

**DEVELOPMENT OF STUDENTS CHARACTERS AT PRIMARY  
SCHOOL THROUGH THE SEVEN-MINUTE EDUCATION (KULTUM)  
PROGRAM**

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**Abstract.** The character of each individual is a reflection of a nation. Characters distinguish people's personalities from each other. Education is expected to be able to form an effective character because today there are many anomic behaviors that cause the moral degradation of the nation's children, including elementary school students. This study aims to describe character building habituation activities at Serang 13 Elementary School, named Kuliah Tujuh Menit (Kultum). Through this research, the researcher intends to find out the implications of the seven-minute education habituation program on fostering the character of students in Serang Public Elementary School 13 by knowing in advance the process of seven-minute education implementation and character values that appear in the habituation program. The research method used is qualitative with its type is a case study. In data collection researchers used observation, interview, documentation, and questionnaire techniques. The results showed that the seven-minute education habituation program was held every Friday morning at 7:00 a.m. to 8:30 a.m. WIB, with students fully involved in the implementation. Character values that appear in this seven-minute education activity can be known through the contents of the material presented and the process of implementation. The results are the implications of seven-minute education activities on the development of student character, can be seen from the results of questionnaires distributed to 60 respondents of research subjects, with results showing that 95.55% of respondents answered the influence of seven-minute education habituation programs, and 4.45% of respondents answered no influence. Thus the habituation of Kuliah Tujuh Menit program is highly recommended as an alternative in fostering the character of elementary school students.

**Keywords:** Character, Students, Elementary, Kultum

## A. Introduction

The educational process is a series that is inseparable from the process of human creation. In order to understand the nature of education it requires an understanding of the nature of human beings (Muhaimin, 2004: 27). Humans are special creatures that God creates with various potentials, and these potentials can be optimally developed with education. Based on the National Education System Law no. 20 of 2003 Chapter I (2009: 3), what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by him, society, nation and country.

Based on the elucidation above, the national education goals lead to the goal of changing behavior or character of each individual as an element of a country, as described by the proclaimer Bung Karno (Purnomo, 2014) that national character is the main key in building a country. Seeing the magnitude of the influence of character

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on the country, thus the efforts made so far by our nation is by holding teaching about character in the scope of education or known as character education. The purpose of character education itself is to educate students to bring out good character in themselves. Good character, in the view of Lickona (in Marzuki: 2012), includes knowledge about goodness (moral knowing), then raises commitment (intention) towards goodness (moral feeling), and finally really does well (moral behavior).

The word character comes from Greek which means, "*to mark*" (mark) and focus, how to apply the value of goodness in the form of actions or behavior. Therefore, someone who behaves dishonestly, cruelly, or greedily is said to be a person of bad character, while someone who behaves honestly, likes to be helpful is said to be a person of noble character (Zubaedi, 2011, p. 12). Whereas according to the Big Indonesian Dictionary in Saptono (2011, p. 17) character means "psychological traits, morals or manners that distinguish a

Robiansyah & Faizah

person from others, character, character." Whereas according to Suyanto (in Sutjipto, 2011) the character is ways of thinking and behaving that characterize each individual to live and work together, both within the family, society, nation and state.

Character education is one of the goals of national education. According to Berkowitz & Bier (in Maunah, 2015) describing character education is the creation of a school environment that helps students develop ethics, responsibility through models, and teaching good character through universal values. Whereas according to Williams & Schnaps in Zubaedi (2011, pp. 15-16) defines character education as any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible. In a simple sense character, education can be interpreted as a positive thing that the teacher does and influences the students he teaches (Solihat and Riansi, 2018). Lickona (in Sudrajat, 2011) emphasizes that character education is a deliberate effort to help someone so

that he can understand, pay attention to, and do core ethical values.

Character education aims to improve the quality of implementation and results of education in schools that lead to the achievement of the formation of noble and integrated character and character in a whole (Rachmadiyah, 2017). In addition, according to Zulhijah (2015) schools should be able to teach and transmit seven-minute education, such as the values, attitudes, roles, and patterns of behavior of their students.

However, in practice, there are still many problems. One of them is that there are still many schools that lack the importance of forming the character of their students. Schools are only limited to paying attention to students' cognitive abilities. With such cases, it is not surprising that many problems that occur today, especially in the world of education because of the decline of moral or national character values. As said by (Zubaedi, 2011) that the reason for the problems of students that occur in Indonesia today is that education is only based on aspects of knowledge, without seeing soft skills,

so that education should still be difficult.

For example, the case that happened was quite shocking did students conduct the incident of the death of a teacher of SMAN 1 Torjun, Madura. Another case that occurs among elementary school students is the demoralization of children; this can be seen from the increasing number of elementary students who carry out bullying, sexual abuse, violence against friends, and so on. Seeing the events that occur, character education, especially in schools, can shape student behavior in accordance with the norms and values that apply in society, not just mere theory. Because school is an effective environment for instilling character values for students.

Habitualization in school is also one way to shape character, because

habituation is done routinely and repeatedly so that it will give effect to students. This is as stated by Zaitun (in Mutakin, Nurhayati, & Rusmana, 2014) that personality is equated with morals or behavior, and behavior can be made by doing habits, so as to create a sense of self-awareness of students. When first doing habituation, maybe students will try not to accept it, but if done continuously, students will understand the importance of the habits that are done, so that they are embedded in themselves and can become a good character they have.

One habituation in growing character values found in elementary schools is the existence of a seven-minute college habituation program (cult) or lecture or often known as religious speech.

## **B. Research Methodology**

Qualitative research with the type of case study method is the research approach used in this study. Sukmadinata & Syaodih (2012) explained that the case study method was used for matters included in cases.

A case is said to be a case, not only

related to the problem, an achievement or excess is also a case and data can be made to be examined and analyzed. In this study raised data and cases in SDN Serang 13, namely about the habitual program of the cut.

Robiansyah & Faizah

The subjects in this study were representatives of class IV / A, B, C and V / A, B, C who were once seven-minute education officers. SDN Serang 13 became the location of the study because the elementary school had habitual habits in the school, one of which was the cultivation of seven-minute education that had been going on for almost decades.

The instruments in qualitative research are researchers themselves (Sugiyono, 2009; Arikunto, 2006) therefore; researchers are the reference sources in this study. The data collection tools used in this study were observation, interviews, documentation and questionnaires.

Observation used is participatory observation. According to Mania (2008), on observation of participation, researchers involve themselves in the midst of the activities of the object being examined. This implies that the researcher must participate in the

activities carried out by the individuals or groups they study.

While the interview technique used is in-depth and structured interviews to make it more detailed in obtaining information about seven-minute education activities, which are aimed at principals, teachers, and students who are the subjects of research.

Documentation data in this study are in the form of texts containing seven-minute education material and have been submitted by students which are school archives. The questionnaire distributed to the research subjects was made by referring to the seven-minute education texts and the process of implementing seven-minute education habituation itself, which consisted of 20 closed statements and distributed to 60 respondents. For the analysis of the data, the researcher has 3 stages, namely the stage of data reduction, data presentation, and conclusion & verification.

## C. Research Results and Discussion

The following are three things that are the focus of research for researchers in the seven-minute education habituation program at SDN Serang 13, namely:

### 1. Implementation Of Seven-Minute Education (Kultum)

The seven-minute education (kultum) customization program in SDN Serang 13 is held every Friday starting at 07.00 - 08.30 WIB before learning begins. In its implementation it involves all the school parties to take part in it, starting from the principal, teachers, staff, school guards, and of course the students.

School guards, teachers, assisted by students prepare equipment for seven-minute education activities such as holding carpets for sitting, sound systems, microphones, and others. The headmaster, teachers, staff, school guards and students from class I-VI were present to occupy the space provided, namely in the field to take part in the activity.

The seven-minute education officer from the representatives of class IV-VI (according to the schedule on duty) is

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already getting ready in front of the audience and bringing the equipment according to their respective duties. This officer consists of four people consisting of: MC, tilawah, sari tilawah, and seven-minute education (kultum).

After all is ready, the MC delivered by the students opens the program and reads each series of events in the form of opening, reciting the recitations, and then reciting tausiyah (kultum). After the teacher's seven-minute education adds advice affirming the seven-minute education material that is delivered and the last is the reading of prayer.

After the seven-minute education event, students marched long ago, greeting one by one with the principal and teacher who had lined up too.

After the greeting process was finished, students were assisted by teachers and school guards, clearing the seven-minute education equipment that had been used, such as carpets, sound systems, microphones, and others.

Based on the results of interviews and observations that the researchers conducted, this seven-minute education

Robiansyah & Faizah

habituation program carried out at SDN Serang 13 really attracted the attention of researchers, this is because there are several things that are characteristic of the implementation of the seven-minute education program.

The first peculiarity is that students are actively involved, especially cult officers. Students are very active in their implementation, starting from the preparation process to the seven-minute education equipment. Especially for students who are already in high class, without even having to be told they are self-aware to help. This awareness arises because students already have responsibility. In addition, what is typical of the seven-minute education habituation program this time is that the students in their activities are students themselves, starting from the opening by the MC, recitations, recitations and seven-minute education delivery, which are carried out by students ranging from class IV / A, B, C to class VI / A, B, and C.

With all the implementation processes carried out by students, it is a place to train mentally to speak and be confident in public, there is a feeling of pride of course for both students,

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parents and the school when children dare to appear in public. It does not matter when in the implementation there are still mistakes, because this is all a place to learn to foster character values in it, in accordance with the vision of SD Negeri Serang 13 namely *"the realization of achievement and character schools."*

The benefits of this seven-minute education habituation program are also felt by students, especially for those who become officers, when researchers conducted interviews with those who had been seven-minute education officers from each representative class IV / A, B, C and V / A, B, C as many as 9 students about how this seven-minute education activity, as many as 6 students argued that this seven-minute education activity was exciting and fun, and the rest argued that this seven-minute education activity could increase knowledge and be useful for others.

The seven-minute education benefits felt by students are in accordance with the results of research revealed by Fitriani (2017). According to him. This seven-minute education has benefits as a medium of

Robiansyah & Faizah

enlightenment, encouraging and motivating students, self-reflection material to be better than before, adding to students' knowledge, training students' courage and developing abilities that exist in students.

Whereas the second characteristic is the involvement of all schools. The success of the implementation of this seven-minute education program is certainly inseparable from the role of other schools such as teachers to school guards. The teacher is involved in guiding and supervising as well as being a facilitator for students who are seven-minute education officers. While the school guards help students in preparing skills for seven-minute education. When the seven-minute education program was finished, all parties worked together in tidying up the place and the seven-minute education equipment.

To find out how students feel when participating in the preparation and tidying process of seven-minute education equipment, the researchers conducted interviews with representatives of students who were once seven-minute education officers.

The students feel happy because they

can help these activities that are full of benefits.

At the end of the seven-minute education, a culture of greetings is followed by all the part of schools. This value researcher can make the teacher and student relationship harmonious. The benefits of this greeting activity were also felt by students named Aulia in grade V / A. He expressed his pleasure because he was able to stay in touch with the teachers as well as be able to increase his respect for the teacher.

## **2. Character Values in the Material and Process of Seven-Minute Education Activities**

In this study, researchers tried to analyze what character values contained in the content of seven-minute education material and the implementation of seven-minute education activities carried out in SD Negeri Serang 13. Character values that the researcher analyzes are based on 25 character values in human beings that are the elaboration of the contents of the character education pledge presented by Mustari (2014). The 25 values are: religious; honest; to be responsible; healthy lifestyle; Robiansyah & Faizah



discipline; hard work; confidence; entrepreneurial spirit; logical thinking, critical, creative and innovative; independent; want to know; love science; self-conscious; obedient to social rules, respect; polite; democratic; ecological; nationalist; pluralist; intelligent; helpful; tough; risk taking and action oriented.

To analyze the character values contained in seven-minute education material, the researcher conducted an analysis of several seven-minute

education documents entitled as follows:

- 1) Devotion to Mothers / Parents
- 2) Al-Quran
- 3) The Prophet's struggle against the Quraysh
- 4) Properties that must be shunned
- 5) Isra Mi'raj
- 6) Thankful Favors
- 7) Alms

The following are the results of the analysis of the seven-minute education material documents and the implementation process.

**Table 1. Character Values that Appear in the Seven-Minute Education Habit Program**

<b>Value on seven-minute education material</b>	<b>Values in the process of implementing seven-minute education</b>
<ol style="list-style-type: none"> <li>1. Religious</li> <li>2. Be polite</li> <li>3. Honest</li> <li>4. Responsible</li> <li>5. Likes to help</li> <li>6. Hard work</li> <li>7. Discipline</li> <li>8. Think logically, critically, creatively, and innovatively</li> <li>9. Democratic</li> <li>10. Be aware of yourself</li> <li>11. Independent</li> <li>12. Respect</li> </ol>	<ol style="list-style-type: none"> <li>1. Discipline</li> <li>2. Self-awareness</li> <li>3. Love Science</li> <li>4. Want to Know</li> <li>5. Responsible</li> <li>6. Love to help</li> <li>7. Confidence</li> <li>8. Brave</li> <li>9. Be polite</li> <li>10. Religious</li> <li>11. Smart</li> <li>12. Mutual cooperation</li> </ol>

Thus it can be concluded that this seven-minute education habituation program, both the contents of the material and the implementation process, have good

objectives, especially in fostering character values that exist in students to continue to be excavated and nurtured to grow into noble human beings.

### **3. Implications of the Seven-Minute Education Habit Program on the Development of Student Characters**

To find out the extent to which this seven-minute education program has implications for fostering student character, especially for students who participated in becoming a cult officer, researchers conducted questionnaires to representatives of each class IV and class V who were the subjects of this study as many as 60 students.

The number of statements in the questionnaire were 20 positive and negative statements which were arranged randomly, while the type of the questionnaire was a closed questionnaire that had four alternative choices of answers namely strongly agree, agree, disagree, and strongly disagree, the goal is so students can choose answers which fits the situation of the student and so that it is more varied in the answer.

Then the foundation of the researcher in making it comes from the material and the process of

implementing the seven-minute education that has been analyzed and discussed in the previous section. In accordance with the explanation above, we can know that there are character values contained in the material and the process of seven-minute education implementation that amounts to 12 values, but if we observe together from these values, there are those with the same character values. Different, namely as many as 6 values of the same character and the rest are different. To find out how many character values are listed in the seven-minute education implementation program, the researcher sums the values of both, the results are: Religious, polite, honest, responsible, helpful, hard work, discipline, logical thinking, critical, creative, and innovative, democratic, self-conscious, independent, respect, love of science, want to know, confident, courageous, smart, mutual cooperation. In accordance with the explanation above, there are 18 character values contained in the material and the process of

Robiansyah & Faizah

implementing the seven-minute results of the questionnaire in education. The following are the question.

**Table 2. Questionnaire Recapitulation Results**

No	Statements	Students Answer (%)				Students Responses (%)	
		Very Agree	Agree	No Agree	Very No Agree	True	False
1	I always take part in seven-minute education activities in every Friday.	67	30	3	0	97	3
2	I'm afraid and not confident in public speaking.	5	11	62	22	84	16
3	After the seven-minute education was over, I didn't go along with the teacher.	1	0	47	52	99	1
4	I like to take part in seven-minute education activities every Friday.	82	15	3	0	97	3
5	I did not understand the contents of the seven-minute education that my friend conveyed.	2	13	63	22	85	15
6	I was ready and happy when I was asked to become a seven-minute education officer.	65	27	8	0	92	8
7	I felt there was no change in attitude in me after listening to the seven-minute education.	5	13	55	27	82	18
8	Preparing and clearing seven-minute education equipment both before and after is a joint task.	68	32	0	0	100	0
9	I said harshly when talking to parents.	0	0	22	78	100	0
10	I like to talk about the shortcomings of others.	0	3	55	42	97	3
11	I like to help parents work at home.	85	15	0	0	100	0
12	I do the prayer 5 times a day.	80	20	0	0	100	0
13	I cheated on the test.	0	0	15	85	100	0

14	Work done together will feel lighter than done on their own.	65	33	2	0	98	2
15	I'm a wasteful person.	0	1	37	62	99	1
16	I'm excited when going to school.	75	23	2	0	98	2
17	I always say a lie.	0	2	30	68	98	2
18	I love to give or give to others.	82	18	0	0	100	0
19	Helping friends who are in distress is not my responsibility.	8	2	40	50	90	10
20	I am not easy to complain in any case.	63	32	5	0	95	5
	Total of Students' Right Responses					1911	
	Total of Not Right for Students Responses						89
	<b>Average</b>					95,55	4,45

From the questionnaire sheet that was distributed to the respondents obtained data that there were 95.55% of students answered correctly and only 4.45% of students answered incorrectly.

Based on the results of the above questionnaire, we can know that there are significant implications of the seven-minute education habituation program carried out at SDN Serang 13 towards the development of student character. This is also confirmed by the results of interviews conducted with nine students who were representatives of the research subjects, which resulted in eight students saying there was a

change in attitude from the seven-minute education habituation program carried out and only one student said it was normal for this program.

This seven-minute education program is expected to realize the goal of character education as expressed by Mulyana (2004), which is to help students understand, realize and experience values and be able to place them integrally in everyday life.

Of course, a character education is not a short process. It is an ongoing process and requires a comprehensive process (Suharmawan and Solihat, 2018). In addition, so that this seven-minute education program is

successful, Kurniawan (Rachmadiyah, 2017) believes that the seven-minute education program must be a habitual program that is done repeatedly and consistently. In addition, according to Zaitun (Mutakin, Nurhayati, & Rusmana, 2014), habituation needs to be done in order to create a sense of awareness in students. In addition to habituation programs, school management also determines the success or failure of character education in schools (Hidayat, 2012). Therefore, quality school management support will contribute to the successful implementation of the seven-minute education program.

#### **D. Conclusion**

Based on the findings and data analysis of the findings of the above data, the researcher made the following conclusions:

1. The process of implementing a seven-minute education habituation program at SDN Serang 13 is held every Friday morning, starting at 07.00 - 08.30 WIB. In the process of implementing the seven-minute education involving all the school parties.
2. The character values that appear on the contents of the seven-minute education material are 12, and the implementation process is also 12 character values.
3. Based on the results of the questionnaire distributed to 60 respondents and the interviews that have been conducted, it can be concluded that there are significant implications of the seven-minute lecture habituation program or the seven-minute education carried out at SDN Serang 13 towards student character building.

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