



The Need for A Character Education Management Model to Increase Students' Adversity Quotient in Elementary Schools

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Abstract: Adversity quotient is a cognitive, affective, and motor ability that is an important provision for someone to be able to navigate life. A good adversity quotient affects students' academic competence. This study aims to reveal the teacher's role in increasing the adversity quotient of students and the design form of developing a character education management model that teachers can use to increase the adversity quotient of students in elementary schools. The research method used the R&D method in the preliminary stage. This research was conducted on school principals, teachers, and elementary school students. Sources of data were the school principal, teachers, and students through a questionnaire totaling 50 people. The results of the study show that: (1) An overview of students' adversity quotient that can be grown through character education is endurance, independence, self-control, focus, and critical thinking; (2) The teacher's role in increasing students' adversity quotient is not yet optimal, so it needs to get attention and time to implement properly; (3) The need for a character education management model that can be used by teachers starts from planning, implementing, and evaluating. The novelty of this research is the design of a character education management model that teachers can use to increase students' adversity quotient according to their needs and characteristics. This research is useful for teachers and students in elementary schools in increasing students' adversity quotient. The benefits and significance of this character education management model can improve the quality and character of graduates.

Keywords: adversity quotient, models, management, character education

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INTRODUCTION

Based on the functions and objectives of national education, education at every level, including in elementary schools, must be carried out systematically to achieve these goals. Where a change is needed in the world of education, it not only drives education or supports the acquisition of knowledge and skills, but learning carried out by teachers creates and is conceptualized as a social process that is a collaboration between student teachers and others (Jackson & Knight-Manuel, 2019; Yan & Yang, 2019). The growth of character values in students is carried out through actions taken by teachers and parents both at school and at home. Students' adversity quotient will appear when facing problems both in the school environment, with family, or with friends in the home environment. The adversity quotient is a person's ability to adapt in overcoming the conditions faced and survive stressful situations so that they are motivated to fight and maximize their potential. Developing one's non-cognitive dimensions can be done with character education as an effort to increase one's sustainable value through ethical and compassionate decision-making (Wortham et al., 2020). Character education can be accomplished by introducing local wisdom values, because local wisdom contains noble ideals and principles that are employed in carrying out life, making life more meaningful (Asrial et al., 2020). Adopting a more general positive psychology framework, in which character strengths are more specific interests in supporting the development of character strengths in schools, can help carry out the character-building program. These school-level interventions vary in their qualities, but they typically consist of well-organized programs that include a variety of interventions for various courses or grades (Lavy, 2020).

In English, script, and Indonesian language, the term 'character' is usually defined as a psychological trait, morality, or characteristics that distinguishes one person from another. Character education is one of the efforts and actions that follow cultural values carried out in character building to become a national character (Kurniawan & Samsudi, 2019; Permana & Suhaili, 2019). Parents look for good character in their children, teachers look for it in students, siblings look for it in their brothers and sisters, and friends look for it in one another. Components of good character, or morally valued qualities of personality, are thought to be critical in improving students' adversity quotient (Dimitrova et al., 2018; Lavy, 2020). The phenomenon in the field is that students in elementary schools are very happy and excited when invited to do something that can foster their talents and potential; therefore, cultivating the character and potential of students needs to be done through

learning management that follows the needs and characteristics of students in elementary schools. Character education is now impacting the competence of 21st century students. To add strength to the character of education in schools, its implementation must focus on current processes and practices and establish character in the education of students, teachers, and schools (Lavy, 2020).

Elementary school teachers' statements regarding matters that affect the implementation of educational values include: (1) the understanding of the values of character education is not yet optimal, which can foster students' adversity quotient for the school, students, and society; (2) student interest in habituation in the learning process has decreased; (3) parental support in implementing character education in schools is weak; (4) plans and strategies for the development of character education management in elementary schools are not conducted properly and clearly. Therefore, it is hoped that through the management of character education in elementary schools, it is necessary to carry out and be encouraged in intra and extracurricular lessons to increase students' adversity quotient. Character education management can be done to foster students' adversity quotient through pre-designed extracurricular learning programs. This research focuses on the teacher's role in growing students' adversity quotient and the need for a character education management model that teachers can use to foster students' adversity quotient in elementary schools. This research presents new phenomena and information that can develop previous research and future research and provide reinforcement for previous and future research.

The learning management model for the values of ethnic dance education can improve the character of students in elementary schools through activities: lesson planning, learning implementation, and learning valuation (Florentinus et al., 2019). Character education is implemented by instilling exemplary values, facilitating academic, social, and religious development activities through routine, spontaneous, exemplary, programmed, and conditioning activities, and implementing class-based character education, school culture, and character-based education social activities (Samsinar & Fitriani, 2020). Some research related to character education shows that the achievement of character education needs to be done with two aspects, namely, participatory and integrated character values such as religious, moral, leadership, and implementation values. Character education takes place in the school environment and at home, and its application includes teaching, training, nurturing, and coaching (Samsinar & Fitriani, 2020). According to Hart (2021), character education in schools can be implemented in several activities. First, facilitating the development of good student characteristics in a community with other students can be done through teaching practice, and this habituation becomes ingrained as an outcome. Unlike other character education curricula, these will be specific items (i.e., virtues that are specific in their definition and operationalization) for teaching practice. Second, the implementation of character education is focused on certain subjects. Moreover, third, facilitating the development of characteristics across the curriculum should facilitate the development of metacognitive skills.

Character education is nothing new, but character education can provide more attention in education along with the rapid growth and progress of science and technology. Character education is considered good when students have the awareness to develop themselves, such as having noble character characterized by discipline, responsibility, work ethic, caring, and good team-work (Fathinnaufal & Hidayati, 2020; Lundahl et al., 2013). Character education has roles and interests, which are very large on repairing the crisis of values. Value crises can disrupt and damage not only individual areas within an organization but also the daily life of living together in a common space called humanity (Severino-González et al., 2019; Yunanto et al., 2019). Good habits can emerge if schools apply discipline and a positive commitment to implementing character education following local wisdom and local culture (Birhan et al., 2021). Hermino (2020) states that character education carried out during the learning process is considered very necessary and can be a strong foundation when students become social communities. The development of character education in the current generation can overcome the many problems and deviations concerning moral, ethical, cultural, and religious values (Fathinnaufal & Hidayati, 2020).

At this point, schools have developed character education programs and integrated them into the learning process, some of which have resulted in encouraging benefits in lowering risky behavior, all of which are desired school-based outcomes, such as positive attitude, academic achievement, and socio-emotional functioning. Character education programs generally attempt to enhance students' intellectual, social, emotional, and ethical growth so that they can become responsible, caring, and contributing citizens one day (Lavy, 2020). Several approaches to character education can be seen in the development of noncognitive qualities that can cause individuals to develop, such as empathy as social and emotional learning with a normative vision for societal change. A comprehensive approach to character education involves looking at the development of various dimensions of human function so that they can become more whole; simultaneous engagement with individual and social ideals so that individuals can develop and live respectfully with others; and developing intrinsic and extrinsic motivation so that you can pursue truly worthwhile goals and develop a greater sense of purpose (Moulin-Stožek et al., 2021; Wortham et al., 2020). Character education can begin with the practice of local wisdom culture, which is important for dealing with contemporary issues such as socio-cultural changes brought about by modernization. As a result, local wisdom can be used to filter alien cultures. Local knowledge

is crucial in education for improving the quality of the learning process and establishing a prosperous life (Asrial et al., 2020). Adversity quotient is a person's capacity to be able to face difficulties in life or a human's resilience in facing life, where a person can express and be able to withstand difficulties, endure, and then win them.

From some of the results of previous research, there are similarities with the research that will be raised, namely, they both want to find out more deeply about the teacher's role in carrying out character education. Other similarities are also found in the research methods carried out by the researchers, namely using qualitative research methods and collecting data using observation, interview, and documentation techniques. The research that will be appointed is a significant update from previous studies. The questions in this study are: (1) What is the description of students' adversity quotient that can be grown? (2) What is the teacher's role in fostering students' adversity quotient? (3) What is the need for a character education management model that can be used by teachers in growing students' adversity quotient? This study aims to find out (1) a picture of students' adversity quotient that can be grown, (2) the role of the teacher in increasing students' adversity quotient, (3) a design form of a character education management model that can be used by teachers in cultivating students' adversity quotient.

METHODS

This study used the Borg and Gall (1983) procedural research and development model (R&D) design. The ten steps by Sugiono (2007) were modified into three research and development steps, including (1) preliminary study, (2) development stage, and (3) evaluation stage. This research was conducted at the preliminary stage using a case study to create a learning management model for character education based on the need to foster students' adversity quotient. Data collection used triangulation techniques to obtain reliable and accurate data, through data from questionnaires, interviews, observation, and documentation. The research location was conducted at 5 schools in Takalar Regency. Data analysis used an inductive reasoning approach. This approach was used to describe the problems studied in this activity based on existing facts, which are specific and then examined to solve the problem, and general conclusions were drawn. In this case, the researchers systematically observed the phenomenon under study, looked for patterns, and developed a generalization from the analysis of these patterns.

The location determination was carried out purposively. The research subjects were teachers, school principals, and parents of elementary school students. Respondents were principals in five schools and class teachers teaching in grades 4, 5, and 6 in sample schools with A and B accreditation and students in grades 4, 5, and 6. Data collection was carried out on school principals, teachers, and students. Information collection was carried out using questionnaires and interviews as well as documentation at school. The questionnaire was carried out to measure the adversity quotient of students, the role of the teachers in cultivating students' adversity quotient, and the need for a management model. Data generated from the questionnaire were analyzed using descriptive analysis techniques to see trends that occurred. Qualitative data obtained from observation and document study were analyzed using interactive model qualitative data analysis techniques. Closed questionnaires were analyzed using the average analysis technique.

RESULT AND DISCUSSION

The findings of this analysis and discussion are arranged according to the research problems, namely: (1) a description of students' adversity quotient that can be grown; (2) the teacher's role in fostering students' adversity quotient; (2) the form of the need for a character education management model that teachers can use. The results can be seen in the description below.

Students' adversity quotient that can be grown

The findings of this study describe students' adversity quotient, which can be developed through character education. The results are obtained from the questionnaire as follows:

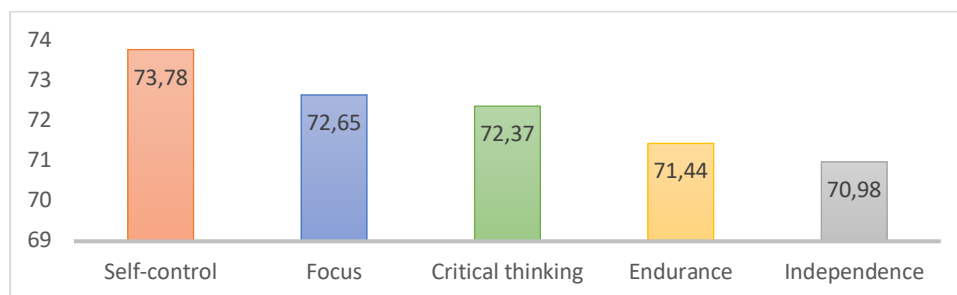


Figure 1. The average score of students' adversity quotient that can be grown

The score of the students' adversity quotient in Figure 1 above is measured per aspect of the adversity quotient, namely self-control, focus, critical thinking, endurance, and independence. Based on the figure above, it can be seen in the indicators of cultivating students' adversity quotient from 50 respondents of students, the indicator of self-control with the sub-indicator of the ability to control oneself in overcoming the problems encountered, and character values of being confident, independent, responsible, adaptive, obtained 73.78% in the medium category. The indicator of focus on problems and responsibilities with the sub-indicators of understanding problems and causes of the issues encountered and providing responses and actions, and character values of self-assessment, curiosity, and critical thinking, obtained 72.65% in the medium category. The indicator of critical thinking with the sub-indicators of understanding problems and being able to overcome difficulties and thinking critically, and character values of being determined, focused, and honest, obtained 72.37% in the medium category. The indicator of endurance with the sub-indicator of being able to get through problems and character values of being responsible, confident, punctual, and hard-working, obtained 71.44% in the medium category. The indicator of independence with the sub-indicators of being enthusiastic and active, having a strong interest and desire to develop their own potential, and character values of being creative, disciplined, independent, and tolerant, obtained 70.98% in the medium category. The adversity quotient is a competency that an individual must own in navigating his life. A person's life is inseparable from the various problems faced, which require thinking processing, feeling/intentional exercise, heart exercise, and sports to overcome these multiple problems.

Self-control is a person's perception of the extent to which he can control or overcome the life problems he/she experiences. Focus is the strength that a person has to overcome his problems (ownership): the extent to which a person can trace the causes of the problems he is facing and is moved to solve these problems. Critical thinking is grown through parenting that guides students to explore the source of problems: the extent to which a person's ability to limit problems and perceive problems as a challenge, not an obstacle. Endurance: how long a person can endure the problems that arise through parenting that always motivates the child to act immediately to solve the problem so that the problems experienced are not protracted (the belief that problems will quickly pass). Independence (autonomy): the ability to realize the urge/aspiration within himself based on a strong interest in whatever challenges he faces. This ability appears when parents and teachers provide opportunities for children to solve problems when children are experienced and have been able to find solutions to their problems.

The role of the teacher in cultivating students' adversity quotient

The results of this study describe the teacher's role in fostering students' adversity quotient. The results are obtained from the questionnaire as follows:

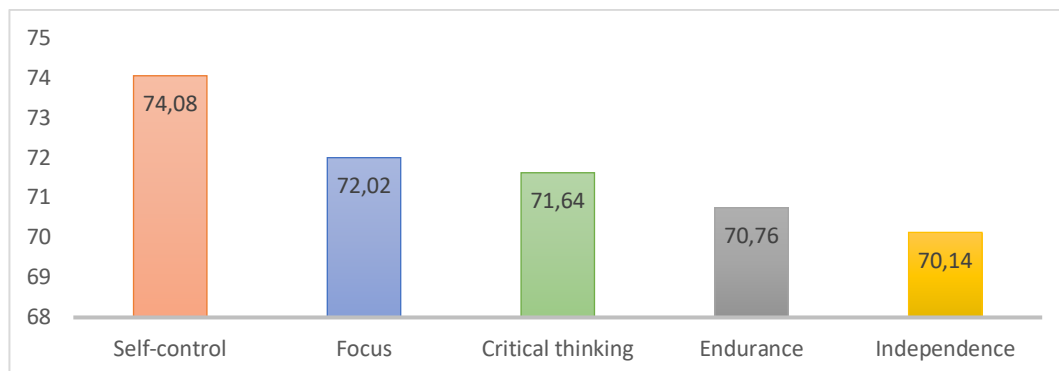


Figure 2. The average score of the teacher's role in fostering students' adversity quotient

Figure 2 above shows the teacher's role in cultivating students' adversity quotient from 50 respondents of teachers and school principals, the indicator of self-control with the sub-indicator of understanding one's ability to overcome the problems faced, and character values of being self-confident, independent, responsible, adaptive, obtained 74.08% in the medium category. The indicator of focus with the sub-indicators of understanding the problems and causes of the issues faced and providing responses and actions, and character values of self-assessment, curiosity, and critical thinking, obtained 72.02% in the medium category. The indicator of critical thinking with the sub-indicators of understanding problems and being able to overcome difficulties, and character values of being determined, focused, and honest, obtained 71.64% in the medium category. The indicator of endurance with the sub-indicator of being able to overcome problems and character values of being responsible, confident, punctual, and hard-working, obtained 70.76% in the medium category. The indicator of independence with the sub-indicators of being enthusiastic, active, and having a strong interest

and desire to develop their own potential, and character values of being creative, disciplined, independent, and tolerant, obtained 70.14% in the medium category. The results of the questionnaire are reinforced by the results of the learning implementation plan document in one of the arts and culture subjects in elementary school, seen in the learning implementation plan document in the learning management step starting from planning, implementing, and evaluating learning, and the teacher's lack of habituation in instilling character to achieve learning goals. The reason the teacher does not carry out the character-instilling process according to the objectives of the lesson plan is that the teacher does not understand. From these results, it can be said that to get students with high adversity quotient and have good character, learning must be carried out with good planning, implementation, and evaluation, as well as follow-up learning, so that students can strengthen the characteristics of self-confidence, being active, honest, disciplined, responsible, creative, and care, and having mutual respect.

The results of the study show the teacher's role in cultivating the adversity quotient of students in the good category, and this is because there are still many teachers who do not understand the implementation of character education, which is integrated into certain subjects. The findings from the study show that the teacher's role in cultivating students' adversity quotient can be seen in five things: (1) self-control, (2) focus, (3) critical thinking, (4) endurance, and (5) independence. Self-control is a way to resist temptation (Saunders et al., 2018). To avoid boredom, self-control and reward are carried out. (Wolff & Martarelli, 2020). Self-control can be evident in a person's achievement in several aspects of their lives. People experience many self-control obstacles in everyday life, and how well they deal with those challenges strongly determines their success in various aspects of their lives. Character is the single most important factor in achieving a better life in society. Character refers to the principles of human behavior that are expressed in ideas, attitudes, feelings, words, and acts that are founded on religious norms, laws, manners, culture, and conventions. Character education implemented during the learning process is critical and serves as a firm foundation for children. Character education in the current generation has the potential to solve numerous issues and aberrations in moral, ethical, cultural, and religious values (van Winden et al., 2020). As a result, character education management programs for emotional, psychological, and social reinforcement in the behavioral component of teacher and school engagement give a considerable rise in students' socio-emotional skills (Pereira & Marques-Pinto, 2017).

The results of this study are in line with research by Muassomah et al. (2020) that the internalization of cultural values, responsibility, honesty, independence, and creativity is still weak in encouraging character-building. The school does not have a strong concept or road map for carrying out the mission of character education, and the school curriculum is not down-to-earth, so it cannot build student capacity, which can actively develop student character. Instilling character education apart from dance can also be done through storytelling and indoor and outdoor games, which are effective in instilling moral values to generate positive responses from children (Halimah et al., 2020). Instilling character education also needs to be carried out on a macro and micro basis, and integrated into every subject, school culture, and self-development activities. Planting activities internally consist of families, schools, and communities (Santoso et al., 2020). Character education is the internalization of values instilled in children so that they have their own characteristics. References in character education both at school and outside school, namely: (1) wisdom, (2) simplicity, (3) integrity, (4) courage, (5) generosity, and (6) justice (Budiwan et al., 2020). Education experts in Indonesia say that character education is an effort to build noble values that reflect national identity (Fathinnaufal & Hidayati, 2020); These values are considered to be adopted through religion and culture that grow in families and communities, and some of the ethical and moral values that exist in Pancasila as the state philosophy of the Republic of Indonesia (Chen et al., 2022; Hilyana & Hakim, 2018). The character values instilled in the family include religion, independence, responsibility, politeness, honesty, and loving one another. The character education model provides habituation, examples, advice, stories, and laws. The implementation of character education has obstacles from the outside environment and the less close relationship between parents and children (Wati & Sundawa, 2018).

Character education forms and develops the potential of students to think well, be kind, and behave according to the philosophy of Pancasila. Character education enhances and strengthens the role of families, educational units, communities, and government to participate in and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Character education sorts out the nation's own culture and filters out other national cultures that are inconsistent with national cultural values and dignified national character (Permana & Suhaili, 2019). Teacher performance in learning management needs to be more consistent between planning and implementation, where teachers are expected to develop character in the form of questions used to determine the success of students' cognitive aspects (Isdaryanti et al., 2018). School planning places more emphasis on three characteristics in character education that characterize schools: religiosity, morality, and leadership. Character education planning is participatory and integrated and implemented in and around the learning environment, including teaching, training, parenting, and student development. (Shaft & Sobczyk, 2021). Character and moral education as subjects are given separately in schools so that parents and teachers become good role models for children.

Teachers and parents need to work together to teach moral character education to students (Poros & Sobczyk, 2021). Morality education, in turn, leads to a holistic personality that has high moral standards such as words, actions, attitudes, thoughts, feelings, work, and outputs that are in line with religious values, norms, and noble morals of the nation (Birhan et al., 2021).

Character education can also be done by habituating the ability to write results from reading Indonesian language textbooks with multiculturalism, and character education is expected to be more appropriate and in accordance with the needs and characteristics of students to improve creative writing skills (Winarni et al., 2021). Character development is a must through the implementation of the values of faith and piety as well as noble character. Therefore, as a form of commitment to character building in educational institutions, the government issued Presidential Regulation Number 87 of 2017 concerning the Strengthening Character Education program, which was followed up by a Decree of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in formal education units for strengthening the core character (Kraska & Boyle, 2014; Zlatković & Mišića, 2012). Maintaining character strength in students in schools is very relevant to the twenty-first century, so educators, practitioners, and educational researchers need to make policies requiring further research on the mechanisms underlying the effects of growing character strength, including the factors that influence it.

Forms of Needs for Character Education Management Model

Based on the results of the questionnaire on the needs of the character education management model, the following is stated: lesson planning, learning implementation, and learning evaluation.

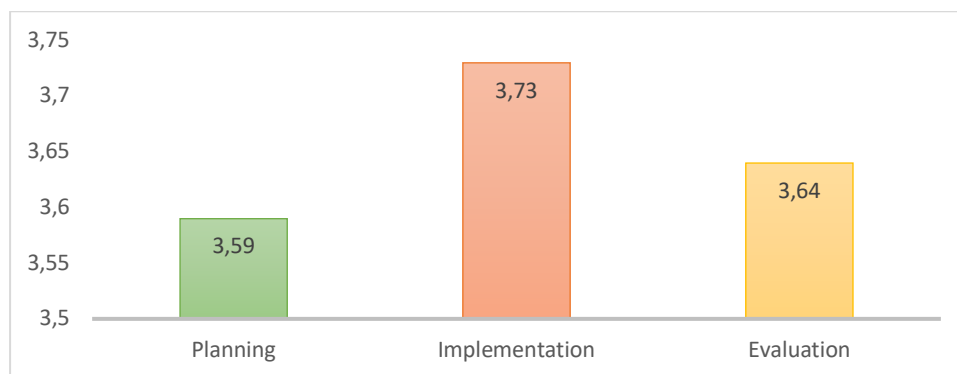


Figure 3. The average need for a character education management model

In the learning planning indicator, the average score was 3.59 for 50 respondents who chose *'really need'*. In the learning implementation indicator, the average score was 3.73 for 50 respondents who chose *'really need'*. In the learning evaluation indicator, the average score was 3.64 for 50 respondents who chose *'really need'*. This description shows the category of teacher needs for a character education management model to be able to foster students' adversity quotient in learning. The results of this study illustrate that learning activities can include character values that can affect cognitive, social, emotional, motor, language, and student independence development. According to the Ministry of National Education, through art lessons (dance, music, visual), art development aims to make children able to create something based on imagination, develop sensitivity, and appreciate creative results. Cultivating the adversity quotient of students can be done by cultivating social intelligence by fostering good cooperation between students and students, students and teachers, so that self-confidence grows (Wahira, 2012).

Implementation of character education is carried out through instilling exemplary values, facilitation, and academic, social, and religious development activities through routine, spontaneous, exemplary self-development activities through the application of class-based, school culture, and community-based character education (Samsinar & Fitriani, 2020). The results of the study show that the implementation of character education is seen from the objectives and characteristics of subjects that have character values. The use of learning methods and teacher strategies supports the implementation of character education in elementary schools (Fathinnaufal & Hidayati, 2020). Typical character education planning in schools such as religious, moral, and leadership values. Character education planning needs to be done in a participatory and integrated manner. Likewise, in its implementation, character education occurs in the school environment, and its activities include teaching, training, parenting, and student development (Sukendar et al., 2019). The family is a place to grow character values because of (1) the economic conditions of the family; (2) social media influences relationship patterns and communication patterns; (3) discipline habituation and positive commitment to implementing character education following local wisdom and local culture (Hermino, 2020).

Implementation of Character Education can develop personality, which is needed to learn with other people and develop metacognitive skills to control the cognitive domain that exists in a person so that he can plan, supervise, and reflect on every problem faced (Hart, 2021). By carrying out the development of character education in schools through an integrative model of an optimal school system, it is expected to encourage the use and development of character strengths and their implementation through theory and practice (Lavy, 2020). Teaching character education can be done by integrating values and aesthetics in learning, internalizing positive values, habituating, and training, providing examples and models, and creating situations that are characterized by local wisdom and civilization. Character education in the teaching process can be programmed in lesson plans and by providing good examples in class and everyday campus activities (Hidayati et al., 2020).

The design of the character education management model fosters the adversity quotient of students in elementary schools divided into three stages: 1) Learning Planning; Planning is defined as the process of compiling syllabus, models, lesson plans, methods, media, approaches, methods, and assessments in the allocation of time to be carried out at certain times to achieve goals; 2) Learning Implementation; Implementation of learning is defined as learning activities carried out using approaches, strategies, methods, and media. Implementation of the core learning activities, namely: (1) self-control, (2) focus, (3) critical thinking, (4) endurance, and (5) independence; and 3) Learning Evaluation; Evaluation of learning aims to determine the completeness of students in mastering basic competencies. Evaluation of implementation consists of (1) attitude evaluation, (2) knowledge evaluation, and (3) skill evaluation. The results of this evaluation can show basic competencies, materials, or indicators that have not reached completeness in the implementation of character education management and that can foster the adversity quotient of students in elementary schools.

CONCLUSION

The results of the research show that (1) The description of students' adversity quotient still needs to be improved by the teacher; (2) The teacher's role in fostering students' adversity quotient through character education management still needs to be carried out properly, and consistently in the implementation of all subjects; (3) The need for a character education management model based on a questionnaire starts from planning, implementing and evaluating. This character education management model can help increase students' adversity quotient in the dimensions of focus, criticality, endurance, and independence. The results of this study can internalize character values that can be developed as character values to increase students' adversity quotient. Further research is needed to develop students' adversity quotient in the cognitive, affective, and psychomotor domains. This research can be used as a reference for subsequent research on character education management models to foster various character behaviors that are developed as students' adversity quotient.

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