

Implementation of the G*Gold Way Model in Student Character Education

(Study of Actualization of Social Reality in Character Education of Students at Madrasah Ibtidaiyah Negeri 11 Kademangan – Blitar)

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ABSTRACT

*This research is to describing and analyzing the G*GOLD Way Model by describing and analyzing obstacles and supporting factors of the implementation of (in student character building). The analysis used the social theory as the main theory and symbolic as well as conflict theories as to the supporting theories. This research was qualitative research using a social reality approach. Such approach was looking for data of reality event occurred in student's educational life at schools. This research was conducted in Madrasah Ibtidaiyah Negeri 11 Blitar located on Jalan Raya Trisula Kademangan-Blitar. The researcher was the main instrument. There were 7 (seven) informants used to interpret and to make the value of the G*GOLD Way MODEL Implementation, through analysis, synthesis, and conclusion of appearing social reality. Supporting instruments used by the researcher were facilities and tools which enabled the researcher to draw complete and valid conclusions or verification of the social reality which was being researched. The data collection of this research used observation, interviews, and documentation. The data analysis used procedures developed by Moleong, which were; (1) unit processing, (2) categorizing, and (3) data interpretation. The results of this research have met the specific standard which was suitable with the characteristic of qualitative research, which were credibility, transferability, dependability, and confirmability. Results of this research showed that the implementation of the G*GOLD Way model in students character education was presented in learning implementation management, communicative process, students response, learning activities, learning outcomes, and obstacles as well as supporting factors with an estimation of the existing inconsistency of model implementation, conflict and motivation, denial from certain groups, and a lack of social and education system relationship. Based on the results of this analysis, This research and learning innovation of Classroom Learning Society which at habituating students good behavior and increasing student achievement.*

Keywords: G*GOLD Way Model, Character Education, Students.

1. PRELIMINARY STUDY

Quality education is strongly influenced by qualified educators as agents of the role of learning and renewal to civilize students in realizing educational goals. The essence of the educational process is the assistance of educators to students in the form of guidance, direction, learning and training carried out consciously and planned. Thus, the process of developing educated and intelligent human beings requires competent educators to develop the potential of students through heart processing, creativity/thinking, initiative, work, taste and physical exercise. All of this is needed to increase awareness and insight into the roles, rights and obligations in the life of society, nation, and society.

The Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System (UU Sisdiknas) is the basis for the functions and objectives of national education that must be used in the development of education efforts in Indonesia. Article 3 of the National Education System Law states, "National education functions to develop and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, , capable, creative, independent, and become a democratic and responsible citizen". The purpose of national education is the basis for the quality of Indonesian human beings that must be developed by every educational unit.

The facts on the ground show that there are many obstacles and obstacles to the implementation of character education in schools. According to Koesoema (2010) there are three reasons why character education is difficult to implement in educational units. The first reason is a conceptual lack of understanding about character education[1]. The results of Emiasih's research (2011) reveal that there is a significant influence between teachers' understanding of character education on the implementation of

character education[1]. Second, this conceptual ambiguity results in policies at the local level in the name of character education that are not well targeted and incomplete. Third, when applied in educational institutions, character education experiences serious problems regarding how to evaluate. The same thing was conveyed by Triatmanto (2010), character education is a process that starts from understanding, habituation to civilizing so that the results of character education cannot be assessed instantly [3]. This means that the current results of character education may only become daily behavior in the following years. It takes a very long time for the habituation process so that the assessment of the achievement of values or attitudes cannot be done in a short time,

To address the importance of character education above, it is necessary to have character education in schools/madrasas to realize the nation's civilization. So that a detailed and precise model framework is needed in accordance with the character development program of the Indonesian nation. The model framework needed will be very helpful and facilitate the implementation of character education in schools.

In realizing character education in schools/madrasahs in writing a paper in the form of this dissertation discusses: "Implementation of the G*GOLD Way Model in Character Education". This model can be seen in the vision and mission of the madrasa that reflects a culture of character, namely at Madrasah Ibtidaiyah Negeri 11 Blitar located in the Kademangan District, Blitar Regency, East Java Province, with its vision: "Berakhlakhul Karimah, Skilled, Independent, and Achieved".

The study of social reality on the actualization of student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, there are several relevant social theories to dissect it. As the main theory is structural functional theory, structural functionalism or more popular with 'structural functional' is the result of a very strong influence from general systems theory where the functionalism approach adopted from the natural sciences, especially biology, emphasizes its study of ways to organize and maintain system. Structural functionalism or 'systems analysis' basically revolves around several concepts, but the most important are the concept of function and the concept of structure (Kinloch, 2009) [4]. Functional Structural Theory is a building theory that has the greatest influence in the social sciences in the present century. The figures who first coined the functional were August Comte, Emile Durkheim and Herbert Spencer.

Supporting theories are social interaction theory, modernization theory, social action theory, conflict theory and symbolic instructional theory. Social interaction theory was built by George Simmel which was developed based on four types; Interaction without words, interactions using words, interactions that are not focused, and interactions that are focused (Bernard Raho, SVD, 2014:63) [5].

Modernization Theory, developed by Wilbert More, Marion Levy, and Neil Smelser, is basically the development of the opinions of Talcott Parsons, by prioritizing its principles on technological progress that supports modernization and industrialization in the economic development of society. This aspect encourages major and real changes in various aspects of people's lives, including changes in community organizations or institutions. Wilbert More, Marion Levy, and Neil Smelser, basically a development of the opinions of Talcott Parsons, by emphasizing his opinion on technological advances that encourage modernization and industrialization in the economic development of society. This aspect encourages major and real changes in various aspects of people's lives, including transformations in community organizations or institutions. (Kasnawi, IPEM4439/module 1:40).

The main concepts are function, dysfunction, latent function, manifest function and balance. According to this theory, society is a social system consisting of parts or elements that are interrelated and unified in balance. Changes that occur in one part will also bring changes to other parts. The basic assumption is that each structure in a social system is functional with respect to the others. On the other hand, if it is not functional, the structure will not exist or will disappear by itself.

The social theory became a reference for the study of the Implementation of Innovative Learning Models in Character Building Students through the G*GOLD (Greatness, Gratitude, Obedience, Love and Discipline) Model at Madrasah Ibtidaiyah Negeri 11 Blitar. The institution has felt an unfavorable condition with kondisithe decline in moral quality in life in the madrasa environment, especially among students, thus demanding the holding of character education. Schools are required to play their roles and responsibilities to instill and develop good values and help students shape and build their character with good values. Character education is directed at emphasizing certain values such as respect, responsibility, honesty, caring, and fairness as well as helping students to understand, pay attention to, and practice these values in their own lives.

Therefore, at Madrasah Ibtidaiyah Negeri 11 Blitar, it is very necessary to implement an innovative learning model in the formation of student character through the G*GOLD model. (Greatness, Gratitude, Obedience, Love and Discipline). The G*GOLD model is a self-strengthening strategy model created by HM Supriyono (2002) on the basis of reference to the 4 characteristics of the Apostle and the Prophetic values which include Greatness, Gratitude, Obedience, Love, and Discipline (Discipline) [6].

With the G*GOLD model, it is able to contribute to the formation of students' character, as well as as an aspect of personality, which can reflect the whole personality of a person: mentality, attitude and behavior. So that students will be actual about how someone can be called a good or bad personality based on contextual and cultural norms.

2. LITERATURE REVIEW

2.1. Innovative Learning

Rogers and Shoemaker (1971) define innovation as new ideas, new practices, or objects that can be perceived as something new by individuals or students. The new understanding here implies that it is not only new to the mind (cognitive), but also new because it has not been widely accepted by all students in terms of attitude and is also new in the sense that it has not been accepted and applied by students. Innovative learning is learning that is packaged by the learner on the encouragement of new ideas which are the product of learning how to learn to take steps to learn, so as to obtain progress in learning outcomes.

Broadly speaking, innovative learning can be described as follows: (1) Students are involved in various activities that develop their understanding and abilities with an emphasis on learning through action, (2) Teachers use various tools and various ways to inspire enthusiasm, including using the environment. as a learning resource to make learning interesting, fun, and suitable for students, (3) The teacher organizes the class by displaying books and learning materials that are more interesting and provides a 'reading corner', (4) The teacher applies a more cooperative teaching method and interactive, including group learning, (5) The teacher encourages students to find their own way of solving a problem, to express their ideas, and to involve students in creating their school environment.

2.2. Character Education

The word character comes from the Greek *charassein*, which means to engrave (painting, drawing), such as people who paint paper, carve stone or metal. Rooted from this understanding, character is then interpreted as a special sign or feature. In the latest Indonesian dictionary, Character means character, character, character that characterizes a person. According to IR Pedjawawijatna, "character or character is all of me who turns out to be in his actions (human, so by choice) involved in the situation, so it is indeed under the influence of talent, temperament, body condition, and so on" (Purwanto, 1999). 8]. Character education is a variety of efforts carried out by various school personnel,

2.3. Model G*GOLD Way

G*GOLD WAY is a prophetic character development model that was created based on professional experience as students, teachers, and professionals in international corporate companies that have led to the success of human resources both in education and training. The G*GOLD WAY (G*GOLD Way) is a way to manage one's ability to become a noble star person with the conception of 3 (three) character elements, namely JACK-B's Prophetic Character (Honest, Trustworthy, Intelligent, Communicative, and Wise), Characteristics behavior of Greatness, Gratitude, Obedience, Love, and Discipline. This concept was created when the author reflected on his work both at the top of the mountain, in the belly of the mountain, and at the foot of Mount Jayawijaya. The 5 (five) main keys that underlie the creation of this concept are (1) the Word of God in Surah At-tin which states that humans were created in the best possible condition; (2) The Word of God in Surah Al Mukmin Verse 60 which commands humans to pray or ask God so that God always grants it, (3) The Word of God in the Qur'an in Surah Ad-Zariat Verse 23 which states that what is promised Allah will happen as we believe in what we say, (4) God's word in the Qur'an in Surah Alhujarat verse 13 which states that humans were created into nations and tribes so that they know each other and indeed the noblest person is the most pious, and (5) the Word of God in the Qur'an in Surah Ar-Rad Verse 11 which states that "..

2.4. Structural Functional Theory

Structural Functionalism is also known as structural functionalism. Structural functionalism has a domain in Consensus theory. Society in this theoretical perspective is seen as a network of groups that work together in an organized manner and work regularly, according to developing norms and theories (Purwanto, 2008:12) [8]. Functional Structural is a broad perspective in sociology and anthropology that seeks to interpret society as a structure with interrelated parts. Functionalism interprets society as a whole in terms of the function of its constituent elements; especially norms, customs, traditions and institutions (Idi, 2013:24) [10].

2.5. Conflict Theory

Conflict theory is a theory that views that social change does not occur through a process of adjusting values that bring about change, but occurs as a result of conflicts that result in compromises that are different from the original conditions. This theory is based on the notion of the means of production as the main element of class separation in society. The conflict perspective can be seen through the thoughts of classical figures such as Karl Marx (1818-1883), Lewis Coser, Max Weber (1864-1920), George Simmel (1858-1918), to Ralf Dahrendorf.

3. RESEARCH METHODS

The research used refers to qualitative research, a research that produces findings that cannot be achieved by using statistical procedures or by means of quantification. Qualitative research is explored and deepened from social phenomena or social environments consisting of actors, events, places, and times. The social reality approach is suitable to be used to examine the implementation of the G*GOLD Way model in character education for students at Madrasah Ibtidaiyah Negeri 11 Blitar, because it is one of the models that can be used as an innovative learning model for madrasah Ibtidaiyah students at the level of SD or elementary school whose reality is very unique and can interact with each other.

Based on the description of the background of the problem and the formulation of the problem, the focus of the research is as follows: First, the implementation of the G*GOLD Way Model in character education at Madrasah Ibtidaiyah Negeri 11 Blitar, with the following indicators; (1) Greatness; (2) Stars; (3) Gratitude; (4) Obedience; (5) Love and, (6) Discipline. Second, the factors behind the implementation of the G*GOLD Way Model in character education at Madrasah Ibtidaiyah Negeri 11 Blitar, with the following indicators: (1) inhibiting factors and (2) supporting factors.

This study uses data analysis techniques from Moleong with steps; (1) unit processing, (2) categorization, and (3) data interpretation.

4. DISCUSSION

4.1 Implementation of the G*GOLD Way Model in Character Education of Students at Madrasah Ibtidaiyah Negeri 11 Blitar

This study aims to find information through in-depth interviews on the implementation of the G*GOLD way Model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar from the existing model, the limitations of the study were carried out by considering matters relevant to the G*GOLD model in character education. only five indicators to be explored that are adjusted to the research focus, namely: management of learning implementation, communicative process, student response, learning activities and learning outcomes.

4.1.1 Management of Learning Implementation

Management of learning implementation is the process of managing a system of learning activities, so that the learning process can take place effectively and efficiently, and can meet the previously planned goals (Mulyasa, 2005) [11]. In terms of managing the implementation of learning at Madrasah Ibtidaiyah Negeri 11 Blitar with the G*GOLD way model in student character education, the concept of activities related to efforts to teach students to develop their intellectual potential and morals is designed and managed according to the vision and mission of the madrasah, namely having good morals, being skilled, independent and accomplished. In principle, the management of learning implementation at Madrasah Ibtidaiyah Negeri 11 Blitar, refers to character education whose implementation applies the G*GOLD way model concept.

The G*GOLD way model concept is a concept consisting of:

- (1) Greatness (Greatness) which has the basic value of every individual (educators and students) has majesty or greatness. Allah created humans with the best, including reason (Aqil), ratio, body (physical), soul, spirit, soul (Al-Qur'an). And humans have multiple intelligences (Gardner), humans have IQ, PQ, SQ, EQ (Steven Covey) and ESQ (Ari Ginanjar);
- (2) * (Star) is a noble personal star movement that has a basic value, that every individual (educator and student) has the potential to become a star or be successful. Allah gives five basic keys, namely the ability of humans to be created as well as possible, the fulfillment of prayer or to achieve the vision and mission of life, efforts to achieve the mission and vision of life, belief in the achievement of the mission and vision of life and collaboration with people of different ethnicities and backgrounds. nations;
- (3) Gratitude (Gratitude and Respect), in this case gratitude has the basic value that every human being is not only created as well as possible (with his own greatness), he is also made into nations and tribes. Therefore, every educator and student must understand about social life and interactions between humans who have their respective majesty;
- (4) Obedience (obedient or obedient), in this case has the basic value that every individual has the ability to obey, be committed and honest to follow the rules, agreements, policies and procedures;
- (5) Love, in this case has a basic value that every human being is born to be able to do good, able to do iqra' (reading), able to hear, able to speak, able to write, able to learn from nature and humans and able to teach, so that relationships are established. love;
- (6) Discipline (Discipline), in this case has a basic value that every business requires discipline to achieve results. (Supriyono, 2020) [12].

In managing the implementation of the G*GOLD model at Madrasah Ibtidaiyah Negeri 11 Blitar, it includes: (1) Learning Instructions, (2) Learning Planning, (3) Learning Implementation, which includes: (a) Teacher manuals, as teacher guidelines, (a)) Sanction signs, which are Green (for Minor Violations), Yellow (for Moderate Violations), and Red (for Serious Violations), (c) Golden Rule, which contains rules made jointly between students and teachers, (d) (Joint Commitment) and (e) Class Rules (Class Rules), (f) Student Identity, containing Student Photos and Student Attendance Hours (g) Commitment Book, which contains records of violations committed by students, and follow-up notes to correct the error. (h) Division of Roles in class, namely by forming a class structure with their respective tupoksi. (4) For the next step, in order to carry out the above learning activities, the following activities are carried out: (a) Circle Time, (b) Morning Meeting, (c) Three Ways Conference, (5) Evaluation, by making observations using an instrument in the form of an assessment rubric. (6) Expectations from the above, students have good character behavior and increased achievement.

4.1.2 Communicative Process

Communicative learning (Bistari : 2018) is a learning system that emphasizes aspects of communication, interaction, and develop linguistic competence, as well as language skills (listening, reading, writing, speaking) as a language learning goal and recognizing that it is related to communication activities in everyday life [13]. The characteristics of communicative learning, namely: (1) prioritizing the real meaning, (2) there is interaction, (3) orientation of competence, (4) finding the rules of language/communication, and (5) meaningful teaching materials. Learning is done by prioritizing the actual meaning rather than the grammatical system. There are functional communication activities and interrelated social interactions between teachers and students. The learning is oriented to the acquisition of communicative competence, not grammatical accuracy (understanding to be applied in everyday life). Rules in language or communication (symbolic, visual, spoken and written) are used in appropriate conditions. Learning material is indeed needed and departs from an analysis of learning language needs, so that the material delivered is meaningful (Bistari : 2018)[13].

Skills in presenting material, including the use of media and other tools or techniques to attract the attention of students, is one of the characteristics of good learning. Effective communication in learning includes clear presentation. Fluency in speech, interpretation of abstract ideas with examples, good speech skills (tone, intonation, expression) and ability to listen. As with the organization of subject matter, the assessment of effective communication skills can also be carried out well by students. Since the introductory stage, the teacher conveys the learning objectives by looking at all students and making sure that the learning objectives can be listened to well by all students. At the implementation stage, teachers are wise in choosing methods, approaches, models and even learning media. That is, the learning strategy used is interesting and pays attention to most of the abilities of these students. In closing, a light evaluation is carried out in addition to making conclusions. So that the communication that has been established is warmed up again with small and core questions, which can result in communication also happening to students.

In the communicative process, the implementation of the G*GOLD Way model at Madrasah Ibtidaiyah Negeri 11 Blitar in student character education is the most important part in the process of speaking skills and expressing ideas that arise in students.

In principle, the communicative process at Madrasah Ibtidaiyah Negeri 11 Blitar, refers to character education that applies the G*GOLD way Model concept to the concept of Gratitude (Gratitude and Respect), in this case gratitude has the basic value that every human being apart from being created as well as possible (with their own majesty), also created nations and tribes. Therefore, every educator and student must understand about social life and interactions between humans who have their respective majesty; and on the concept of Love, in this case it has the basic value that every human being is born to be able to do good, be able to do iqra' (read), be able to hear, be able to speak, be able to write, be able to learn from nature and humans and be able to teach, so that there is a love relationship.[11]

In the communicative process of the G*GOLD Way model at Madrasah Ibtidaiyah Negeri 11 Blitar, also carrying out activities that are part of innovative learning, namely: Circle Time is a group activity carried out by a number of people consisting of adults and children, sitting together with the aim of building shared understanding. Adults involved in circle time activities are teachers and/or resource persons who are deliberately brought in to discuss with children based on certain topics.

4.1.3 Student Response

Responses or responses according to Ahmadi (2009: 68) are the results of impressions stored in one's memory and soul after making observations [14]. So the response or reaction here is an impression or picture of the stimulus obtained or the previously observed object. The response of students or students to a method or model applied by the teacher in a lesson can be known when learning in class. Azwar (2011:7) states that individual attitudes towards objects act as intermediaries for responses and objects

[15]. It can be said that the response shown by the individual to the object can bring up the individual's attitude towards the object. Student responses can be seen from the way students express opinions, or attitude shown through body language to the stimulus given by the teacher. Response is also a response or feeling of students after participating in learning. According to Poerwadarminta (2003: 1077), response means a reaction or response, namely acceptance or rejection, as well as an indifference to what is conveyed by the communicator in the message [16]. Student responses were traced through questionnaires that were filled in after students participated in innovative learning. Student responses are seen from student responses to the suitability (relevance) of student learning activities and reactions after participating in learning, as well as an indifferent attitude to what is conveyed by the communicator in his message [16]. Student responses were traced through questionnaires that were filled in after students participated in innovative learning. Student responses are seen from student responses to the suitability (relevance) of student learning activities and reactions after participating in learning, as well as an indifferent attitude to what is conveyed by the communicator in his message [16]. Student responses were traced through questionnaires that were filled in after students participated in innovative learning. Student responses are seen from student responses to the suitability (relevance) of student learning activities and reactions after participating in learning.

In this study, the implementation of the G*GOLD WAY model with the application of innovative learning in each class consists of 5 stages, namely: (1) Student orientation in the guidebook, at this stage, the teacher provides direction of perception in the form of procedures for students to do which aims to understand students what to do . (2) Organizing students to learn, organizing students to learn is done through the formation of small groups consisting of 6 people and carried out heterogeneously. The formation of heterogeneous groups is carried out so that collaborative work occurs. According to Arends (2008: 43), student collaboration in problem-based learning encourages inquiry, shared dialogue and the development of thinking skills and social skills. (3) Guiding individual or group investigations, in this process students conduct authentic investigations, according to Arends (2008: 42) authentic investigation aims for students to try to find real solutions to the problems at hand, where students must analyze problems, collect and analyze information and draw conclusions from these problems. (4) Develop and present the work, in developing and presenting the work, the teacher asks the students to present the worksheet. The determination of the group that will present the results of the LKS is done by drawing lots by the teacher. (5) Evaluating the problem-solving process. At this stage, the teacher and other groups evaluate the problem-solving process presented by each group by responding to student answers. If there is a group answer that is not right, then the teacher directs to the correct answer.

Based on the theory of structural functionalism, it has the assumption that society is integrated on the basis of the agreement of its members on certain social values. So here the student response in implementing the G*GOLD Way model in student character education is that student responses can be analyzed as a whole consisting of positive responses and negative responses. However, they are still related to each other. So that there is a common vision and perception between teachers and students in carrying out learning.

Meanwhile, in social reality, students' responses with symbolic interaction theory have the characteristics that a relationship that occurs naturally between humans in society and the relationship between society and individuals. So the students' responses here illustrate that the relationship with the implementation of the G*GOLD Way model, between students' responses to the implementation of the model and innovative learning are mutually interacting and complementary.

4.1.4 Learning Activities

Student activities at Madrasah Ibtidaiyah Negeri 11 Blitar in implementing the G*GOLD Way model are all activities carried out in the classroom during the learning process that produce a behavior that affects student learning outcomes. In other words, students are required to be active in capturing/receiving subject matter by: being active during the learning process, actively reading when given the opportunity to read, actively raising hands when the teacher asks questions, actively giving opinions when given the opportunity to express opinions, and actively asking when asked questions. given the opportunity to ask. The activities of these students in participating in innovative learning cannot be separated from how the teacher's strategy or strategy is to activate his students in the classroom, Thus the method in a series of learning systems plays a very important role. The success of strategy implementation in the implementation of the G*GOLD Way learning model is very dependent on the way the teacher uses the learning method or model, because a learning strategy may only be implemented through the use of learning methods (Sanjaya, 2013:7) [18]

Learning according to Dimiyati and Mudjiono (1999:297) is a teacher activity programmed in instructional design, to make students learn actively, which emphasizes the provision of learning resources. UUSPN No. 20 of 2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment [19]. Learning as a learning process built by teachers to develop creative thinking that can improve students' thinking skills, and can improve the ability to construct new knowledge as an effort to improve good mastery of the subject matter. Learning has two characteristics, namely first, in the learning process it involves the mental processes of students to the maximum, not only requiring students to just listen, take notes, but requires student activity in the thinking process. Second, in learning to build a dialogical atmosphere

and a continuous question and answer process that is directed at improving and enhancing students' thinking skills, which in turn, can help students to gain knowledge that they construct themselves.

In relation to the structural functional theory in student responses with the G*GOLD way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, it shows that in every organization or institution consisting of various elements that are relatively structured, steady and stable, the elements are structured. If the structure is well integrated, every element in the structure has a function, namely contributing to the shape of the structure as a system and every functional structure is based on a consensus of values among its members, so that in terms of structure management, it appears.

4.1.5 Learning Outcomes

Learning outcomes at Madrasah Ibtidaiyah Negeri 11 Blitar are the level of student mastery of learning materials both in quality and quantity (Sudjana, 2010:35) [21]. From the description above, it can be concluded that learning outcomes are the results achieved by students in following the learning process as seen from the evaluation results at the beginning and end of learning. The educational objectives to be achieved at Madrasah Ibtidaiyah Negeri 11 Blitar can be categorized into three areas, namely the cognitive field (intellectual mastery), the effective field (related to attitudes and values), and the psychomotor field (ability/skills/behavior).

The following are the learning outcomes of Madrasah Ibtidaiyah Negeri 11 Blitar students in implementing the G*GOLD Way model in student character education as follows: (1) being able to create an innovative and motivated learning ecosystem with the core character of being honest, trustworthy, intelligent, communicative and wise, (2) are able to think positively, have positive prejudices and have positive feelings, (3) are able to be ethical, moral, think creatively and constructively, deliberation to reach consensus, collaborate and work together.

In relation to the structural functional theory in the results of the twelve students with the G*GOLD way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, there is a functional structural perspective thinking believes that the purpose of education is to socialize the younger generation to become members of the community to be used as a place for learning, gaining knowledge, changing behavior and mastering the values needed to be able to appear as part of productive citizens (Sunarto, 1993:22)].

In the perspective of this structural functional theory, society is a social system consisting of parts or elements that are interrelated and unified in a balance, changes that occur in one part will also bring changes to other parts.

The role of education in functional structural theory, among others, are: (1) Education in the role of groups. The role of the existing group is expected to meet and satisfy one's needs, this will familiarize the needs and interests and bring the expectations of the members closer. This event is expected to become an association or layer, strata and structure of society, either by caste, class, statutory, regional, group and so on in a certain community.

In social reality, in accordance with the supporting theory, namely the symbolic interaction theory in the G*GOLD way model, student learning outcomes are filled with various symbols because the reality is interpersonal interaction because the implementation of learning uses innovative learning with a complete design and provides meaning.

4.2 Factors that hinder and support the implementation of the G*GOLD Way model in Student Character Education

4.2.1 Obstacle factor

Functional structural perspective thinking believes that the purpose of education is to socialize the younger generation to become members of the community to be used as a place for learning, gaining knowledge, changing behavior and mastering values needed to be able to appear as part of productive citizens (Sunarto, 1993:22) [21]]. Based on the results of the research that has been carried out, the implementation of the G*GOLD Way model in character education at Madrasah Ibtidaiyah Negeri 11 Blitar, found the inhibiting factors in its implementation, namely (1) the factor of inaccurate estimation of the model, (2) Conflict and Motivation, (3) Model rejection of certain groups, (4) Lack of social relations, and (5) Education system. Five factors inhibiting the implementation of the G*GOLD Way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, which can be described as follows:

- (1) The factor of the incorrect estimation of the model, this factor is the most important and complex factor as an obstacle to the implementation of the G*GOLD Way model. The obstacles caused by the lack of precise planning or estimation (under estimate) in the implementation of this model are the inaccurate considerations about its implementation, the lack of relationship between the members of the model implementing group, and the lack of common opinion about the goals to be achieved or the lack of good cooperation.
- (2) Conflict and motivation. These barriers arise because of personal problems such as conflicting members of the implementing group, lack of motivation to work, and various personal attitudes that can interfere with the model process for innovation. In detail several matters relating to conflict and motivation in the application of the model, among others: (1) there is a conflict

between group members, (2) between some members there is a lack of mutual understanding and mutual jealousy between one another, (3) people those who have an important role in the project actually do not show enthusiasm and perseverance in work, (4) some important people in the project are too rigid and narrow-minded about the project, (5) people who hold important positions in the project are not open to accepting models for innovation,

- (3) Rejection models of a particular group, This factor is in the form of rejection of the model group for determinant innovation or elite groups in a social system. This refusal is different from objections due to lack of funds or personal problems. However, this rejection does have a tendency to emerge from the decisive group. In detail, several things related to the rejection of certain groups of the results of the model, among others: (1) elite groups who have authority in traditional societies are against the model or the expansion of innovation, (2) there are ideological conflicts regarding the model, (3) the model project is implemented very slow, and (4) objecting to the model because of group interests.
- (4) Lack of social relationships This factor relates to relationships between groups and relationships with people outside the group. In detail, several things related to the lack of social relations and publications in the application of the model, among others: (1) there are problems in social relations between groups, (2) there is disharmony between project group members, and (3) lack of an enabling atmosphere. there is an open exchange of ideas.
- (5) Education system The administration of education in Indonesia is regulated by law by the government, in this case the Indonesian Ministry of Religion and the Ministry of National Education. The law regulates the curriculum, levels, hours of study to the implementation of learning activities in the classroom. So teachers and students cannot do as they please. With these rules, of course, learning activities can run well, but it can happen that teachers or students feel constrained by the existence of these rules. Teachers or students are not passionate about learning, so their roles as educators and students are not optimal. Students do not have the motivation to receive lessons. This will have a negative impact on the achievement of the learning objectives that have been set. Likewise, teachers who do not have motivation in teaching, do not arrive on time, provide subject matter as needed, leave the class empty, feel apathetic about assignments because they are not given full authority in determining policies related to their duties, will greatly affect learning activities. . If the activities are disrupted, the model activities for innovation are also disrupted.

4.2.2 Supporting Factors

Education has the role of preparing human resources who are able to think critically and independently (independent critical thinking) as the basic capital for full human development that has very prime quality. Efforts to develop critical and independent thinking skills for students is to develop innovation education.

Structural functional theory produces a perspective that emphasizes harmony, balance and regulation. Therefore, this theory is also known as consensus theory or regulatory theory, placing the world of education as one of the organs or social institutions. Education must be able to build internal mechanisms that can be used to integrate themselves with changes that occur in their environment. Education must also understand the collective values that surround it. More than that, education must be able to take part in carrying out the role of socializing the collective values that exist in society.

Therefore, the supporting factors of the implementation of the G*GOLD Way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar are: (1) Teachers, (2) Students, (3) Curriculum (4) Facilities (5) Community social scope. Furthermore, the description is as follows:

- (1) Teachers at Madrasah Ibtidaiyah Negeri 11 Blitar as the spearhead in the implementation of education are very influential parties in the teaching and learning process. The expertise and authority of the teacher will determine the continuity of the teaching and learning process in the classroom and outside the classroom. Teachers must be good at bringing their students to the learning objectives to be achieved.
- (2) Students at Madrasah Ibtidaiyah Negeri 11 Blitar as the main object of education, especially in the teaching and learning process, students play a very dominant role. In the learning process students can determine the success of learning through the use of motor power, experience, willingness and commitment that arise in them without any coercion.
- (3) The educational curriculum of Madrasah Ibtidaiyah Negeri 11 Blitar has a learning program and its tools are guidelines in the implementation of education and teaching in schools. Therefore, the school curriculum is considered as an inseparable part of the learning process in schools. In implementing the curriculum model, it plays the same role as other elements in education.
- (4) The facilities of Madrasah Ibtidaiyah Negeri 11 Blitar, including educational facilities and infrastructure, cannot be ignored in the education process, especially in the learning process. In the renewal of education, of course, facilities are things that influence the continuity of the education model which will certainly not work well.
- (5) Community Social Scope

In the social sphere of the Madrasah Ibtidaiyah Negeri 11 Blitar community in implementing the learning model there are things that are not directly involved in the change but can have an impact, both positive and negative, in the implementation of educational reform. The community is indirectly or indirectly, intentionally or not, involved in education.

Based on the discussion, the major proposition can be formulated as follows:

That the implementation of the G*GOLD Way model in character education for students at Madrasah Ibtidaiyah Negeri 11 Blitar resulted in innovative learning with a learning innovation model in the form of Character Learning Model Classroom Learning Society.

5. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

- 1) The implementation of the G*GOLD Way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar is seen based on 5 indicators, the results are based on the following research:
 - a. The management of learning implementation in the implementation of the G*GOLD Way model can be implemented by applying Innovative Learning, which is based on the basic values of the G*GOLD Way, namely Greatness, Bintang (*), Gratitude, Obedience, Love and Discipline so that students have G*GOLD characters. .
 - b. The communicative process in the implementation of the G*GOLD Way model is through the learning process with the Circle Time technique which is also based on the basic values of the G*GOLD Way on the concept of Gratitude and Love so that students have the courage to communicate something both orally and in writing properly and correctly. .
 - c. Student responses in the implementation of the G*GOLD model that have been carried out by students can be traced through questionnaires that have been filled out after students have participated in innovative learning. Student responses seen from student responses obtained conformity (relevance) to student learning activities and reactions after participating in innovative learning, so that students have G*GOLD character values of respect, responsibility, commitment, obeying rules, creative and independent.
 - d. Student Learning Activities in implementing the G*GOLD Way model in student character education is to follow the learning steps contained in the teacher's manual as a teacher's guide in guiding students in the innovative learning process with the G*GOLD character that has been designed in its preparation.
 - e. Student learning outcomes in the implementation of the G*GOLD Way model are that student achievement increases and has good character.
- 2) Factors that hinder and support the implementation of the G*GOLD Way model in character education for students at Madrasah Ibtidaiyah Negeri 11 Blitar.

Based on the research results, the inhibiting factors refer to the following 5 indicators:

- a. Obstacle factor
 - (1) There is an inaccurate estimate of the implementation of the model, and it still sticks with the existing model.
 - (2) The existence of conflict and motivation, which comes from the madrasa itself, as well as the formation of groupings between groups that make the madrasa less developed.
 - (3) Rejection of models from certain groups, because the model applied does not come from the madrasa's own creation model but is created by someone else.
 - (4) Lack of social connection. In this case, there is a lack of interaction between educators and students only during teaching hours, even between one educator and another less communicative.
 - (5) Education system.
In the education system, it is regulated in laws related to learning programs, curriculum and hours of learning implementation, so that to implement programs outside the learning system there are limitations.

- b. Supporting factors

Based on the research results, the supporting factors refer to the following 5 indicators:

- (1) Teacher.
The teacher as the spearhead in the implementation of education is a very influential party in the teaching and learning process. In the implementation of learning, teachers must be able to prepare themselves in mastering the material, teaching methods, and class management.
- (2) Student
As the main object in education, especially in the teaching and learning process, students play a very dominant role. In the teaching and learning process, students can determine the success of learning through the use of motor power, experience, willingness and commitment that arise in them without any coercion.
- (3) Curriculum

The educational curriculum is a guideline in the implementation of education and teaching in schools. Therefore, the school curriculum is considered an inseparable part of the teaching and learning process in schools, so that in implementing educational innovation, the curriculum plays the same role as other elements in education. Without a curriculum and without following the programs in it, educational innovation will not work in accordance with the goals of the innovation itself. Therefore, in educational reform, the changes should be in accordance with the changes

(4) Amenities

Facilities, including educational facilities and infrastructure, cannot be ignored in the educational process, especially in the teaching and learning process. In the renewal of education, of course, facilities are things that affect the continuity of the model to be applied. Without facilities, the implementation of the educational model will certainly not run well. Facilities, especially teaching and learning facilities, are essential in making changes and reforms in education. Therefore, if in implementing an educational innovation, facilities need to be considered. For example, the availability of school buildings, benches, tables and so on (public facilities), while the facilities, especially in the classrooms, are displayed with pictures of national figures, precepts and Pancasila points, and other devices that support learning.

(5) Community social environment

In implementing educational innovations, there are things that are not directly involved in these changes but can have an impact, both positive and negative, in the implementation of educational reforms. The community is indirectly or indirectly, intentionally or not, involved in education.

From the results of the implementation of the G*GOLD Way model in character education at Madrasah Ibtidaiyah Negeri 11 Blitar, by applying innovative learning, according to researchers, a Classroom Learning Society was created or called the Classroom Learning Society.

5.2. Implication

The research on the implementation of the G*GOLD Way model brings various implications as follows:

1) Theoretical Implications

The theoretical implications of this research are;

a. Developing Structural Functionalist Theory

Durkheim understands society with several perspectives (main ideas) including: (1) every society is relatively enduring, (2) every society is a well-integrated elemental structure, (3) every element in a society has one function, namely contributing to the survival of the system, and (4) any functioning social structure is based on the value consensus among its members (Wirawan, 2015:47) [22].

The role of education in functional structural theory, among others, are: (1) Education in the role of groups. The role of the existing group is expected to meet and satisfy one's needs, this will familiarize the needs and interests and bring the expectations of the members closer. This event is expected to become an association or layer, strata and structure of society, either by caste, class, statutory, regional, group and so on in certain communities.

Whereas at Madrasah Ibtidaiyah Negeri 11 Blitar it is encouraged to carry out the implementation of the model that is expected and needed at this time of globalization is by "learning innovation". Madrasah Ibtidaiyah Negeri 11 Blitar should have indicators in implementing its management. This is as expressed by Muhyi Batu Bara that School-Based Quality Education Management is a concept and also reflects the roles and responsibilities of each party, including: (1) A safe and orderly school environment, (2) the school has a mission and responsibility. quality targets to be achieved, (3) schools have strong leadership, (4) high expectations of school personnel (principals, teachers, and other staff, including students) (5) continuous development of school staff in accordance with science and technology demands,

The implementation of the G*GOLD Way Model in Student Character Education in the structural functional theory is an analytical theory that focuses on social integration, social stability and value consensus. The emphasis of the Structural-Functional theory is on the perspective of balance and harmony, the findings in the study that the implementation of the G*GOLD Way model is the result of functions and tasks similar to madrasah.

In madrasahs, these functions are separated and divided. It cannot be assumed that a certain social function is carried out exclusively by an institution. If we understand education with all its activities, where children learn and learn techniques, habits and feelings in the society in which they live, it is clear that schools do not have a monopoly on education (Kreimers, 1984:220) [23].

b. Developing Symbolic Interactional Theory

Symbolic interaction theory is a theory that has the assumption that humans form meaning through the communication process. Symbolic interaction theory focuses on the importance of self-concept and perceptions that individuals have based on interactions with other individuals. According to [Herbert Blumer](#) There are three assumptions of this theory: Humans act on the meanings that other people give them, meanings are created in interactions between people, and meanings are modified through interpretation. The theory developed based on three assumptions, namely the implementation of the G*GOLD Way model can provide students act on the meaning given by the teacher to the student; Meaning is created in interactions between humans, in this case the G*GOLD Way model provides basic values that are often used to interact with each other; The meaning is modified through interpretation, meaning that in the implementation of the G*GOLD Way it is modified by the application of Innovative learning. Symbolic interaction theory assumes that individuals through their communicative actions and interactions, by utilizing language symbols and other signs – will construct their society (Soeprapto, 2002) [24]. The assumption developed by the Symbolic Interactional theory states that, the implementation of the G*GOLD Way model requires interaction between teachers and students, and students and students. The results of the research in the field found that in the implementation of this model, each step interacts with the next and is interconnected.

2) Practical Implications

Based on the findings previously stated, the practical implications of this research are as follows:

- (1) The focus of the study in this study to the best of the researcher's knowledge has not been found in previous research on the implementation of the G*GOLD way model in character education for students at Madrasah Ibtidaiyah Negeri 11 Blitar with the same qualitative approach and orientation. Therefore, it is hoped that the results of this study can contribute to the repertoire of social science studies and other related sciences at the Postgraduate Program at the Merdeka University Malang and at other universities.
- (2) The implementation of the G*GOLD way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar is still "quasi" because not all the main elements in character education are applied consistently. It is hoped that the Ministry of Religion and the Ministry of Education will pay more attention to coaching madrasahs, and can formulate learning models that can be used as joint references in efforts to improve the quality of education as a whole.
- (3) With intensive guidance from the government, in this case the relevant agencies optimally, the formation and overall development of the potential of madrasah citizens through human resources, knowledge and skills in existing learners can be used as a direction in finding learning models in the world of education related to character learning. .
- (4) Based on the results of the study which showed that in the implementation of the G*GOLD way model in character education of students at Madrasah Ibtidaiyah Negeri 11 Blitar, it produced a learning innovation model called the Classroom Learning Society or known as the learning community in the classroom.

5.3. Suggestion

1. For the next researcher

It should be noted for future researchers that the focus of this research is; First, the Implementation of the G*GOLD Way Model in Student Character Education at Madrasah Ibtidaiyah Negeri 11 Blitar, which analyzes the management of learning implementation, communicative processes, student responses, learning activities and student learning outcomes. Second, the factors that hinder and support the implementation of the G*GOLD way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, which include; First, the inhibiting factors include; inaccurate estimation of model implementation, conflict and motivation, rejection of certain models and groups, lack of social relations and education system; and supporting factors consisting of: teachers, students, curriculum, facilities, and the social scope of the community. As for the main theory, the structural functionalist theory is the main theory. Then supported by; (1) Symbolic interaction theory

2. For School

As a consideration in implementing the G*GOLD way model in student character education at Madrasah Ibtidaiyah Negeri 11 Blitar, it is a good and noble initiative to help the government in order to educate the lives of the nation's children, and to acquire good and noble character. So that it makes school achievement increase, student achievement increases, teacher professionalism increases, and school goals are achieved according to the school's vision and mission.

3. For parents of students

For parents, their children are the most expensive wealth in life, for that it is necessary to be prepared to be a successor who is more than his own life both in terms of science, and also has a good character to live in society.

4. For the Government or policy makers

The implementation of the G*GOLD Way Model in Student Character Education at Madrasah Ibtidaiyah Negeri 11 Blitar for the government is one of the innovative breakthroughs in the world of education, because character education as a government education program can be collaborated with new models that are extraordinary can provide character change students become better and is a gift from God Almighty.

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