

Self-regulated character as a way

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CHARACTER EDUCATION IN INDONESIA

Concepts and Applications in Primary Schools



**PROGRAM STUDI PGSD
FAKULTAS ILMU PENDIDIKAN
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SELF-REGULATED CHARACTER AS A WAY TO MINIMIZE AGGRESSIVE ATTITUDE OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The general problem facing elementary school students is aggressive attitude, such as making noise in the class, disturbing their friends, asking rudely, and beating their friends. Aggressiveness arises because students of elementary school cannot control their emotion. Learning in school should enable students to control their emotion, but in reality, learning at school today just focuses on cognitive area. This condition must be solved, and one of the solutions is by implementing self-regulated character with the hope to decrease students' aggressive attitude. The steps in implementing self-regulated character are: 1) asking students to understand about the importance of self-regulated character, 2) guiding students regularly towards activities related with basic concept of self-regulated character, and 3) asking students simulate self-regulated character. By implementing this program, students can control their emotion and can plan and do their work well.

Keywords : Self-regulated character, aggressiveness, elementary school students

Introduction

Primary schooling age is known as the age of balancing where the pupils get in touch with schoolmates, teachers, and staff. Pupils will show their social and anti-social attitudes. Hurlock says (1997: 118) there are non-social attitudes such as negativism, aggressiveness, cruelty, anarchism, domination, egocentrism, prejudice, and sexual confrontation. Aggressiveness is the most dominant one like making noise in the class, insulting each other, doing harm, begging, even biting.

The pupils' aggressiveness is due to low self-control on emotion. That is why, they need emotional control. Theoretically, the learning process in the primary school has big influence on emotion. Woolfsoon (2005:76) states that the pupils need to learn how to manage aggressive drives in order not to do harm in the physical activities. However, the reality shows that the learning process so far often focuses on the teaching only. There is no action for correcting it, no elevating activities, no increasing motivation for study, and no improving attitudes and students' custom. In addition, the focus of learning is at how the pupil understands the material studied

in the class. So, the emotion the pupils brought before learning or in the middle of learning is often ignored. This situation needs revising by involving the role of educators in making attitudes change.

The process self-regulation starts from the self for the small things. It asks the pupils to understand and be aware the significances of self-regulation or self-assessment. The pupils will get guidance on the basic concept of self-regulation regularly. Next, the pupils are invited to apply all by simulating daily activities around the school. Based on such facts, the researchers propose self-regulated character program in anticipating aggressiveness to lead to more positive attitudes. This program will provide the pupils training on achievement management, activities, and evaluation on planning in order they are used to making them and doing them. It provides the pupils assistance and guidance on emotional control and self-regulation. It also provides counseling for solving problems. It will be classical. It is intended to create generation who can control the self and is used to planning useful agendas.

Method

Objectives and significances

The program of self-regulated character will train the pupils to have self-control and manage what they want to do and achieve. It deals with the target they make, evaluation toward success, and appreciation for the self if they get the objectives. Besides, it makes the pupils control their emotion and prepare their mentality toward aggressive attitudes. This aggressiveness will decrease as the understanding toward the importance of the self-control increases. The pupils are suggested to write in the Dream Paper to motivate them to improve self-regulated character.

Program methods

The program develops two concepts: personality education and counseling. The first effort asks the pupils to understand and be aware the importance of having self-regulation and self-control. The pupils will get treatment on the basic concept of self-regulation regularly. They will also be assisted to apply it by simulation of daily lives around the school circumstances. The pupils will be trained to write Dream Paper containing the explanation of dreams and agendas to go, the experience, and confession. Dream paper should be written every day. It aims to see the pupils' daily activities and willingness in order to ease the monitoring. It also provides counseling to solve problems. The conceptual map of the program is in Figure 1.

Table 1 Participation of Pupils in Activity

No	Pupils	Activity						
		I	II	III	IV	V	VI	VII
1	Meyla Dwi Febriyani	√	√	√	√	√	√	√
2	Artiyani Dewita	√	√	√	√	√	√	√
3	Firman An Nur	√	√	√	√	√	√	√
4	Sanditya Pratama	√	√	√	√	✗	✗	√
5	Alex Arvindo	√	√	√	√	√	√	√
6	Devinda Ghanis	√	√	√	√	√	√	√
7	Serly Septriana	√	√	√	✗	√	√	√
8	Vinda Mahardika	√	✗	√	√	√	√	√
9	Prasetya Ira K.	√	√	✗	✗	√	√	√
10	Septiawan Satria	√	✗		√	√	√	√
11	Aguslina Wahyu	√	✗	✗	√	√	√	√

In depth interviews with the school principal and the class 5 teachers found some positive inputs after doing the program. The principal says that the pupils of class 5 determine some positive attitudes such as responsible, honest, and skillful. The principal hopes that the program could be sustainable to the end of graduation period.

The class 5 teachers say that the pupils have become more responsible, active, and brave than before. It also widens the knowledge and improves pupils' skill. Besides, it supports the extracurricular program.

Conclusion

The pupils' aggressiveness is due to less self-control on their emotion. They need emotional control. Woolfsoon (2005:76) states that the pupils need to learn how to manage aggressive drives in

order not to lose control in the physical activities.

As the process and observation on self-regulated character training has been completed it is concluded that making Dream Paper and counseling is the optional way of minimizing aggressiveness of primary pupils.

Suggestion

This self-regulated character could go along the situation and condition. It needs details in explaining steps and it needs phases to do it. It also needs simple ways such as providing many examples and delivering easy direction. Dream Paper can be improved by one's idea and creativity.

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- 5) The teacher strengthens the useful things from the game
- 6) The pupils continue to make dream paper by noting the useful activity they get for a week.
- 7) Closing by praying before going home is led by one of the pupil



G. Developing Dream Paper

It is meeting 7 that is individual development of Dream Paper. The teacher asks the pupils to continuously write the activities in the Dream Paper. Their writing will finally become the book of motivation and private book of each pupil. There are types of notes; what kind of activities the pupil had been joined, the difficulties, and the way out. It will make the teacher easy to control and

supervise the pupils to assist further.

Obstacles

1. It is difficult to take a note in Dream Paper
2. It is embarrassing for the pupil to show the expression had been written to the teacher.

Solution

It is necessary to order pupils to write their daily activities. This is the way out to avoid difficulties in writing in Dream Paper.



Result and Discussion

The research is held in Kedungguwo Elementary School 2, Desa Kedungguwo RT 01 RW 01, Kecamatan Sukomoro, Magetan. The sample was grade 5 with 11 pupils. It took two months for conducting seven meetings. All pupils participated well in the activities (see Table 1).

book cover. The agenda is introducing and applying Microsoft office word in typing and inserting pictures.

Steps

- 1) Taking prayer is the first step
- 2) The teacher explains what will do and what should do
- 3) The pupils get the example how to make dream paper cover by computer
- 4) The pupils take notes on direction to use computer in their own dream paper
- 5) After getting explanation and examples have been noted in the pupils' dream paper, the pupils practice on making cover
- 6) When the cover has been done, the teacher prints it. Then it is attached on the dream paper
- 7) Closing by praying before going home is led by one of the pupil

Obstacles

1. This is embarrassing situation for those who are not able to operate computer yet.
2. Lack of facilities is also obstacle

Solution

1. The teacher gives spirit to always join studying
2. For the pupils who are already good in operating computer, they assist others who are not familiar with computer



F. Game of social skill

Topic: my activities

Meeting 6, the game of social skill, is closely similar with the game in meeting 3. It aims to get ice breaker in order not to get bored after doing several activities. It focuses on being active and character's building. This game is in groups to get in touch with others socially although the pupil has already known to each other from the beginning in grade 1 even they might be mates since childhood. This game is trained to build the pupils' self-confidence, skill, and focus.

Steps

- 1) Taking prayer is the first step
- 2) The teacher explains what will do and what should do
- 3) The teacher explains the rules and its examples
- 4) The pupils deliver opinion about what they get from the game soon after the game is over.

- 6) The pupils are suggested to continue making dream paper containing the strengths and weaknesses of the game
- 7) Closing by praying before going home is led by one of the pupil

Obstacles

1. The class is crowded and uncontrolled.
2. The pupils participate less
3. It is difficult to follow the rules of the game

Solution

1. The teacher always makes the pupils to get involved to avoid crowd
2. The teacher explains the rule of the game by simple sentences and gives examples



D. Teaching singing National Song

Topic: my homeland

The topic of homeland is for meeting 4. Teaching singing is the way to get the pupils interested in doing the activity. Songs sung are national song, folksong, and pop song about Indonesia. The very song suitable with the topic is "Tanah Airku" by ibu Sud.

Steps

- 1) Taking prayer is the first step
- 2) The teacher explains what will be done and what should be done
- 3) Exercising singing of Tanah Airku by music is the next step
- 4) Soon, the teacher asks some questions concerning with the content of the song such as what the song talks about.
- 5) The pupils do dream paper
- 6) Drawing is the next step relating to the pupils' interpretation from the song
- 7) Closing by praying before going home is led by one of the pupil

Obstacles

1. The pupils do not memorize the song well
2. The pupils are shy to sing it

Solution

1. The slide or the paper containing the lyric is provided
2. The teacher motivates and asks the pupil to be actively participated in the activity

E. Computer training

Topic: introducing computer

Studying with the computer is meeting 5 whose aim is to make the cover of dream paper by pupils. It is a direct training of how to make

- 8) The teacher gives examples how to insert photographs by doing practice.
- 9) The pupils ask questions.
- 10) The pupils practice it one by one as the teacher has been explained.
- 11) The teacher guides in practicing writing on the dream paper as the theme of inspiring people.
- 12) After discussion, the quiz is run on.
- 13) There would be award for the best score.
- 14) The teacher and the pupils conclude the result of studying.
- 15) The teacher delivers morality and say goodbye.

Obstacles

1. The class is crowded
2. Expressing idea is quite difficult for the pupils

Solution

1. Motivation is important to make focus
2. Making examples are crucial and giving them freedom to express the idea in narration or poetry about the inspiring people should be chosen already.



C. The game of getting active

Topic: playing and interpreting

The game is to make the pupils active in the meeting 3. It aims to make the pupils not to get bored in doing activities. The game focuses on the character's building. Soon afterward, the pupils interpret the game. The interpretation is done by asking some questions related to the game to see what things could be learnt. The teacher gives whatever reflection and suggestion that are useful in the game.

Steps

- 1) The prayer comes first led by one of the pupils
- 2) The teacher explains how the activity or game must go on.
- 3) Then, the rules of the game is the following
- 4) After playing game, the pupils express opinion about what things can be learnt
- 5) The teacher tells what is good from the game

- 7) The teacher briefs about what the activity is and what pupils should do.
- 8) The teacher orders the pupils to make Dream Paper by noting self-description containing name, date and place of birth, parents, hobby, and aspiration.
- 9) The teacher closes the activity and performs prayer.

Obstacles

1. The pupils feel shy and have little courage to express the idea
2. The pupils do not join the activity because of worry.
3. The pupils copy others' aspirations.
4. The pupils make a joke to those who are not able to introduce themselves.

Solution

1. The teacher assists those who have no courage in the introduction session.
2. The teacher asks to give applause to others
3. The teacher gives examples of aspirations



B. Pupil's motivation

Topic: Inspiring people

Motivation to study.

Motivation is derived from "motive" means "drives that moves to be active (Sardiman, 2001: 71). The pupils are motivated and suggested to say the inspiring or loving people. It aims to motivate them to develop their creativities. The expression could be in the form of narration or poetry to get the pupils enjoyed.

Steps

- 1) The teacher greets, prays, and checks the attendance list.
- 2) The teacher initiates the topic and the purposes of the study to the pupils.
- 3) The teacher gives apperception and motivation.
- 4) The teacher asks inspiring people the pupil have.
- 5) Based on the response, the teacher shows and explains briefly about motivation especially parents' motivation.
- 6) The teacher asks the pupil to write the inspiring people in the dream paper.
- 7) The teacher explains steps of writing inspiring people in the dream paper.

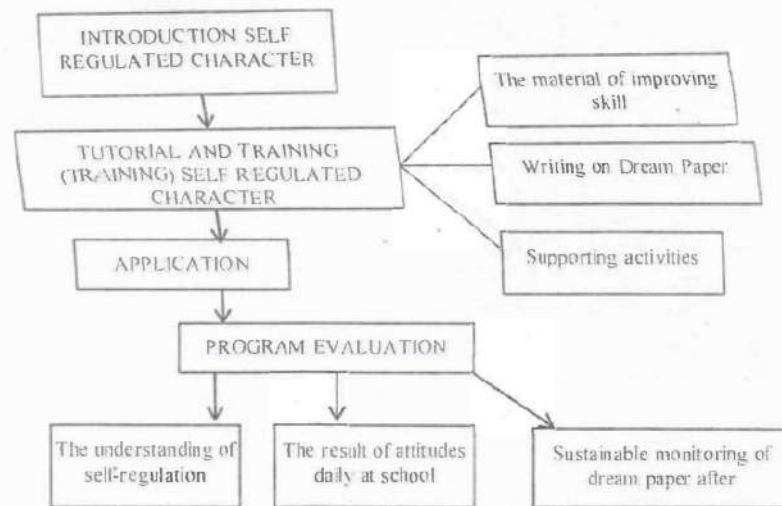


Figure 1. The map of the program concept

Dream Paper Making

It will explain steps to make Dream Paper based on activities held in Kedungguwo Elementary School 2. Dream Paper is a book of motivation made by the pupils. In making it, they are drilled to write in pieces of paper provided by teachers. It is intended to collect the pupils' original notes and pictures. It means that the pupils are free to make notes and pictures according to their creativities. Each steps developed by the researchers are as the basis of improvement suitable with readers' need. It aims to make the readers improved.

A. *Introductory and the introduction of the program*
Topic: Me and my ideal
Meeting 1 provides the pupils with a topic of "me and my

ideal". The pupils should know their self-regulated character. The pupils are free to say their aspirations in order not to be worried in expressing their passion in this first topic.

Introduction stage

- 1) The teacher asks to lead prayer.
S/he will do in turn to encourage.
- 2) The teacher opens the activity attractively.
- 3) The teacher introduces himself and gives examples how to introduce.
- 4) The pupils introduce by stating name, date and place of birth, hobby, and ideals.
- 5) The pupils are trained to be brave to introducing themselves.
- 6) The teacher guides and assists the pupils to gain self-confidence.

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