Model of Character Education as an Effort to Prevent Crime and Demoralization of Student in Makassar City

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Abstract Development of a character education model as an effort to prevent crime and demoralization in children in State Elementary Schools. The research focuses on the development of learning tools and teaching materials at SDN Parangtambung 2 Makassar, Indonesia. The research method aused is qualitative methods. The research objective is to produce learning tools based on character education at SDN Parangtamung 2 Makassar. Then develop teaching materials for character education models at the SDN Parangtambung 2 Makassar, Indonesia. The result of this study is that the ccharacter eeducation model can be a means to prevent crime and violence in children at SDN Parangtambung 2 Makassar, Indonesia.

Keywords: *Learning Model, Character Building, Crime, Demoralization.*

Abstrak Model Pengembangan pendidikan karakter adalah usaha mencegah kejahatan dan demoralisasi pada anak di Sekolah Dasar Negeri (SDN) Parangtambung 2 Kota Makassar, Indonesia. Fokus penelitian ini adalah pengembagan perangkat pembelajaran dan pengembangan bahan ajar di SDN Parangtambung 2 di Kota Makassar, Adapun metode penelitian yang digunakan adalah metode kualitatif. Adapun Tujuan penelitian ini menghasilkan perangkat pembelajaran yang berbasis pendidikan karakter di SDN Parangtamung 2 Kota Makassar, Indonesia. Kemudian mengembangkan bahan ajar model pendidikan karakter di Sekolah Dasar Parangtambung 2 Kota Makassar. Hasil dari penelitian ini yaitu model Pendidikan karakter dapat menjadi sarana untuk mencegah kejahatan dan demoralisasi pada anak di SDN Parangtambung 2 Kota Makassar, Indonesia.

Kata Kunci: *Model Pembelajaran, Pendidikan Karakter, Kejahatan. Demoralisasi*

Introduction

Human resources are needed in the development process. To improve the quality of education, reliable and competitive human resources are needed. its main support is the need for development and training to be provided to teaching staff, so education basically has to have a very important role as stated in No. 20 of 2003 as the National Education system which is stated in article 3, that national education functions in developing abilities so as to be able to form character in order to educate the nation's life that is intelligent, dignified, for the life of the nation.

Character education has received serious attention from educational scholars in the last two decades (Davis, 2011; Muassomah, 2020; Revell, 2007; Suherman, 2019; Villalobos, 2009). The character of students can be formed when resources are able to understand what is needed by students. So far, students are expected to have good ethics and moralsinteract in society, but it is no longer a secret that since entering elementary school students have committed crimes, juvenile delinquency (Rahmawati, 2017; Unayah & Sabarisman, 2015)and demoralization such as cheating and even consuming addictive substances, then there is a form of coaching based on character values so that it can become a tool in order to achieve educational goals (Islamy, 2021).

According to Lickona (2013) found that there are ten signs of criminal behavior that will give a country, namely: increased agility among children, entrenched dishonesty, increasing disrespect for parents, teachers and leadership figures, the influence of certain groups that children have. has an impact on acts of violence, increased suspicion and hatred, worsened use of language, decreased work ethic, decreased sense of individual and civic responsibility, increased self-destructive behavior and finally blurred moral guidelines.

In the United States the level of crime and demoralization can be seen from various perspectives, in 2012 it was reported that in the United States nationally a quarter of girls aged 14 years and 30% of boys aged 17 years always have sex. So every year nearly 1,000,000 teenage girls under the age of 20 become pregnant. Meanwhile, one in four sexually active adolescents is infected with a sexually transmitted infection.

In Indonesia the crime rate regarding demoralization from the aspect of promiscuity from the 2010 data (population agency and family planning) of children who have lost their virginity is around 53% in the Greater Jakarta area, while in Surabaya it is 54%, Medan 53%, Yogyakarta 42% and in 2013 around 65 million teenagers have free sex behavior. (bankumham reverse survey).

Meanwhile in South Sulawesi, 77% of female respondents and 66% of male respondents said it was important to maintain their virginity before marriage in 2012 (IDHS: Indonesian health and demographic survey). In Indonesia itself crime and demoralization of children are also increasing, the existence of groups in schools is increasing the list of violence against children, for example the spread of videos of violence committed by Genk Nero in recruiting new members, rules that often occur in adolescents in cities in Indonesia.

b. Data on the increase in social crimes continues to be increasingly crowded, especially those related to motorbike robbery. The crime of motorbike robbery which

almost simultaneously occurred in various regions of Indonesia, including the city of Makassar. The acts of robbery that took place were lively in addition to other criminal acts. The acts of robbery in Makassar City are usually carried out as theft of the victim's gold necklace or extortion by using a sharp weapon.

Based on data from the Tamalate Polsek, Makassar, South Sulawesi, there were 1136 cases of motorcycle theft, as can be seen from reports from the public that he confessed that he was stolen one month ago. in October 2018, 11,186 cases were recorded. The lifestyle of teenagers who are increasingly diverse is due to the lack of character education in schools, and also due to the influence of globalization (Bruner & Iannarelli, 2011; Tight, 2021) contributed to the increasing number of robbers in the city of Makassar

Crime behavior that is no less large is the use of addictive substances such as narcotics Kaposek Tamalate, Makassar, Kompol Arif Amirudin when he was met Monday 10/20/2019. In addition, the latest data on drug users among adolescents in Makassar reached 1,505 undergoing rehabilitation at the BNNP due to cases of crystal methamphetamine. Narcotics cases in 2015-2019 increased (BNNP South Sulawesi).

After being traced, it turns out that the behavior of children who commit crimes has been seen since they were in elementary school. Experience in learning, especially in terms of exams such as class promotion exams, or homework assignments that have been given several times, is of concern because there are still many forms of cheating that still occur. This can be seen from the data obtained that at Parangtambug 2 Elementary School, Makassar City, like most children doing homework given at school and then copying their friends' assignments, resulting in cheating during exams, verbal and physical bullying occurs in classmates who are felt to be weaker, there is class cash theft and children don't listen to the teacher.

This happens because of the lack of character education which is emphasized in the learning process. The cheating that occurs above will, of course, develop if there are no efforts to prevent the trend of child violence in schools.

The impact of technological acceleration in the modern era, character education in general has been in an alarming condition lately (Rahmandani et al., 2018) so that character education is one way to prevent the moral crisis that occurred in Makassar City.

Elementary school-age children are generally able to sort and choose the good things in their lives, cognitive development which is very capable of helping children think concretely. Piaget (Putri, 2019) suggests that children aged seven to eleven years experience a concrete operational level of development. At this level, children have started to think rationally, children have logical thoughts about the problems they face.

Therefore the researcher took the research subject in grade 4 at Sekolah Dasar Negeri (SDN) Parangtambung II, Makassar City. Character education has a higher meaning than moral education, don't just describe what is good and what is wrong, therefore character education makes habit (habituation) towards what is good so that one can understand (cognitive domain) so one can understand what is good and what is good. the bad, so feel (afactive domain) good behaviors can be done (psychomotor

domain). Therefore, the importance of instilling character values must start from the beginning.

Methods

The development of the learning design used in this research is an instructional system. Degeng (1990) suggests that the Instructional system is the development of a character-based educational learning model that is guided by the developed model.

Plomp (1997), where the development phases include 1. preliminary investigation phase, 2. design phase, 3. realization/ construction phase, 4. test, evaluation & revision phase (test, evaluation & revision), and 5. implementation phase (implementation).

The system design model used in this study was adapted from the development model of Dick and Carry (1990). The adaptation of the model results in the following steps: 1). Identifying child delinquency in grade one SD Parangtambung 2 Makassar. 2). Identify learning needs, 3.) Identify student characteristics, 4). identify general learning objectives, 5). Doing learning analysis, 6). Formulate learning objectives, 7). developing test,

8). Develop learning strategies, 9). Develop and select learning materials in the form of teaching materials, and 10). Develop and carry out evaluations.

This study uses two data analysis techniques that are used, among others, qualitative description data analysis and quantitative statistical data analysis techniques. In addition to the data collected through the implementation of formative tests, they are grouped into four, namely: 1. The first stage evaluation is in the form of expert test results, both in the content of the subject matter, design experts and learning media, the results of the language expert test, 2. The second stage evaluation, such as the results of individual trials, 3. the results of small group trials 4. the results of field trials show the results of post-tests for subjects.

All data obtained are grouped according to their nature into two, namely qualitative and quantitative data. Qualitative data were obtained from documentation and interviews with teachers and students regarding child delinquency that often occurs in schools. Data collection instruments used to collect data in this research model are documentation, questionnaires, interview guidelines, and tests.

Results and Discussion

Character education is important data, supporting students to become strong figures when facing challenges in the future. 7 character education can be seen through the activities carried out in which there is an educational action intended for the next generation. Character education is to shape individual self-improvement on an ongoing basis and be able to train better ape understanding competencies. According to Wynne (2001) character comes from the Greek language meaning "to mark" (adequate) to focus and how to apply good values in the form of a fight. Therefore someone who acts dishonestly, cruelly, greedily is said to be a person of bad character, while one who behaves honestly, likes to help is usually referred to as a person of noble character.

Berkowits (2002) The habit of doing wrong, which basically guarantees that human beings are used to doing good and are aware of responsibility (cognition) and respect the importance of character (valuing). These actions are based on the fear of doing wrong. This happens due to a lack of respect so that it can be judged like someone carrying out honest actions like this is done due to fear of being blamed by others with bad judgment, not based on a sincere desire to respect the values of honesty that are carried out. Therefore, the formation of character is pursued through aspects of feeling, in other words, affective and emotional aspects.

According to Lickona (2013) this component in character education is called "desiring the good" or the desire to do good. According to Lickona, good character education must involve not only the aspect of *"knowing the good" (moral knowing)* but also *"desiring the good"* or *"loving the good" (moral feeling)* and *"action the good" (moral action).* Without that, everything will be the same as indoctrinated robots so that it can lead to misunderstandings.

Character in the form is not created but must go through a process, there is a basic character that contains our strengths and strengths. To develop character, we need character education, we cannot grow in good character alone, we need coaching, mentoring, who directs and tells us about the mistakes and weaknesses of our character.

Try to observe around us and information from the mass media (newspapers and television) that the signs mentioned above already exist in our country, for example. 1. Increase in violence and prenatalism among adolescents 2. use of language and words that are not good 3. Children are increasingly disrespecting their parents and teachers.

Understanding the very worrying situation, character education is needed for students, the government needs to prioritize character building which is made education a basic reference that starts at an early age. That is why in 2010 the government re-emphasized character education in the world of education, starting from early childhood education (called PAUD) to higher education in different forms and methods.

Ramli 2012, is of the view that character education is not included in the subject matter or courses, but must be integrated into existing courses, must be included in the self-development and culture of the University in educational units. Therefore the teacher integrates the values that develop in character education into the existing curriculum, syllabus, lesson plan.

Developing character must be contained in courses, through self-development, and university culture requires that the character development process be carried out through each course, realizing how important education is, the government in order to educate competent graduates, and this has been designed based on real needs in the field according to with the conditions of each area.

In this interest, the government has programmed a character education curriculum at all levels and pathways of education, especially in the formal education pathway. Crucial issues that occur in the school environment. The current reality shows

that educational institutions have not succeeded in preparing graduates who have high commitment and morals.

Education needs to produce people who are intelligent and have strong character, Mary, 2003 namely: intelligence plus character... that is the goal of true education (intelligence with character has the ultimate goal of true education). In line with what was expressed by Muhammad Nuh, (2014) Curriculum 2013 more emphasis on competence based on attitudes, skills and knowledge-based thinking. The National Education System nationally is the determination of the character of a nation formulated in depth and prioritizing based on basic studies.

This study is about what character the nation should have so that it can be developed through the formal education system through educational institutions. Identification will be the basis for any formulation of the right strategy to create an effective education system for building character in educational institutions. However, first character education needs to be formed in the family environment.

Every child who gets character education should have good character. However, parents are more concerned with aspects of brain intelligence than character education. In addition to parents who fail to shape the character of their children because they are busy or are more concerned with children's cognitive abilities, from there everything can be corrected through character education provided by formal educational institutions. Lickona: 1991 there are 10 behaviors that show the direction of the nation's destruction, namely: increasing violence among adolescents, increasing disrespect for parents, dishonest attitude, disrespect for teachers, as well as for leaders, increasing suspicion and hatred, group influence towards acts of violence using worsening language, decreased work ethic, decreased sense of responsibility, increasingly self-destructive behavior and the blurring of moral guidelines. The lofty aspiration to become a civilized nation will be successful if it is supported by a good system of implementing and administering education as an instrument for the realization of national ideals.

Education can be interpreted as a national identity because all elements of society can only be organized and developed through education. Therefore education is not only the responsibility of the state but also must be supported by the commitment of all the people as the basis of education.

To become the base of education education as a system in which all components or related parts must work together to achieve the expected results based on predetermined needs. Even though when viewed from the educational dimension, education and learning are actually something different, but they are in close contact with one another.

Rusman (2012) found that there are 10 learning as a character education process consisting of several components that are interconnected with each other including objectives, materials, methods, and assessment. Based on this expression, it takes skills from a teacher or educator to determine the learning model that will be used in the educational process. The condition of education in the current learning process is actually very different from the conditions of learning in the past.

Therefore, to improve the quality of learning, educators as key stakeholders in their function as facilitators are required to be more creative, innovative, intelligent and have the breadth and flexibility in developing learning models, because learning models become a reference and guide for educators to enter the learning process. However, there are still many educators who do not understand what a learning model really is, so that the learning process takes place conventionally and does not have a basic reference.

The learning model is very principal in the learning itself. Educators' lack of understanding of learning models boomerangs the inability of educators to create optimal classroom conditions, resulting in student complaints about the difficulty of learning materials which impact on below average results.

Through the curriculum, it is clear that schools have freedom in developing curriculum as an effort to develop intelligent, skilled, faithful and moral human resources. In line with this, the development of character-based learning tools is one of the efforts to achieve the goals and functions of education. However, in this case the material developed, abilities, and needs of students.

In an effort to strengthen the implementation of character education in education units, 18 values have been identified that originate from religion, Pancasila, namely: (1) Religious, (2) Honest, (3) Tolerance (4) Discipline, (5) Cooperation, (6)) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National spirit, (11) Love of the Motherland, (12) Respect for achievement, (13) Communicative friendship, (14) Love of peace , (15) Enjoy reading, (16) Care for the environment, (17) Social care, (18) responsibility, (Guidelines for implementing character education: 2011: 8). Character education elements and approaches. According to Brooks and Goble in carrying out character education there are three important elements to note, namely principles, processes and practice in teaching.

The best approach to do: a). Schools are educational environments which are considered as cultural parks themselves, but schools and educators must understand character education and all members in schools b). In carrying out the character curriculum it should be the basis for instilling values that are related to the school as a whole, as well as a subject that can stand alone, 2). Taught as a separate stand-alone subject but integrated into the overall school curriculum, all employees must be able to realize themselves and support the inculcation of the values being taught. c). Able to give emphasis so that it can stimulate students in implementing values in the form of behavior.

While the strategies commonly used according to R. Megamewangi (2007) 1. Implement learning methods that involve more active student participation, namely methods that can increase student motivation because all dimensions are actively involved by being given subject matter that is concrete, meaningful, and relevant to the context life (student active learning, contextual learning, inquiry based learning, integrated learning) 2. Creating a conducive learning environment (conditional learning community) so that children can learn effectively where the atmosphere provides a sense of security, respect, without threats, and give encouragement. 3. Create character

education explicitly, systematically and continuously by involving aspects of knowing the good, loving and the good, and acting on the good. 4.

Character Education Quality recommends 11 principles of demonstrating effective character education. 1. Promoting basic ethical values as the basis of character 2. Comprehensively identifying character to include thoughts, feelings and behavior. 3. Creating a caring school community 4. Using a sharp, proactive and effective approach to building character. 5. Provide opportunities for students to demonstrate good behavior 6. Have a scope of curriculum that is meaningful and respects fellow students, builds their character and helps them to succeed. 7. Trying to grow the self-motivation of students. 8. Functioning all school staff as a moral community and 12 broad support in building character education initiatives. 9. There is a division of leadership, morale and broad support in building character education initiatives. 10. Enable family and community members as partners in efforts to build character. 11. Evaluate the character of the school, the function of the staff, the teachers and the manifestation of positive character in students' lives. Through character education, it can form a holistic human being with character, namely developing all aspects of the physical, emotional, social, creative, spiritual and intellectual aspects of students optimally so as to give birth to good character.

Crime and demoralization in children grow and develop in society, but we understand that crime is a form of human behavior itself, crime has been accepted as a fact in both the simplest society and modern society. The individual is currently immoral (amoral) unable to give respect to himself and others.

Behavior of everyday life. Psychologists see deviations in individual behavior that are different from the general norm as a "devian behavior" every individual action that is contrary to the prevailing values and norms. For example, when someone has very high aggressiveness accompanied by destructive behavior (Wade and Tavris: 2001). Another form of deviance is when an individual is very contrary to his environment so that it is called anti-social behavior, where the destructive nature of the environment is very dominant, such as at a mild level by scribbling in public places, medium level and abusing other people, or at a severe level is killing creatures. another life without compassion.

In other words, deviant behavior that goes against values. Norms and laws are known as a crime. In Niclo's View 1527 Humans are basically deceitful, greedy, insatiable and greedy. Hobes: 1679 that evil is a human being who has his own ego nature and is an enemy of other humans (Megamewangi, 2001). Spiritually that crime is a proof of the inability of humans to control lust, subconscious motives, consciously instincts must be possessed by humans. Humans have a conscience and morals as a symbol of goodness that is instinctively owned by every human being.

This raises questions that cause humans to commit crimes, whether the crime is the fault of the individual or is the fault of the system in which the individual is located. Demoralization is the decline or decline in a person's morals/morals which is reflected in behavior that is contrary to norms and values in society, examples of demoralization are theft, murder, promiscuity (Ahmad Muslid et al: 2015).

Demoralization will slowly increase criminality in society, so it is necessary for us to pay attention to this how to educate students at the elementary school level. Demoralization is a condition where morality is no longer a guide in life in carrying out an action (Duski Samad; 2013). People who are infected with demoralization can be said to be demoralized human beings who no longer pay attention to the moral rules and norms that apply in life.

Religion teaches that basically humans have basic potential to be developed and can love something. So that the potential bias becomes good behavior and can love goodness. Human potential can also become good behavior so that children can be educated and given an understanding of good behavior. Children at preschool age should be used to distinguishing between the types of emotions they are feeling, so they don't get confused. When they enter school, they must have emotional awareness, for example guilt, shame, feelings of being hurt, pride in themselves.

Crimes that usually occur at Parangtambung 2 Elementary School always happen to be crimes against friends and there is less and less respect for teachers and parents. The initial activities in the development of this model began with identifying delinquency that was often committed by children at SD Parangtambung 2 Makassar. Identify the needs and characteristics of students who will be targeted in developing a character education model. In accordance with preliminary data, from 56 students in Parangtambung 2 in Makassar. With a total of two classes with class teachers and Islamic Religious Education teachers, those who were used as informants about the condition of class II students in Parangtambung 2 Makassar City with a mullah ratio of male and female students were 30 male and female 26 people.

The results of the initial research will be presented successively using the following observational techniques:

Identification of delinquency in children in class and types of disorder at Parangtambung 2 Elementary School, Makassar City

1. There is often chaos in class

The type of chaos is that basically children are noisy in class with their own friends, noisy in class, disturbing the concentration of their friends' studies, so students are scrambling to report incidents to the teacher.

There are also boys who deliberately open the skirts of their female friends, so they can make fun of their female friends' underwear. As for the causes of chaos, fights between classes and friends themselves are because students love to run around in front of the class and then shout and ridicule friends who they consider enemies so that fights often occur between classes and between friends.

Table 4.1. kind of chaos

No	Kind of mess	Amount	pre%
1	Noisy with own class mates	10	18.18%
2	Noisy	13	23.64%

3	Students disturb (verbal bullying) so that the concentration of friends is disturbed	6	10.91%
4	Scramble	3	5.45%
5	Different in class	1	1.82%
6	Class fights	1	1.82%

2. Violence against friends themselves

The forms of violence committed by some of his friends' children are:

Table 4.2

No	Kind of mess	Amount	pre%
1	Hitting a friend (visual aggressiveness)	14	25.45%
2	Disturbing a friend, such as accidentally opening a girl friend's skirt)	2	3.64%%
3	Stabbing a friend with a pencil (physical aggression)	2	3.64%
4	Threatening a friend (verbal aggressiveness)	1	1.82%
5	Pulling a friend's hair	1	1.82%

Based on the results of interviews with the parents of a student named RendiPeace said "my child was once a victim of violence with his own friend, namely his face was scratched until he bled on the right cheek and under the eye." Another case of violence was based on the results of interviews with parents of students who benama yayuk on July 13 2020 he said that "once my child named umirah was fought with his friend until he was bleeding from his nose"

This shows that since he was in elementary school, children have started to engage in physical and verbal aggressiveness with their friends.

3. Dishonest Act

Dishonest acts also often occur in children. Based on the results of interviews with classroom teachers with Islamic Religious Education teachers, this shows that children often act dishonestly at school, there are some children who usually act dishonestly, such as cheating. do their parents, there are also others who still finish themselves but their friends take their work without the knowledge of their friends, student absences from school without clear explanation, late without clear explanation, hiding friends' belongings, children do not want to admit mistakes, lie, steal, cheat in play and frequent trips to the restroom.

4. Children behave disrespectfully towards parents/teachers

Based on the results of interviews with parents, it shows that children often fight parents by showing a louder voice and a rough way of speaking, sometimes children also take parental property without the knowledge of parents, children also fight parents.

Likewise the results of interviews with teachers at SD Parangtamung 2 Makassar, when a child is given an assignment he doesn't want to do it and when asked by the teacher the reason why the child is not doing the assignment, the child instead diverts and answers "I'm sleepy mom" sometimes there are also children who blatantly refuses to do homework.

5. Groups in the classroom who commit chaos and violence.

The forms of chaos and violence perpetrated by these student groups were hitting and disturbing friends who were temporarily attending lessons, there were also groups who liked to make fun of their friends, there were also those who deliberately got loud in class and threatened other friends.

6. Bullying and abusive language

Students do bullying to their friends, the teacher finds things like that there are students who complain and are often slapped by their friends like asking their friends for money

From the results of interviews with teachers and parents who were successfully interviewed by researchers, they stated that when their children were at home, they sometimes uttered words (rough language) that shouldn't be spoken, such as kabbulamma, kabbulampe, kongkong, anasundala, eroko sibajji, tolo, and and so on and after being investigated it turned out that the words were obtained from neighbors and from friends at school.

And the results of the questionnaire that we gave to 55 students, there were 21 people who used to say harsh words, meaning 34 did not say harsh words. So from there the need for habituation to children from an early age.

7. Children become victims of peer violence which causes children to be taken to the health center or hospital.

There were five students who were victims of peer violence and were brought to the health center or hospital. There were five people who answered yes, which means 9.09% and those who said no, 50 people or 90.91%. A student who was once a victim of a friend because he got into a fight which caused very serious and bleeding injuries so he was taken by 18 nearby health centers while 3 students were stoned and pinned at the classroom door, students were pushed by their friends to the point that one person's hand was sprained. i. Children often steal. There were children who often stole, as many as 14 people who answered yes by 25.45% and those who answered no were 41 people meaning 74.55% of the total respondents, while those who were stolen included school equipment for their friends by 21.82% by 7 people who answer student stole his friend's money 12,

8. The worst thing a child does at school

The worst incidents that occurred at school were fights such as students hitting their friends, students not wanting to admit their own mistakes, stealing and fighting,

students climbing the fence, crying because they didn't want to do the questions, climbing on the bench, yelling at their underclassmen, running around inside. classes, disturbing their friends, scribbling on walls, bringing very large amounts of pocket money, breaking palm fiber brooms, using inappropriate language, and being hostile to one another.

If this incident is left unchecked and no preventive action is taken, it is possible for bigger and worse things to happen at the school

2. Preventive efforts carried out by teachers in schools. The efforts made by the teacher in preventive action are given guidance on discussing guidance and counseling issues and it is necessary to make an approach, and make an approach to the parents of students, there are also teachers who give sanctions to children, there are also preventive efforts that are carried out, such as moving seats, giving additional assignments, teaching manners and calming the students themselves and we as researchers recommend familiarizing children with aspects of character education in accordance with educational laws, such as getting used to aspects of honesty, discipline, responsibility and others.

Identification of Student Needs and Characteristics

Identification of children's needs is carried out to find out what children need in character building, of course with regard to the material to be taught. The characteristics of learning as an aspect as an individual quality, this aspect can be seen from the talents of students, learning motivation, or initial abilities that the learner has and his learning style (Dageng 2011) alludes to the characteristics of the learner as a variable in the learning conditions. Learner characteristics are very influential in the selection of strategies related to how to organize learning, especially the various components of learning so that it fits the characteristics of students, considering that this development research is shown for children at SD Parangtambung 2 Makassar City, in addition to the link with learning motivation, learning style,

The results of identifying the needs of the first stage can be seen in the following table:

Table 4.3. Nine Pillars of Character Education.

No	Pillars of character education	Amount	Percentage
1	Love God and truth	13	92.82%
2	Responsibility, discipline and independence	12	85.71%
3	Trust	13	92.82%
4	Mutual respect and courtesy.	14	100%

5	Love, care, and cooperation	13	92.82%
6	Creative and confident, and never give up.	12	85.71%
7	Justice and leadership	11	78.57%
8	Kind and humble	13	92.82%
9	Tolerance and love peace	14	100%

Based on the results of the research, it can be explained that the first pillar is the love of God and the truth of 13 teachers, meaning 92.82% of teachers must develop their teaching materials so that students can reduce the crime rate in Parangtambung 2 Elementary School, Makassar City. Furthermore, the second pillar was chosen by the teacher as many as 12 people, meaning 85.71%. The third pillar is 13 people, 92.82%, the fourth pillar is 14 people, 100% teachers agree that the development of learning must be character based, the fifth pillar is 92.82%, the sixth pillar is 85.21%. , and the seventh pillar is 78.57%, the eighth pillar is 92.82% and the ninth pillar is 100% teachers from the total respondents all want learning to be character-based.

The additional pillars that were considered important by the teachers included adding points of cleanliness which meant entering the realm of sports and crafts, skills and honesty as additional pillars in children's character education, or each of 1.82% of the total sample studied.

After identifying the first stage, competency standards are put forward that are suitable and relevant to the Islamic Religious Education curriculum 1. My goal is to be a pious child 2. Honest people are loved by Allah 3. Respect and obedience to parents 4. Respect and obedience to teachers 5. Respect the opinions of others 6. Make it a habit to be orderly at home and at school 7. Implement children's rights at home and at school 8. Implement the rights and obligations of children at home and at school.

The several competency standards above are used as a basic reference in integrating the six pillars of character education that have been selected. The competency standards above are used as a reference in improving the six pillars of character education that have been selected based on the results of discussions with teachers at Parangtambung 2 Elementary School, Makassar City

Of the three competency standards developed and considered at most 20 are in accordance with the material pillars of character education for children at SD Parangtambung 2 Makassar City which will be developed in teaching materials, namely based on the first competency standard can apply life in harmony with differences and the second competency standard applies children's obligations both at home and at school and the third competency standard Aspirations of being a pious child.

Furthermore, to determine the level of suitability between the pillars of character education and the competency standards that have been selected, a

questionnaire was given to the teachers of SD Parangtambung 2 Makassar City. Based on the questionnaire obtained: a. Respect and courtesy, love and affection, and having concern and cooperation, as well as being kind and humble are integrated into learning and competency standards can apply life in differences. b. God's love in truth, responsibility, discipline, independence, confidence, creativity, and never giving up, is integrated with competency standards in carrying out children's obligations at home and at school. c. Honest, obedient to parents, obedient to teachers, respecting the opinions of others, able to respect the understanding of others, the establishment of others,

Identify the learning objectives of character education at Parangtambung 2 Elementary School, Makassar City

Based on the study of the curriculum at Parang Tambung 2 Elementary School, Makassar City, especially for IRE subjects, it is necessary to pay attention to learning materials that are compatible with character education, so the learning objectives are formulated. The general purpose of character education is how to describe habits (habituation) towards good things so that students can understand, which ones are good and which ones are bad, can be instilled in students so they can feel good values so they can practice a habit in life. ss day – day.

The objectives of these subjects can be translated into several competency standards: 1). Understand and apply living in harmony in diversity, through respect, courtesy, compassion, caring and cooperation, as well as being kind and humble in everyday life. 2) Implementing children's obligations at home and at school through an attitude of love for God and truth, responsibility, discipline, confidence, creativity, never giving up. 3). Understanding my ideals of being a pious child include being a good child, honest, obedient to parents, obedient to teachers, respecting people's beliefs, respecting other people's beliefs, respecting other people's opinions. After determining the general learning objectives, an instructional analysis is carried out.

Instructional analysis is a way to find out the child's skills (subordinate skills) needed to achieve the learning objectives, namely skills that must be done and mastered before mastering other skills at a higher level. through the mastery of subordinate or innate skills the child makes it easy to provide positive transfers to the child and we must try to master and understand the nature of the child.

In other words, through this analysis of learning competencies, it will be identified positively what children will do in achieving learning goals.

Based on the learning analysis, it is written that the learning objectives are to be able to understand and apply living in harmony and in diversity, to be able to carry out children's obligations at home and at school and to be able to understand pious children.

Developing Learning Strategies for character education at Parangtambung 2 Elementary School, Makassar City

After knowing the learning objectives, the steps that must be carried out in carrying out the learning strategy or are called learning steps. Learning strategies are developed based on the characteristics of the students and the learning objectives in the learning strategy are clearly illustrated in the learning stages, carried out properly by both teachers and students. The arranged learning stages also describe the learning approaches or strategies chosen by the teacher for student learning.

Gegne (Dick, Carey & Lou Cerey, 2002) mentions that the main teaching and learning components in learning strategies are (1) pre-instructional activities (2) content presentation, (3) learner participation, (4) evaluation. The process of implementing learning that is carried out by teachers in the subject of character education: a. Initial activity: the teacher introduces the subject, the teacher conveys what he wants to achieve at the first meeting, and the attendance. b. In this activity the teacher explains material about respect and courtesy while directing and showing examples of respect and courtesy, the teacher sometimes plays learning videos of examples of respect and courtesy, The teacher asks and discusses with the students about the questions on the learning video. The students are given the task of exemplifying respectful and polite attitudes in the pictures. The students answer the question that an example of politeness and respect for the teacher is tabe, I am sorry, my mother didn't complete my assignment because she was sick. c. Final activity: the teacher and students conclude the material that has been discussed, the teacher closes the lesson. While the learning activities carried out by students are: listening, paying attention, showing, choosing, class discussions, doing exercises and singing assignments.

The thing that becomes a thought for determining a learning strategy is developing a learning strategy in order to achieve the learning objectives that have been implemented and can increase the motivation of students so that students are more active in learning

Development of Teaching Materials, Teacher Guides and Learning Media

After determining the learning strategy, the next step is to develop and select learning materials that are suitable for character education in order to reduce crime. Given the main purpose of this development is that this development will produce teaching materials for character education subjects, learning tools in the form of syllabi, lesson plans and learning media, so The next step is to develop teaching materials in the form of character education textbooks.

The main components developed in teaching materials are (1) instructions (2). Title (3) learning objectives (4). Concept maps (5) keywords (6) material 22 and material descriptions, (7). Summary (8) assignments and exercises (9) resources and references. Considering that this material is intended for grade 1 students at SD Parangtambung 2 Makassar City, the teaching materials are designed so that they are attractive and accompanied by colorful pictures with stories that are close to the child's

life, as well as interspersed with songs related to the material, the preparation of teaching materials This is adapted to the needs and characteristics of grade 1 students at SD Parangtambung 2 in Makassar City.

This teaching material is accompanied by a teacher's guide which contains instructions for teachers and in utilizing teaching materials in learning. To make it easier to understand the teacher's guide is attached with a lesson plan. In addition to facilitating student understanding, teaching materials are also equipped with learning media in the form of pictures and learning videos related to the material.

After identifying child delinquency in grade 1 SD Parangtambung 2 Makassar City with interviews with teachers and several people or students, various misbehavior that is often committed by grade 1 elementary school children includes fighting, disturbing friends, while studying, hitting friends, stabbing friends with pencils, threatening friends, pulling friends' hair, stealing, lying, cheating, skipping class, being late, disrespectful and polite to teachers, saying something that is not polite, damaging friends' belongings, damaging school property and even violence committed , the child who caused his friend to be taken to the nearest hospital. These incidents cannot be allowed to happen and no preventive action is taken, so it is possible for bigger and worse things to happen at school.

After identifying the needs, the learning objectives are obtained by looking at who is the subject of research in character education in reducing crime, then it is obtained from the 9 pillars of character education that will be developed in learning, there are 6 pillars a. love God with truth b. responsibility, discipline c independence d. respectful, polite (e). Care and compassion and cooperation f. Never give up and be confident g. humble. So the purpose of this lesson will be described in subjects that discuss discussing the problems of pious children and respect for parents and teachers and honest, disciplined responsibilities. Based on the learning analysis, the learning objectives to be achieved in learning.

3. Learning strategies are developed based on student characteristics and learning objectives. The learning strategy clearly describes the stages of learning that will be carried out by both the teacher and students. Scientific strategy Prepare learning materials in such a way that children's learning can actively construct learning concepts well. The stages of observing the form of identifying or finding problems. Structured learning also describes the learning approach or strategy used by the teacher for student learning. the teacher introduces the subject, the teacher conveys what he wants to achieve at the first meeting, and attendance.

In this activity the teacher explains material about respect and courtesy while directing and showing examples of respect and courtesy, the teacher sometimes plays learning videos of 23 examples of respect and courtesy, the teacher asks questions and discusses with students about questions in the learning video students are given the task of exemplifying attitudes of respect and being polite in the picture the students answered the question that an example of politeness and respect for the teacher is tabe sorry my mother is not. (activity not result).

Conclusion

Based on the research above, it is known that there are many delinquents in SD Parangtambung 2 Makassar city such as fighting, disturbing friends, during study, hitting friends, stabbing friends with pencils, threatening friends, pulling friends' hair, stealing, telling lies, cheating, skipping classes, being late, being disrespectful and polite to teachers, saying impolite, damaging friend's things. Therefore, a character-based model is needed which is expected to reduce crime, namely the 9 pillars of Character Education developed in learning, in 6 pillars: (a). love God (b). disciplinary responsibility (c). independence (d). respectful and courteous (e). affection, caring and cooperation (f). confident and never give up (g). humble. The learning strategy that is suitable based on student characteristics and learning objectives is a scientific strategy that prepares learning materials in such a way that active student learning can construct learning concepts well. The stages of observing the form of identifying or finding problems.

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