CLASSROOM TEACHERS' STRATEGY IN BUILDING CHARACTER VALUE FOR ELEMENTARY STUDENTS IN SIAK DISTRICT

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STRATEGI GURU KELAS DALAM PENANAMAN NILAI KARAKTER PADA SISWA SEKOLAH DASAR KABUPATEN SIAK

ARTICLE HISTORY	ABSTRACT
	Abstract: *Building character value is objective because character is a must and essential for teachers to apply. The teacher's strategy in building character values basically influences the level of understanding, practice, and awareness of students in practicing the values. The formulation of the problem is how the classroom teacher's strategy instills students' character values. The research objective is to find out the teacher's strategy in building the students' character values. The research is field research with a qualitative approach at SDN 014 Teluk Mesjid in Siak. Data collection techniques are observation, interviews, and documentation by using descriptive qualitative methods. The research results indicate that the classroom teacher already has a strategy for building character values in terms of educational aspects directly through example, encouragement, practice, competition, and habituation, as well as indirectly through prohibitions, supervision, and punishment. The culture and environment in SDN 014 Teluk Mesjid Siak Regency influence the addition of students' character values. Culture and organizational environment are deeply attached to an institution, such as greeting as habits, respecting elders, not cheating, being honest, and so on. Nevertheless, there is an unfortunate thing in the case of students who are still negligent in carrying out and applying several cultural character values with light punishment from the school. Suggestions of the research are intended for students to maintain better character to become human beings who have noble character.*
	Keywords: teacher strategies, classroom teachers, students' character values
	Abstrak: Penanaman nilai karakter merupakan suatu misi karena karakter merupakan harus dan utama dilakukan guru. Strategi guru dalam menanamkan nilai karakter pada dasarnya sangat mempengaruhi tingkat pemahaman, pengamalan, dan kesadaran siswa dalam mengamalkan nilai. Rumusan masalah adalah bagaimana strategi guru kelas dalam menanamkan nilai karakter pada siswa. Tujuan penelitian adalah untuk mengetahui strategi guru kelas dalam menanamkan nilai karakter pada siswa. Penelitian tersebut merupakan penelitian lapangan (*field research*) dengan pendekatan kualitatif dengan sasaran SDN 014 Teluk Mesjid Kabupaten Siak. Teknik pengumpulan data adalah observasi, wawancara, dan dokumentasi dengan menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa guru kelas telah memiliki strategi dalam menanamkan nilai karakter ditinjau aspek pendidikan secara langsung dengan teladan, anjuran, latihan, kompetisi dan pembiasaan serta pendidikan secara tidak langsung berupa larangan, pengawasan, dan hukuman. Budaya dan lingkungan yang ada pada lembaga SDN 014 Teluk Mesjid Kabupaten Siak berpengaruh terhadap penambahan nilai-nilai karakter pada siswa. Budaya dan lingkungan organisasi sangat melekat pada suatu lembaga seperti pembiasaan salam, hormat kepada yang lebih tua, tidak menyontek, jujur dan lain sebagainya. Namun ada hal yang disayangkan berupa siswa masih lalai akan melaksanakan dan menerapkan beberapa budaya nilai karakter dengan adanya hukuman ringan dari pihak sekolah. Saran dalam penelitian adalah agar siswa lebih menjaga karakter untuk menjadi insan kamil yang berakhlak mulia.
	Kata Kunci: strategi guru, guru kelas, nilai karakter siswa

INTRODUCTION

The Education Law of 2003 No. 20 explains the path of national education. This is based on giving a mandate to the government and the whole people to always prioritize the general welfare of the nation, have an intelligent life, and participate in taking over world order based on freedom, eternal peace, and social justice. The State of Indonesia issues legislation in the form of giving a mandate to the government to work on or establish a national education system that provides a level of faith and piety to God Almighty and has noble morals in nationalism.

Education is a need that cannot be denied; every person has the right to obtain an education. In accordance with the 45th Constitution and Law on the National Education System No. 20 of 2003, Education has the goal of developing the potential to make a person who has faith, piety, noble character, is healthy, has knowledge, is capable, creative, independent, becomes a democratic citizen, and has responsibility.

According to Ainah & Adawiah (2016), the law implements a form of education in the form of a foundation so that the teacher's strategy does not only focus on increasing knowledge but also on providing morals and positive thoughts for students in the scope of the school and the wider community. The correct strategy and implementation in responding to challenges is the role of education in the form of providing moral development facilities, not isolating one another, insulting one another, and learning to find mutual agreement in differences. Togetherness is a means of development in education.

Directing education to increase the nation's self-confidence and not destroy self-esteem. Article 31 of the Constitution of the Republic of Indonesia, through the Education Constitution, explicitly states that the government is trying to create an education system to educate the nation's life in order to increase faith, piety, and noble character.

Raharjo (2020), the National Education System describes education as planning in order to create an agenda and learning process so that students are active in developing their own potential in the form of having the power of religion, a good personality, intelligence, and noble morals useful for the whole. The elaboration of National Education Standards aims to provide quality assurance to educate the nation and shape the character and dignity of the nation's civilization.

According to Syahrial dkk., (2019), the learning process really needs a strategy to provide learning success. Strategy is defined as the creation or design of a way or effort to anticipate the implementation of a process intended to achieve the desired goal. This is a concept or an outline for taking action on the learning process to achieve goal-setting. However, at this time, the use of strategies is still centered on educators, so direction should also be given to students. Therefore, teachers must be able to change the learning methods that are followed nowadays so that their strategies for learning can be effective and efficient.

The Indonesian government is implementing character education in educational institutions, starting from PAUD, SD, SMP, and SMA to universities. Character education is the provision of educational efforts for children so that they can make wise decisions and practice them in life so that they can make a positive contribution to the environment. Education changes a person from not knowing to knowing. However, intelligence in education alone is not enough if it is not accompanied by good personal character or noble character towards oneself and others. If you have to choose between being smart and having noble character, it is better to have stupid noble character than having but lacking in morals.

According to Rizal & Munip (2017), character education is increasingly getting recognition from the community. But there is a

contradiction between reality and the notion of education. Moreover, with various inequality in educational outcomes seen from the current behavior of graduates of formal education, the development of free sex, drug use, brawls, illegal racing, alcohol, and unemployment. According to Darmadi (2015), teachers who play a good and appropriate role can certainly instill student learning motivation. If the teacher's role is not good, it can, of course, be a cause of student motivation at school. Because students have many deficiencies or low motivation in their learning, it is caused by the role of the teacher, who has failed to instill motivation to learn in students.

The culture and environment in the 014 Teluk Mesjid State Elementary School (SDN) in Siak Regency have an influence on the development of student morals. The culture and organizational environment of the school are very attached to an institution, such as the habit of greeting, respecting elders, not cheating, being honest, and so on. This is part of the development of culture so that it becomes a role model for the development of morality in the educational process, both formal and non-formal.

All educational institutions have a firm commitment to developing students' morals, such as at the State Elementary School (SDN) 014 Teluk Mesjid, Siak Regency. Of course, the teachers have their own strategy or method in the process of developing morals in the process of practicing students. As for one of the teachers who contributed to developing the morals of students at the 014 Teluk Mesjid State Elementary School, Siak Regency, namely the class teacher, Class teachers have an equally important role for students because they directly interact with them every day. Lickona (in Inawati, 2017), the form of human morality that leads to the destruction of the nation is an increase in violence among adolescents, a lack of honesty, a lack of respect for parents, increased suspicion and hatred, bad language, decreased ethos work, decreased responsibility, high self-destruction and no moral guidelines.

According to Sakti (2017) Character education must dominate basic education; for

the elementary level, character education is a proportion of 70 percent, and for the junior high school level, it is 60 percent. Character education is absolutely given by teachers at the basic education level. There are three important aspects that determine the implementation of character education: ethics, aesthetics, and kinesthetics. All these rights are taught by teachers, starting with the character teacher, art teacher, and sports teacher. Teachers have the right to determine and translate character education. Therefore, the role of the teacher is very important in the development of character education. Based on a study of the results of interviews conducted by the author at 014 Teluk Mesjid State Elementary School (SDN) in Siak Regency, several field phenomena were found, namely that there were still teachers who did not understand strategies for instilling character values in elementary school students and that there were still teachers who were lacking in applying strategies. Instilling the character values of elementary school students, there is still disgraceful student behavior in the form of being dishonest, impolite, ridiculing other people, and spending time playing online games.

The phenomenon that occurs at State Elementary School in Siak Regency, requires more in-depth research. So the writer wants to know in depth and conduct research, which will be outlined in the thesis entitled "Classroom Teacher Strategies in Instilling Character Values in Students at SDN 014 Teluk Mesjid, Siak Regency".

LITERATURE REVIEW
Strategy

Sutikno (2021), strategy is the outline of a series of actions to achieve goals. Strategy is defined as a design method or effort in dealing with the implementation of the process in achieving the desired goals. In the learning process, of course, strategies are also needed to help achieve goals, in the words of concepts in taking action in achieving goal setting during learning activities. According to Budiana dkk., (2022), many learning strategies are still teacher-centered; they must also be directed at students.

Therefore, it is required for teachers to make changes in methods according to the times so that learning is effective and efficient.

The learning strategy is a learning event that must be carried out by teachers and students with the aim of achieving learning with high effectiveness and efficiency. Panggabean dkk., (2021)explained that at the base of the learning strategy is the meaning of planning. Interpreted as a basis for strategy, it is more conceptually based on decision-making to implement learning methods. Learning strategies are divided into two categories, namely:

1) *Exposition discovery learning* of presenting teaching material directly to students in a finished form and demanding mastery of teaching material from students and a teacher, making it a vessel for conveying information.
2) *Group individual learning* is teacher implementation, whether procedurally or applied, aims at providing students with independent learning through group activities.

When viewed from the perspective of presentation and processing, learning strategies can be differentiated into inductive and deductive learning strategies. Strategies in learning activities can be interpreted in a narrow and broad sense. Purba dkk., (2022), strategy is interpreted in a narrow sense, namely in the form of the term strategic being equated with the meaning of method, which is a series of equations for achieving goals. In a broad sense, if applied to the context of learning, the elements are:

1) Carry out the determination of specifications and qualifications for learning objectives, namely embedded in the plan to change the student's moral and personal profile.
2) Provide views on the effectiveness of the learning system on the basis of consideration or selection of the system.
3) Consider or determine steps as well as methods and techniques.
4) Setting norms and minimum limits for success measures and standard of success.

The conclusion is that the purpose of the strategy is a way, method, and skill to take steps that have been carefully designed and planned as well as possible by someone to achieve the goals or expectations.

Classroom Teacher

The discussion about teachers is a very interesting topic because teachers are the main key to the success of student education. It is said so because if the teacher is successful in teaching, it is likely that students will also achieve significant success in their education. Anwar (2018), teachers are professional educators with noble and primary duties, namely providing education, teachings, instructions, directions, training, advice, and evaluation of students in children's education through formal, non-formal, elementary, middle, and high education. In this context, the meaning of the teacher as a leader and figure in forming a soul of character, with a fundamental power in carrying out the personal formation of students, makes a person useful for religion, homeland, and country. According to Warsono (2017), the noblest and most important job is being a teacher. Teachers who carry out their obligations sincerely already have a ticket to heaven. Teachers who educate students with love and affection, then, will be loved by their students. Therefore, teachers who teach kindness to students will receive three salaries at the same time: a theological salary in the form of acts of worship, an economic salary such as money, and a social salary in the form of good impressions and memories from their students.

The conclusion teacher is someone who manages his students in education, learning, morals and on while in the learning area room by getting a reward in the form of a salary.

Character Value

Sudjatnika (2017), one of the areas of philosophical study is axiology. Philosophical thinking addresses issues of value, both in the context of aesthetics, morality, and religion. Value is an abstraction of something; the price is characterized and characterizes a thing characterized in behavior related to the terms

facts, morals, and beliefs. Meanwhile, Nashihin (2017), the notion of value has many meanings for experts and has different meanings from one to another because value has a close relationship with the understanding and activities of human complexity and the difficulty of limitation. Value is a type of belief that is within the scope of a belief system in one's actions, avoidance of action, or regarding appropriateness or not. Value is the attachment of nature to a belief system related to giving meaning to certain actors. Values are abstract; ideals are not concrete objects; facts are not only a matter of truth and error, giving prosecution to evidence. The definition of character, Mulyasa (2022), is the realization of inner standards in various forms of self-quality based on these values and mindsets and the realization of behavior. On the other hand, the Indonesia Heritage Foundation formulates the form of character that is required for every individual Indonesian, namely love for Allah and the universe and its contents, responsibility, discipline, and independence; honesty, respect, and courtesy; compassion, caring, and cooperation; self-confidence; creativity; hard work; never giving up; justice and leadership; kindness and humility; tolerance; love; peace; and unity. While character counts identify that the pillars of character are trustworthiness, high respect and concern, a sense of responsibility, fairness, caring, citizenship, sincerity, courage, diligence, and integrity. Rizal & Munip (2017), character education is applied in a variety of ways. The use of methods aims to inculcate good character values in students so that moral knowing, but are also able to apply moral action.

The conclusion in implementing character education are internalizing, applying actions, making culture, modeling, and disciplining.In conclusion, the value of character is a form that will be used as behavior for all humans in their way of life. The character can be positive or negative, depending on how he got it.

Class Teacher's Strategy In Instrumenting Character Value

According to Marimba (in Sormin & Rangkuti, 2018), in his book, there are two teacher strategies in carrying out efforts to instill and foster student character values, is:

1) Direct Education

Direct education is the teacher's personal relationship, kinship, and emotional approach to students directly. Ahmad D. Marimba stated that it consists of five categories. The five categories of direct education are:

a) Example. The teacher is a role model for students in the school environment, besides parents at home. The teacher should maintain a good attitude in actions and speech so that students' instincts are good because a student has the nature of imitating.

b) Suggestion. Suggestions are suggestions or invitations to do something useful with suggestions from a teacher to instill character values in students, so students will do everything happily and will form good personalities by themselves.

c) Exercise. An exercise in instilling teacher character values in studen will be very good.

d) Competition. A competition is a competition conducted by a teacher for his students that includes the results to be achieved by the students in the form of character values that have been taught. This competition was conducted to see the students' potential for character values.

e) Habituation. The habituation strategy carried out by the teacher with students has a role in the formation, cultivation, and development of good character values

2) Education Indirectly

Education indirectly is a teacher strategy that involves prevention, rejection, and an emphasis on things that will harm students. This educational strategy indirectly becomes three things, are:

a) Prohibition. Prohibition is a necessity that is carried out by the teacher for students not to do, carry out, or want work that is detrimental to them.

b) Correction and supervision. Correction and supervision are ways that a teacher can prevent something unwanted from happening to his students.

c) Punishment. Punishment is an action that is easily imposed by the teacher on students, consciously and deliberately, so that it will cause regret for students in the future. This punishment was carried out after the prohibition of errors and deviations from the act was carried out, but in fact, the act was still carried out by the student.

METHOD

The purpose of the research is to describe the teacher's strategy for instilling character values in students at SDN 014 Teluk Mesjid, Siak Regency. This study used a field research design by implementing a qualitative descriptive analysis approach. According to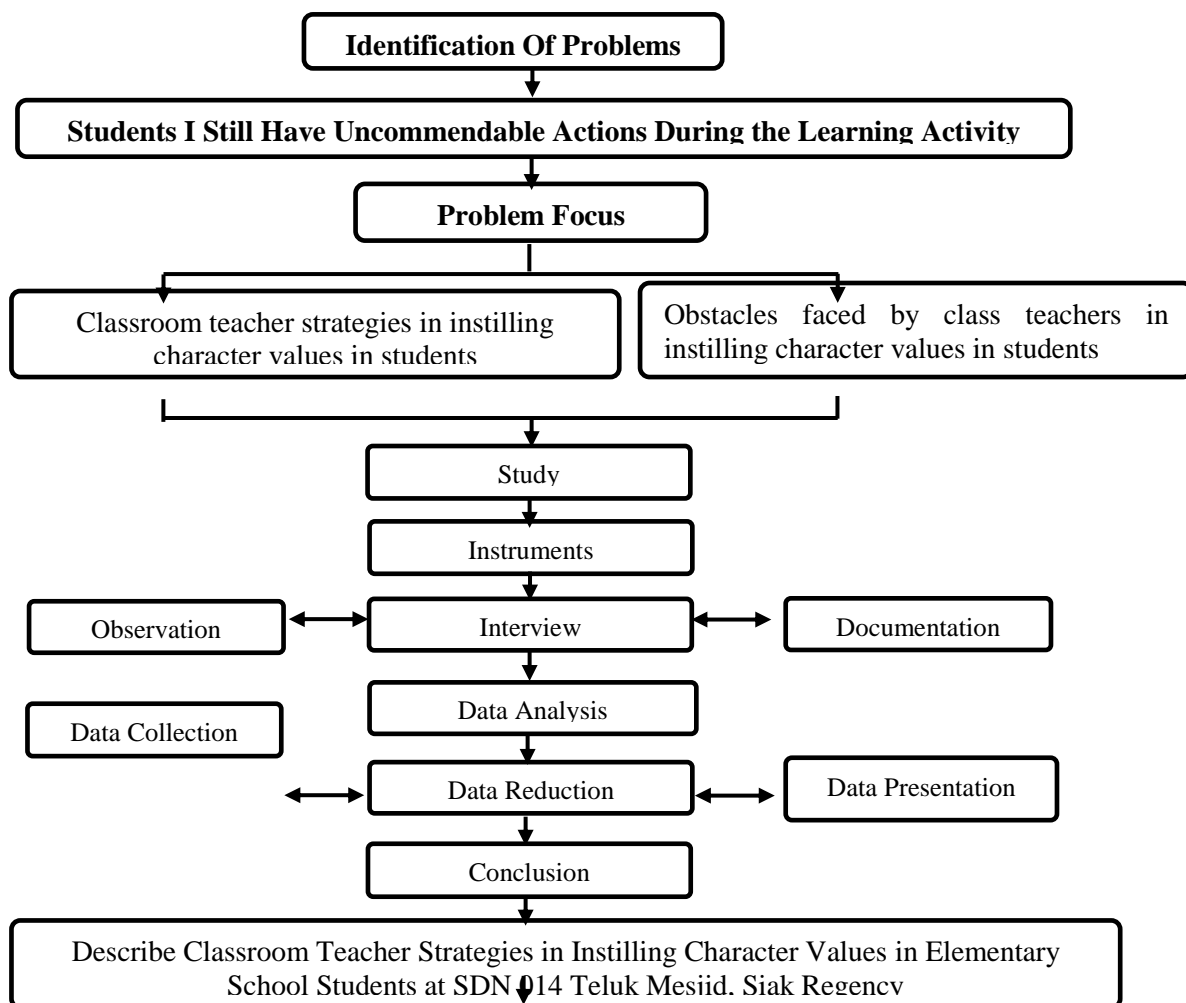 Bordgan & Taylor (in Prastowo, 2016), this type of qualitative descriptive research involves conducting research with the results of qualitative descriptive data, including written or spoken words from a number of people and observations of behavior. They argue that this approach applies to the background as well as the individual.

Respondents in this study consisted of three people, consisting of one school principal and two class teachers. The data collection instruments used were observation, interviews, and documentation. This research was conducted at SDN 014 Teluk Mesjid, which is located at Jalan Sultan Syarif Kasim, RT 02 RW 04 Teluk Mesjid Village, Sungai Apit District, Siak Regency, Riau Province.The research procedures in this study are:

Figure 1. Research Procedure

After the researcher carries out several procedures in the research, both conducting research with the three data collection techniques that have been implemented and processing and analyzing the acquisition of field data, the researcher will find research results based on data acquisition in the field and, of course, the research results found regarding the teacher's strategy in class planting character values in students at SDN 014 Teluk Mesjid, Siak Regency.

The data analysis technique in this study, as stated by Sanusi (2017), is data reduction, or presenting data and ending with a conclusion drawing verification, providing a conclusion, or providing verification of the implementation of research data.

RESULT AND DISCUSSION
Interview Result

Interviews were conducted to obtain data related to the classroom teacher's strategy in instilling character values in students at State Elementary School 014, Sungai Apit District, Siak Regency, Riau Province, showing that carrying out positive habituation about character is done by providing examples to all students.

Based on the results of these interviews, it is also known that teachers and principals have a similar strategy related to habituation: habituating polite behavior, giving moral messages, not glaring and speaking loudly, and practicing 3S exemplary (greeting, smiling, greeting) when meeting others.

Responses of G1, G2, and school principals regarding the Classroom Teacher Strategy in Instilling Character Values: It can be seen that the responses are similar to the implementation of the strategies carried out, and there are also several obstacles to the classroom teacher's strategy in instilling character values in students according to their dimensions.In summary, the respondents' responses can be seen in the following explanation:

Table 1. Direct Education Indicators

No	Responden	Assessment Indicators				
		Example	Suggestion	Exercise	Competition	Habituation
1	Principals School	In this case, we provide exemplary attitudes in personality, speech, and so on, so that we become a reference for students in seeing their exemplary attitudes. We also provide exemplary discipline, starting with the teacher's discipline towards school rules, such as dressing according to school rules, time discipline both when coming to school and during study hours, and always maintaining cleanliness both in class and outside the classroom. Second, exemplary acting honestly starts with honesty in words and actions both in class and outside of class. Third,	I convey directions, invite, and instill awareness about the importance of having good character. At the beginning of each lesson, we provide some life suggestions accompanied by some material related to noble character that will be applied to students' lives. We always provide advice on each student's character, as seen in several school posters	I continue to guide and train students in the application of positive character, and we always conduct training and practice on all material related to character. And every Friday, there is always a cult to motivate them.	We apply a competition system to children by giving rewards to children who behave well for 1 month and to children who carry out character changes and are consistent.	We as teachers always emphasize character habituation in the form of getting used to behaving politely by giving a moral message when speaking without glaring and not making loud noises, practicing 3S (greeting, smiling, greeting) when meeting others, and always getting used to good character in the school environmen.

No	Teacher					
		set an example of noble morality to students through worship and prayer. Fourth, exemplary shows intelligence. Exemplary by teaching polite behavior by giving morals when speaking, not glaring and not speaking loudly, the teacher exemplifies 3S (greeting, smiling, greeting) when meeting others, then being able to master the material presented while teaching. Besides that, teachers are also able to create fun learning by combining discussions, question and answer, or interspersed with giving games and rewards during learning so students don't feel bored. By forming habits about positive and good character and giving examples and role models to all students.	and student wall magazines that refer to their character values, especially in discipline, honesty, obedience to worship, courtesy, gentle speech, and cleanliness.			
2	Teacher 1	Trying to instill, advance, and improve at least four kinds of values, namely mental, moral, physical, and characteristic development.	I get used to positive things like throwing garbage in its place and so on.	I give ideas to students so that they focus more on learning by also providing teaching materials and guiding	With supporting gifts so that children are motivated with good character	Say hello and pray before starting the learning process.
3	Teacher 2	One way is by arriving early to school.	Instill an attitude and understand the importance of having a good attitude.	I accustom students to disciplined behavior at school, such as obeying school rules and wearing uniforms according to the rules.	usually by praising and giving gifts.	Always form good habits. One of them is praying at the start of activities and carrying out Yasin reading activities every Friday morning.

Result Observation

Observation techniques in data collection are needed to support the information that has been summarized through previous interviews in addition to observing the classroom teacher's strategy in instilling character values. Observations were also made through the results of interviews with the school principal. Based on the results of observations of students and teachers, the educational strategy indirectly has sub-indicators (Prohibitions, Supervision and Punishment) already have a strategy and there are every dimension. However, it is still unfortunate that some students are still negligent in carrying out and applying some character values, it can be seen that there are still students who get light punishments from the school. Can be seen clearly in the following table.

Table 2. Education Indirectly Indicators

No	Responden	Sub Indikator		
		Prohibition	Correction	Punishment
1	Principals School	Providing educational punishments, and we as teachers have previously taken precautions by providing prohibition posters and regulations that, if violated, have sanctions based on the violation and prohibit bad character.	I closely and continuously supervise every situation and condition in the school environment, and during my time at school, we always provide supervision to students in terms of ethics by giving full supervisory rights to homeroom teachers, teachers, and a little spy from the students themselves, as well as when outside of school, we work with parents to supervise their children in carrying out character values.	I give educational and tiered punishments according to the level of student errors and punishments for rules that are violated in the form of light punishments such as cleaning the room, class, and office, moderate punishments such as standing in front of the class, using violation pamphlets, and severe punishments in the form of suspension and summoning parents.
2	Teacher 1	I provide warnings and assistance through the BK teacher.	Controlling and revising the implementation of learning activities so as to achieve effective and efficient targets	Give a warning to those who have committed a disgraceful act for the first time.
3	Teacher 2	By putting up warning banners or slogans, verbally reprimanding, or giving a warning letter	I gave a warning both verbally and in writing.	I give a verbal warning or a warning letter.

Based on the description above, the researcher can conclude that the classroom teacher's strategy for instilling character values in elementary school students at SDN 014 Teluk Mesjid, Siak Regency already has a strategy, and each dimension is in the form of direct educational strategy dimensions (Examples, Advice, Training, competition, and Habituation) and educational strategies indirectly (Prohibition, monitoring, and Punishment). However, it is still unfortunate that some students are still negligent in carrying out and applying some character values. It can be seen that there are still students who get light punishments from the school.

Based on the results of the research above, there is a discussion of the results of the research in the form of several classroom teacher strategies for instilling character values in students, and there are several constraints in class teacher strategies for instilling character values in students, according to the picture below.
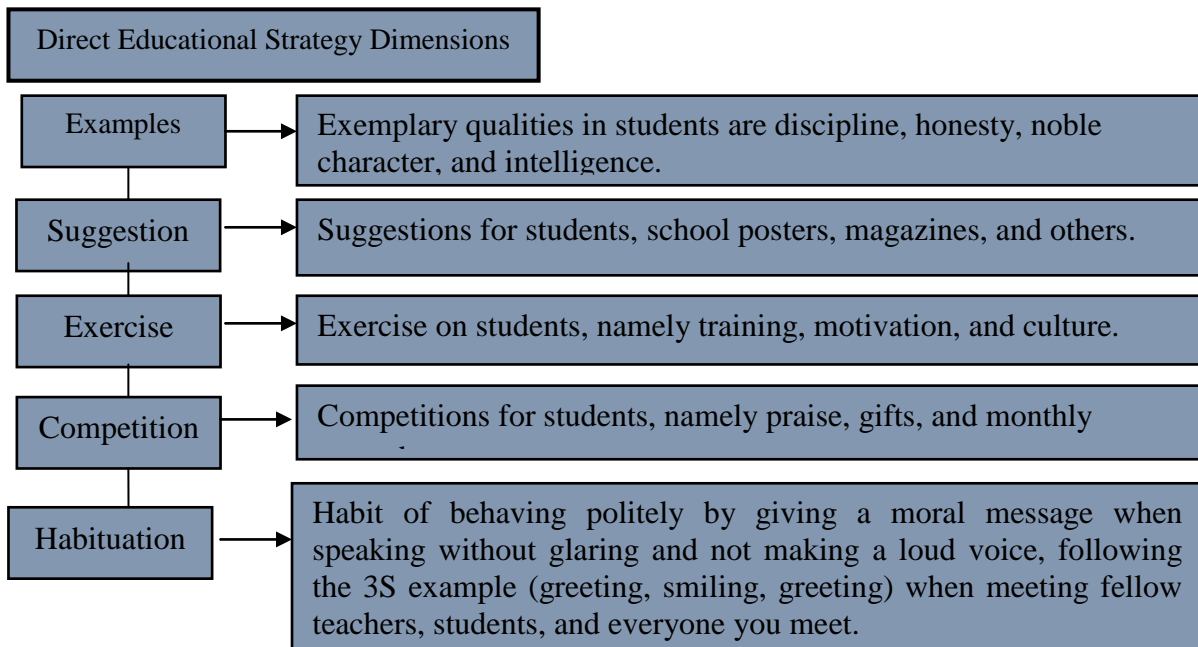
Figure 2. **Classroom Teacher Strategies for Instilling Character Values in Students in the Direct Education Dimension**

Based on the picture above, there has been a classroom teacher strategy for instilling character values in students in the educational dimension directly in the form of role models, suggestions, training, competence, and habituation.
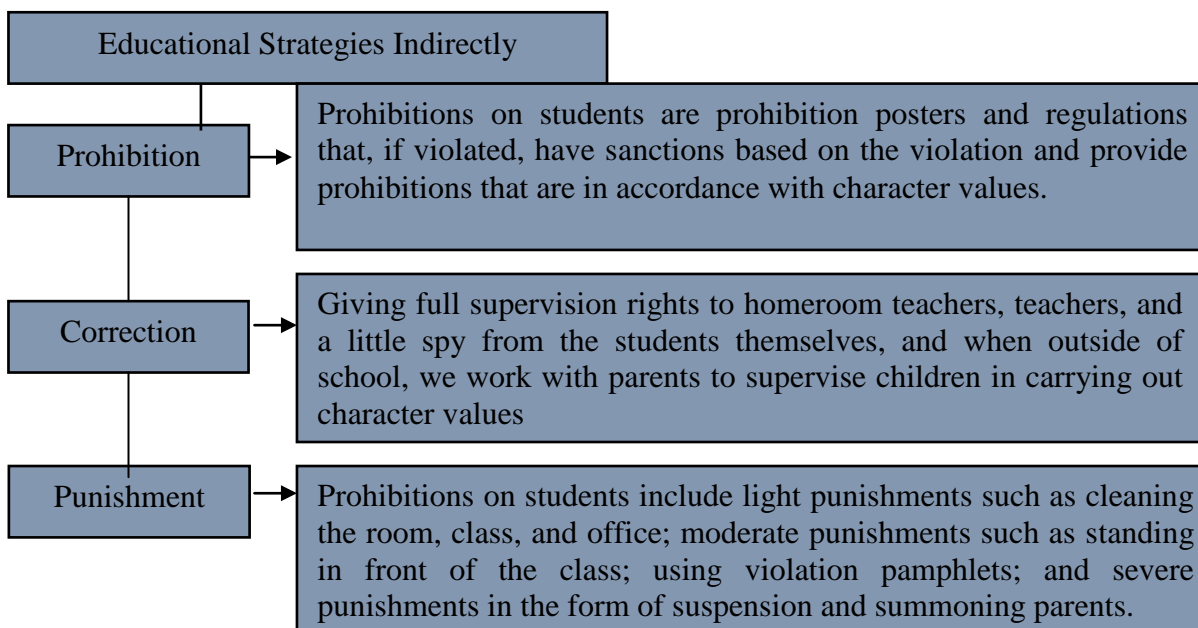

Figure 3. **Class Teacher Strategies for Instilling Character Values in Students' Educational Dimensions Indirectly**

Based on the picture above, there has been a classroom teacher's strategy of indirectly instilling character values in students' educational dimensions through prohibitions, supervision, and punishment. The researcher carried out interviews and observations and obtained a result that was in accordance with the theory that the main foundation and core pillar in the formation of character values was the classroom teacher's strategy that was appropriate for the formation of the student's character values. According to Hajaroh (2019), teachers, by implementing various strategies, are expected to be able to build a new generation that is better than before. School is an effective place for students to achieve their initial learning goals. Since a long time ago, schools have had the main goal in the field of education, namely to form intelligent human beings who also have good character. The teacher is a factor that has an important role in the formation of knowledge among students. Teachers need to realize that they have to pay a lot of attention to students who want to be developed when the learning in progress.

Research Mulyani, (2023) regarding teacher strategy. The teacher has three important strategies for shaping student character: 1) the teacher's strategy as an educator, namely as an educator. Teachers must be able to combine the material being taught with character education values; 2) the teacher's strategy as a teacher, namely the teacher must choose a learning model that is appropriate to the material being taught, so that the teacher can shape and evaluate student character with the help of this learning model; and 3) the teacher's strategy as a coach, namely the teacher as a coach must be able to provide direct examples of how good character is in accordance with the values and standards that apply when interacting with students.

According to (Suriansyah, 2015), the teacher's strategy in shaping student character is very important. Where the teacher is required to try to be an ideal teacher, in addition to being an example of good morality, it is expected that he also has extensive knowledge so that the material presented can be reviewed from various other disciplines and understand student psychology. The teacher's role in transferring grades is not only given in the form of lectures, but also how the teacher is creative in providing learning strategies to students so that the learning atmosphere is not monotonous and students feel fun and are not bored with the learning atmosphere. Teachers are expected to follow the development of the latest learning methods and strategies to use information technology media in their learning in order to provide the best for students in the future. Pulungan (2017) motivation plays a very important role in learning activities, affecting the intensity of learning activities, but motivation is influenced by the goals to be achieved by learning. The higher the learning objectives, the greater the motivation, and the greater the motivation to learn, the stronger the learning activities will be.

According to Achadah (2019), a teacher must have an ideal strategy to be able to teach in the classroom according to conditions that are usually different at each level. Teacher strategies are needed to increase student motivation in the educational institutions they teach. With the application of these strategies, it is hoped that students will increase their learning motivation. By increasing learning motivation, students will have good learning achievement along with their learning. The implementation of these learning strategies will also have an impact on improving the quality of a teacher's education. Mardiah dkk (2021), the teacher gives appreciation to students so that they are motivated to learn by giving praise and grades so that students know their learning outcomes; if students get poor grades, they will be more active in learning, whereas if they get good enough grades, they will try to maintain that value. In learning, collaboration between teachers and parents is also very influential because the teacher's supervision comes from parents while studying at home.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the discussion that has been described in the previous chapter,

the writer can provide several conclusions, namely that the classroom teacher's strategy in instilling character values in students already has every dimension in the form of direct educational dimensions with exemplary indicators, advice, training, competition, and habituation, as well as education indirectly with indicators of prohibition, supervision, and punishment. The class teacher's strategic efforts in forming character values in students include the values of discipline, honesty, obedience to worship, being polite and courteous, being gentle in speaking, and liking to clean. The class teacher already has a strategy for shaping student character, but there are a number of things that are still unfortunate, such as the fact that some students are still negligent in carrying out and applying some of the characters. It can be seen that there are still students who get light punishments from the school. The research recommendation is for teachers to always change methods or strategies for instilling student character in terms of conditions and circumstances. Parents are expected to participate in instilling character values in their children.

ACKNOWLEDGMENT

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