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Unity of Sentences Charged with Character Education Values in Student Essays: A Syntactic Study

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Abstract---This study aims to describe the unity of sentences charged with character education values contained in the essays of grade IV elementary school students in the province of Bali. This research was designed with qualitative description. The subject of this study is the essay of grade IV elementary school students in the province of Bali, while the object is 1) the unity of sentences and 2) the values of character education in student essays. Data are collected by the method of recording documents and analyzed descriptively in quality. The results show that: 1) (a) the unity of sentences indicated by the presence of: (a) Subject (S) and Predicate (P): 1209 sentences are clearly categorized as the unity of their ideas; (b) in the absence of S and P, only in the form of caption 33; (c) without S or containing only P: 31 sentences, and (d) without P or containing only S: 25 sentences. 2) The values of character education contained in the essays of grade IV elementary school students in Bali province include (a) religion, (b) honesty, (c) hard work, (d) love to read, (e) care for the environment, (f) social care, and (g) responsibility. Based on the results obtained, it is recommended to students to always pay attention to the unity of sentences charged with character education values in writing essays for the effectiveness and maintenance of the ideas conveyed.

Keywords---character education, essay, syntax, unity.

Introduction

Learning Indonesian in elementary schools aims to enable students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing (BSNP, 2006). The communication ability intended here is language skills. Language skills include four aspects, namely

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listening, reading, speaking, and writing skills. This research is focused on aspects of writing skills. In writing (composing), students use strings of words to express their ideas, but in these strands, some do not contain a complete sense. This incomplete understanding is demonstrated without the presence of a Subject or Predicate. Students do not understand the elements of sentences as a tool to express their ideas (Putrayasa et al., 2018). On the other hand, students are fewer given exercises on how to determine the elements of the sentence. The lack of understanding and these exercises have an impact on the low quality of the language used in conveying ideas, both orally and in writing.

In addition to the low quality of the language used in conveying ideas, also the sentences used do not reflect the politeness and ethics of language according to the context. In other words, the sentences used in conveying the idea lack character. Therefore, it is considered necessary to examine sentences written by students from the aspect of the syntax that is charged with character education values (Diab, 2016; Klein & Taub, 2005; Terenin, 2015; Putrayasa & Ramendra, 2021). This is what makes students' essays interesting to study from the aspect of the unity of their sentences that contain the values of character education. Character education is a person's character, character, morals, or personality formed from the results of the internalization of various policies (values, morals, norms) that are believed and used as a basis for perspective, thinking, behaving, and acting (MoNE, 2010). These aspects can sharpen syntactic studies in student essays.

The syntax is the sequence of words that make up understanding (Reyner, 2016; Collins & Stabler, 2016; Robert-Burton, 1997). Meanwhile, another opinion says that syntax is the relationship between one word and the other. This relationship between words forms a sense (Putrayasa, 2017; 2018). The syntax is a scientific discipline whose study is focused on strands of words consisting of S-P-O that contain a complete sense or unity of ideas (Putrayasa, 2018).

One of the syntactic studies is sentences. Therefore, the study of syntax cannot be separated from the theory of sentences themselves. A sentence is a string of words that contain a complete sense (Collin & Stabler, 2016; Osborne et al., 2012; Putrayasa, 2018). In the strands of the word, there is an idea conveyed, which is represented at least through elements of subject and predicate (Batterink & Neville, 2013). The elements of the sentence have harmony among their shapers, the harmony of the subject with the predicate, the harmony of the predicate with the object, and the harmony of the predicate with the caption (Robert-Burton, 1997). In addition to this harmony, another aspect that must be considered in sentences is the unity of sentences used in expressing ideas (Clifton & Frazier, 2010; Putrayasa, 2019).

Based on the description above, the problem studied in this study is "how is the unity of sentences that contain the values of character education contained in the essays of grade IV elementary school students in the province of Bali.?" In line with the problems that have been raised, the purpose of this study is to describe the unity of sentences charged with character education values contained in the essays of grade IV elementary school students in the province of Bali.

Method

Research design

This research was designed with a qualitative descriptive design. The source of the data is the essays of grade IV elementary school students in the province of Bali. In determining the sample, a random sampling area technique was used, namely random against elementary schools representing the North, South, West, and East Bali regions. Each of these regions is represented by the Regencies of Buleleng (North Bali), Tabanan and Kodya Denpasar (South Bali), Jembrana (West Bali), and Karangasem (East Bali). From each district and intermediate city were taken 3 elementary schools, each with good, medium, and fewer categories. From each elementary school, 10 student essays were taken. Thus, the total became 15 elementary schools and 150 student essays as members of the year II sample as shown in the table below.

Table 1
School samples and student essays

No.	District	Number of Elementary Schools	Number of Student Essays
1	Buleleng	3	30
2	Tabanan	3	30
3	Kodya Denpasar	3	30
4	Jembrana	3	30
5	Karangasem	3	30
Total		15	150

Data Collection Methods

The method used in collecting data is the method of recording documents. That is, the student essays that have been collected by the teacher are analyzed based on the object of study.

Data Analysis Methods

After the data were collected, inductive analysis was carried out (Lincoln & Guba, 1985). That is, the specific things found during the study were carried out, grouped together, and then made into abstractions (Bogdan & Biklen, 1990).

Results and Discussion

Study of sentence unity written by grade IV elementary school students in Bali Province

Based on the data analysis carried out, it was found that the unity of sentences contained in the essays of grade IV elementary school students is shown below.

Table 2
Unity of sentences contained in the essays of grade IV elementary school students
in Bali Province

No.	Unity os Sentences	Frequency	Total
1	The Presence of S and P	1209	1209
2	Without S and P	33	33
3	No S (Containing Only P)	31	31
4	No P (Contains Only S)	25	25
Total			1298

The table above shows that almost all data (1209 sentences) meet the element of sentence unity, namely the Subject and Predicate elements. 33 sentences do not meet the element of unity, namely not containing S and P, 31 sentences without S or containing only P, and 25 sentences without P or containing only S. Judging from the number of sentences that meet the element of unity, this shows that students understand very well how to express ideas so that the ideas conveyed can be well understood by the reader. Of course, the ideas conveyed with sentences must contain a complete understanding. In order for the sentence to contain a complete understanding, it must contain a subject and a predicate. This is in accordance with the opinions of [Robert-Burton \(1997\)](#), and [Nordquist \(2018\)](#), who express that a sentence must contain a subject and a predicate. With the presence of a subject and predicate in a sentence, the sentence is easy to understand because it already contains a complete understanding. This opinion is supported by the results of research conducted by [Putrayasa \(2017\)](#), which revealed that sentences that are easy to understand are sentences that contain elements of Subject and Predicate. It is this element of the Subject and Predicate that gives complete proof so that the unity of the idea is clear.

Meanwhile, strings of words that do not contain elements of the subject and predicate, which contain only the element S, and which contain only the element P can be cited as shown in the example below. (More data can be seen in the appendix).

- does not contain elements S and P:
 - What a wonderful day for my family. (Kr.3/P2/SD5.Bll).
- does not contain S (contains only P):
 - During the holidays it is very rewarding. (Kr.1/P2/SD5.Bll).
- does not contain P (contains only S):
 - On a later night, uncles and aunts were there. (Kr.5/P3/SD1.Bll).

The examples above are strings of words that do not contain a complete meaning because there are no elements of S and P (in example 1), there is no element of S (in example 2), and there is no element of P (in example 3). The three strings of words in the examples above are not sentences, because they do not contain a complete understanding. In order for the string of words to contain a complete sense, there should be elements S and P. The existence of elements S and P is what the string of words is classified as a sentence. This is in accordance with the opinion ([Reyner, 2016](#); [Collins & Stabler, 2016](#); [Clifton & Frazier, 2010](#)), which

states that a sentence is a string of words that contain a complete sense. This complete understanding is characterized by the presence of elements S and P.

Study of the values of character education in the essays of grade IV elementary school students in Bali Province

Based on the study of the values of character education in the essays of grade IV elementary school students in Bali Province, the results of the analysis as shown in the table below were obtained.

Table 3
The values of character education in the essays of fourth-grade students in the Province of Bali

No.	The Values of Character Education	Sample
1	Religious	- When the bell rang I went to the field performing <i>tri sandya</i> (prayer).
2	Honest	- Reno admits his wrongdoing.
3	Hard work	- He studied assiduously, he got a champion.
4	Like to read	- He likes to read books.
5	Environmental care	- He meets a bird whose wings are broken, then the bird he cared for.
6	Social care	- Farmer distributes things to people who can't afford it.
7	Responsible	- At home, I helped mom sweep, mopping, and wiping the glass.

Based on the above table, it can be described that the values of character education contained in the essays of Class IV elementary school students in the Province of Bali only 7 (seven) grades of character education or only 38% of the 18 (eighteen) are there as mentioned by the Ministry of Education and Culture (2020), namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) Nationalism, (11) Love of the Motherland, (12) Respect for Achievement, (13) Friendly / Communicative, (14) Peace of Love, (15) Love of Reading, (16) Caring for the Environment, (16) Caring for the Environment, (17) Social Care, and (18) Responsibility (Pustejovsky, 1991; Was et al., 2006; Mei-Ju et al., 2014).

The explanation above shows that the mastery of grade IV elementary school students in Bali Province on the values of character education is still very minimal or weak. Weak character education values are suspected because of several things as follows: (a) harmonization of the development of students' potentials that are not yet optimal between heart training (ethics), mind thinking (literacy), taste (aesthetic), and sports (kinesthetic); (b) the large population of students, teachers, and schools spread throughout Indonesia; (c) the not yet optimal synergy of responsibility for children's character education between schools, parents and the community; (d) the challenges of globalization, the negative influence of information and communication technology on adolescent

lifestyles and the fading values of national religiosity and local wisdom; (e) limited parental assistance results in a crisis of identity and disorientation of the child's life goals; and (f) limited learning facilities and infrastructure (Indonesian Education Management, 2017). These things indicate that the reinforcement of the values of character education needs to be improved through the program of strengthening character education (PPK) in each education unit, which is programmed by the Ministry of Education and Culture (2020) with material as stated in Perpres No.87, 2017 concerning Strengthening Character Education (Putrayasa & Susana, 2007; Culicover & Jackendoff, 2006; Adinkrah & Adinkrah, 2021).

Strengthening Character Education is an education program in schools to strengthen the character of students through the harmonization of heart training, exercise, thought, and sports with the support of public engagement and cooperation between schools, families, and communities that are part of the National Mental Revolution Movement. This Character Education Strengthening Program can be carried out in an integrated manner in intracurricular, co-curricular, and extracurricular activities, and is carried out inside and/or outside the formal education unit environment (Cheung & Lee, 2010; Pane & Patriana, 2016; Ball et al., 2009).

In language learning (writing/writing), the values of character education can be integrated into it. In writing, students use language not only pay attention to the type, unity, and structure of the sentence but also understand correctly the best way to use language. Based on this, language rules or guidelines emerge which are then known as politeness and language ethics (Abidin, 2012). This politeness and language ethics is a mirror of the values of character education that must be used in accordance with the context of language or the context of communication, both verbally and in writing (writing/writing). The language or communication context includes situations, goals, communication involved, actions, instruments, keywords, norms, and genres.

Conclusion and Suggestions

Based on the explanation above, it can be concluded as follows: (1) the unity of sentences indicated by the existence of: (a) Subject (S) and Predicate (P): 1209 sentences are clearly categorized as a unit of ideas; (b) in the absence of S and P, only in the form of statement 33; (c) without S or only containing P: 31 sentences, and (d) without P or only containing S: 25 sentences. (2) Meanwhile, the results of the study concerning the values of character education in the essays of grade IV elementary school students in the province of Bali include (a) religious, (b) honesty, (c) hard work, (d) fond of reading, (e) caring for the environment, (f) social care, and (g) responsibility. Based on the results obtained, it is recommended that students always pay attention to the unity of sentences that contain the values of character education in writing essays for the effectiveness and preservation of the ideas conveyed.

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