* (Observation-4/ November 21, 2022)

The results of interviews and observations show that the strategies used by SD X Minangkabau teachers by using audio visual media. Media as a tool and medium used by teachers in the teaching and learning process. Media has many benefits in the teaching and learning process, including being able to make it easier for students to understand learning material, can increase long-term memory, increase student motivation, learning is not monotonous and increase student enthusiasm in learning. **DISCUSSION**

A person's ethics are essentially revealed from actions, the desire to do goals. Ethics is shaping personality, in the world of education, ethical problems really need attention because the goal of education is to create not only intelligent and qualified people, but perfect humans who are decorated with sensational noble morals. In the world of education, most students deviate from the ethics that Islam actually teaches. Most students no longer respect teachers, peers, students do not feel guilty when there is a mistake, mock and demean themselves and friends, their attitude is no longer commendable towards teachers. When the teacher is in the classroom and explains the learning material, there are students who walk, talk to friends, open books before there is an order to open books, do exercises while walking and when the teacher explains or conveys learning, some of the students do not listen to the teacher's explanation, when reprimanded, some students resist. Based on the results of the data analysis that has been carried out, it can be seen that the strategies used by teachers in improving student ethics in class V SD X Minangkabau are four strategies.

The first strategy is to link Civics learning with material that has been learned in everyday life. In PPKN learning includes attitudes, morals, values and norms that are closely related to ethics and can shape student ethics in learning. In Civic learning can shape students and help students to foster ethical behavior, courtesy and politeness.

The second strategy is to relate the Minangkabau Natural Culture material to everyday life. In BAM learning there are nan ampek words, namely the word mandaki, kato manurun, kato mandata, kato malereng. Kato mandaki is how we behave when speaking to older people, such as teachers, parents, community leaders, mamak, etc. Kato manurun is how we behave when speaking to smaller people such as younger siblings and children. Kato malereng is how we behave when speaking to people of the same age, such as peers and friends. Kato malereng is how we behave when talking to people who are respected or honored and who are traditionally elders such as people in the nagari / nagari officials. In Minangkabau, kato nan ampek is a rule that binds sons and daughters in communicating in everyday life.

The third strategy is to relate Ecosystem material in everyday life. In ecosystems, living things are interrelated with other creatures. To keep our ecosystem intact, there must be a balance. There is environmental ethics in ecosystem learning, namely everything that affects humans, survival, human welfare directly or indirectly. In order for the ecosystem to be maintained and protected, we behave well and do good. Such as not hunting animals, burning forests, cutting down trees illegally and using pesticides excessively. This is in line with previous research, in ecosystem learning students learn about the impact of actions and solutions made on the environment. Learning in the classroom can be applied by direct practice guided by the teacher, students will understand and know how things are directly (Ratih et al., 2020).

The fourth strategy is to use audio-visual media in improving ethics. Learning media as aids/props during the teaching and learning process. Media has many benefits in the learning process including increasing student motivation when learning, restoring student enthusiasm in learning, increasing student memory in the long term and making it easier for students to understand learning material.

The findings in this study are in line with research that has been done before, character values in the local content subject of Minangkabau natural culture at SD negeri 14 Padang city is BAM is one of the subjects that is effective in context. It is proven that the ethics of students on the implementation of the topic are at a satisfactory level (Mafardi, 2017). This research is in line with previously conducted research on fostering the ethics of courtesy of class V students through civic education learning at primary school number 45 Bengkulu city. Teachers apply good manners through PPKN learning (Djuwita Puspa, 2017). This research is also in line with previously conducted research, strengthening civic learning to strengthen the character of students, starting from preparation, implementation and evaluation. We must have the ability to provide, implement and evaluate that can cover the values of existing people, because developing character values is not only enough to lead, but also to create (Budimansyah, 2014) Findings in line with the integrity of character education in learning civic education to

develop character attitudes in elementary school students (Galuh Nur Insani, DinieAnggraeni Dewi, 2021).

So it can be concluded that the strategies used by teachers in improving student ethics in the learning process in the SD X Minangkabau class. Linking Civics material in everyday life, linking BAM material in everyday life, linking Ecosystem material in everyday life and using audio-visual learning media.

CONCLUSION

From the results of the research that has been done, it can be concluded that there are several strategies to improve ethics in the learning process at SD X Minangkabau class. Where there are four strategies, the first strategy is to link Civics material in everyday life, in Civics learning includes norms, attitudes, values, morals and it is all related to ethics. the second strategy relates BAM material to everyday life, in BAM subjects there are kato nan ampek namely kato mandaki, kato manurun, kato mandata and kato malereng. The third strategy is to relate ecosystem material to everyday life, in ecosystems there is such a thing as environmental ethics, how we behave well and do good to the environment, do not destroy the environment, do not burn and cut down forests wildly and do not use pesticides excessively. the fourth strategy is to use learning media, namely audio-visual media.

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