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Teacher Pedagogic Competence in Student Characters Development Based on Religius Culture (Case Study of Four Elementary School in Gianyar-Bali) I Nyoman Sueca Hindu Dharma State Institute, Denpasar, Indonesia. Email: inyomansueca64@gmail.com Ni Wayan Karmini Program Pascasarjana Prodi Pendidikan Agama Hindu Universitas Hindu Indonesia, Denpasar, Indonesia. Email: karmini.niwayan@yahoo.com A B S TRAC T To create a superior generation, high quality, able to compete at the global level, character education based on religious culture is needed.

This scientific work discussed (1) How is the Teacher Pedagogic Competence of Elementary Students Character Education Development based on Religious Culture in Gianyar Regency (2) What is the learning model in Student Character Education Development ? The process of collecting research data was carried out through document studies, observations and in-depth interviews with 10 informants, namely the headmaster, teachers, elementary student guardians, observers and deputy officials in Gianyar Regency Education Office. The research data collected was analyzed by descriptive qualitative using pedagogical competency theory and Bourdeau social action theory.

The results showed that the level of pedagogical competence of elementary school teachers studied in implementing character learning for their students was quite high. They succeeded in implementing character education based on religious culture in their school environment. The teacher's success in building student character is reflected in the academic achievements of elementary students.

The average academic achievement of elementary school students studied - for subjects related to religious culture, such as the religion value, history, social sciences, PPKN, and Arts- culture was quite high, namely up to 7.5. This reflected students' understanding of the culture of religus wass quite high (adequate). In an effort to build the character of students based on religious culture can be done with several models, including: habituation, exemplary, fostering discipline, and participatory learning. Keywords: teacher pedagogic competence, students character, religious culture, 4.0

era INTRODUCTION Basically, the education system in Indonesia consists of early childhood education, primary education, secondary education, and tertiary education which as a whole are systemic units (Constitution Law No. 20 of 2003). Early education and primary education have important meaning because in this phase of education, future generations of a nation are prepared.

Children in primary education are included in the golden age that determine them later when they are adults, both in terms of physical, mental and intelligence (Rokhman, et al, 2014). In this golden age, character education is needed to prepare the next generation of quality nation in the future. The urgency of character education is evidenced with the special attention given by the Indonesian government.

In the nawacita that was formulated by the Working Indonesia Cabinet (Kabinet Indonesia Kerja) 2014-2019, it was mentioned that there were some characteristics that must be possessed by every Indonesian person. These characters are then Talent Development & Excellence 180 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com emphasized again in Presidensial Decree 164 No.

87 of 2017 concerning Strengthening Character Education which mandated the national education system to instill some character values, such as religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, and care for the environment.

Character educators can be developed for elementary school age children who are in the growth and development stage, both physically and mentally. Experts said that the early childhood education, including those still in elementary school is very important because of the potential for intelligence and the basics of behavior formed in this age range. Children were not mini adult human beings, because the learning methods of

children must be adapted to their development.

Basically, children love to learn, as long as it is done in playful ways. Through play, children obtained and processed information about new things and practice through existing skills. Play adjusted the level of development of the child's age (Mulyadi, 2004).

In an effort to prepare a strong generation, the generation that was able to compete in the future required an appropriate character education process. Efforts to build the character of future generations have a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits about good things in their daily lives (Mulyasa, 2012).

Character was a person's nature in responding to situations morally, which is manifested in concrete actions through good behavior, honest responsibility, respect for others, and the values of other noble characters. Character was the totality of personal traits that were inherent and can be identified in individual behavior that was unique, in the sense that specifically these characteristics distinguish between one individual with another, then the character was very close to the individual personality (Ministry of Religion, 2010).

Entering industrial 4.0 era, Indonesia is faced with the challenge of preparing society to be ready to compete in the global world. At this time only a nation that had a superior child wouldl be able to compete. Therefore, the Indonesian people must prepare the next generation of people who were superior, strong, and have character.

Only through the world of quality human education can be realized. The era of education influenced by the industrial revolution 4.0, among others, is characterized by the use of digital technology in the learning process known as the cyber system. The learning process took place continuously without space and no time limit. The education challenge of the industrial revolution 4.0

era in Indonesia no longer only addresses the classic problem such as equalization and fulfillment of access, educational infrastructure but also talked about the quality of graduates who were able to compete with the demands of development. Educators are required to adapt with the times, are required to master technology first to adjust with students, lest students have entered the digital 4.0

era while teachers were still struggling in the 3.0 era. When the situation was like this, it was certain that the conditions would limp so that the meeting point between the teacher and students would not exist (Ristekdikti. 2018). Talent Development &

Efforts to build the character of the next generation not only provide their professionalism and skills in accordance with the challenges of the future (4.0

era), but also must continue to rely on the cultural and religious values of the Indonesian who produce it. The next generation must understand the history and culture of their nation, besides living and practicing religious teachings. Therefore, efforts to build the character of the next generation must be done through a process of character education based on religious culture.

Religious culture was social values or overall behavior patterns related to human reason in doing good habits in their lives (Fathurrohman, 2016). Efforts to build the character of students based on religious culture required teachers who had pedogogical competence, namely the ability to manage students' learning which included understanding students, designing and implementing learning, evaluating learning outcomes, and developing learners to actualize the various potentials they had (Mukhlis, 2009: 75).

Pedagogical was the actions of teachers and students in the context of school organizations, where the interaction is carried out based on certain pedagogical theories, oriented towards institutional goals, and developed in close interaction with families and communities to achieve the students formation in a healthy manner and can instill a religious culture towards students.

Pedagogic is not only focused on the science and art of teaching, but there was a relationship with the formation of a new generation, namely the influence of education as a system that led to the individual or students development (Sudarwan, 2015: 70). Character education of elementary school age children must synergize with character education that takes place in the family environment, because the family had an important role in the process of socialization and culture (enculturation) the community life value (Giddens, 2003).

Religious education of elementary students based on religious culture required professional teachers. Increasing teacher professionalism was an effort or work to expand knowledge, improve teaching skills, and foster professional attitudes, so that teachers became experts in managing teaching and learning activities to learn students (Kompri, 2015: 213).

Behavior, attitude, and personality, or the ability and expertise (competence) of teachers are influenced by three aspects, namely cognitive, affective, and psychomotor. If a teacher has a balanced capacity from all three aspects, the teacher could carry out the theory as duties properly. Professional teachers were teachers who ccould carry out life in harmony with their environment, were able to observe and respond the problems properly, correctly, and proportionally (Al-Banjari, 2008). Religious culture character education efforts also required commitment and policy support to local schools.

As the head of a school organization, the headmaster was a public servant to prepare religious cultured students who were able to compete in the current globalization era. The quality of a good school leader was the main basic in preparing human resources who were able to compete in a globalized world through character education in elementary schools (Mulyasa, 2007). Today, character education based on religious culture efforts in elementary schools are faced with challenges that were not easy.

In other hand, the orientation of character Talent Development & Excellence 182 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com education for elementary students must follow the progress of civilization according to the industrial revolution 4.0 era.

Meanwhile, the character education for elementary students must also remain based on the values of locality, namely the values of tradition and cultural values of the local community. One of the regencies in Bali that has implemented character education based on religious culture at the elementary level was Gianyar Regency. Character education efforts in elementary schools in Gianyar Regency have been supported by the readiness of teachers who understood the ins and outs of student character education.

In addition, elementary school level character education is also supported by the commitment and policies of the school principal and the participation of local school residents. In connection with this, the scientific work addresses the following issued: (1) How is the teacher pedagogical competence in character education based on religious culture development of elementary school students in Gianyar Regency ?.

(2) What is the learning model in building character education based on religious culture of elementary school students in Gianyar Regency ? Hopefully, this publication can provide theoretical and practical benefits. Theoretically, the results of this study are expected to provide benefits in the development of scientific treasures, especially those relating to character education based on religious culture for elementary school students.

Furthermore, practically the results of this study can be used as a reference to improve teacher pedagogical competence in building the character of elementary school students. LITERATURE REVIEW This publication discussed the pedagogical competence of teachers in building the character of elementary school students based on religious culture.

In accordance with the topic studied, there were a number of publications from previous research that can be used as a reference in the preparation of this publication. Among them were Sudiyono and Karmini (2020) who wrote a publication entitled Character Education Through Social Guidance for Students. It was concluded that the implementation of character education has been implemented in various countries at every level of education up to tertiary institutions.

The form of planting, the implementation in the form of counseling guidance focused on social guidance with a comprehensive approach and the ESIQ (Emotional Spritual Intelligence Quotion) model that prioritized the inculcation of mental values of motivation which was the urge of desire from within learners to develop more advanced in personality values based on values spiritual, includes ten basic values, such as: motivation, spiritual values, tolerant, disciplined, honest, responsible, cooperation, fair, caring and intelligent.

Three stages of the procedure for implementing character education: The initial stage was conducting a theoretical study and relevant research results, the stage of design making, the testing phase, the pilot phase of the project, and the implementation phase. Character education has been implemented by the Indonesian government at every level of education ranging from early childhood education to tertiary education.

Rokhman, et al (2014) through an article titled Character Education for Golden Generation in 2045 stated that when education has become part of the process of forming Talent Development & Excellence 183 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com superior human characters, it can be said that they are ready for global change.

Fundamentally, Indonesia will become a strong nation in all sectors by 2045 or 100 years after Indonesia's independence. This situation is supported by Indonesia's potential economic growth, developing into the seventh best ranking country in the world for 2030. In that context, the Indonesian government believed that the development of the nation's next generation will be able to make Indonesia a strong nation by 2045 if the

education process in Indonesia is already reflect some important values to build them into young people with national character.

Furthermore Marvin, et al (2009) wrote an article titled Character Education and Gifted Children. It was concluded that character education provided to children has been carried out optimally, disciplined, ethical, pro-social and in accordance with the competencies of students. Important components of character education have been delivered to many elementary schools.

Synergy between student characteristics and verbal character development shown the unique quality of students while opening many applicative opportunities based on the character education process that has been taken. Putri (2018) discussed Character Education in Primary School Students in the Digital Age. It concluded that in the current digital era the role of family, teachers and the surrounding community was very important in enhancing the character of the nation's future successors.

The family as the main and first place for students through their lives then trying to supervise and guide their children lovingly, decisively, and meticulously. The teacher's role in building students' character was increasing, complex and heavy. The teacher did not only teach good character concepts, but how to direct students to implement them in their daily lives.

Teachers also as role models must apply good character to themselves. The surrounding community also played a role in supervising and motivating the character development of students. Student character education also involved culture and religion.

In this connection, Fathurrohman (2015) through his book entitled "Religious culture in improving the quality of education" stated that religious culture aside from being the work of teachers who work on religions without showing off, is also a method for constructing one's values comprehensively. In this context how the religious culture of teachers can carry out their duties and obligations were able to work based on religion and instill good habits towards students, so that the students character will be formed with education from an early age, will have an impact on their daily lives.

The contribution of the Fathurroman study to this research was that with religious culture in improving the quality of education, it was the duty of teachers and the community to work together in carrying out the nation's children for the integrity of the state, because the progress of a state lied in the availability of educated human resources.

Some of the publications above have generally discussed the issue of character education, and none has specifically addressed the elementary students character education based on religious culture. However, some of the literature studies have provided valuable references for the preparation of publications that address teacher pedagogical competencies Talent Development & Excellence 184 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com in building the elementary school students character education based on religious culture in Gianyar-Bali.

RESEARCH METHOD The research that examined the teachers pedagogical competence based on religious culture in the character education development of elementary school students in Gianyar Regency was applied a qualitative approach. A qualitative approach was a research strategy that produced information or data that can describe social realities and related events in people's lives.

In purposive sampling, four government elementary schools have been determined as research locations, namely: SDN No. 2 Peliatan, SDN No. 1 Ubud, SDN No. 1 Sukawati and SDN No. 3 Sukawati. The determination of the location of this research based on considerations: (1) these four elementary schools are located in the center of the tourism area; (2) had adequate school facilities; (3) supported by professional educators / teachers; (4) there wass support from the school principal and all residents studying at the local elementary school.

The research data collection process used several techniques, namely: (1) document study, namely by studying references obtained through hard copy reading materials, as well as documents from the internet about character education of elementary school students / children; (2) observations on the implementation of character education in schools, and (4) in-depth interviews with 10 informants consisting of headmaster, teachers, guardians of elementary students as well as observers and deputy officials in the Gianyar Regency Education Office.

All data collected was analyzed by descriptive-qualitative using the theory of pedagogical competence and Bourdeau's theory of social action. TEACHER PEDAGOGIC COMPETENCE IN STUDENT CHARACTERS DEVELOPMENT BASED ON RELIGIUS CULTURE Character education is the process of instilling certain characters while providing seeds so that students were able to grow their distinctive character when through their life.

In other words, students did not only understand education as a form of knowledge, but

also made it a part of life and consciously live based on these values. The values that need to be internalized and practiced by teachers and students at school were: religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, and care for the environment.

(Constitution Law No 20/2003). In accordance with the mandate of Constitution Law No. 20/2003, the formation of students character as the nation successors concerned religious culture. Religious culture was a set of religious values that underlied the behavior, traditions, habits, and symbols that are practiced by all school members.

Religious culture encompassed the way of thinking and acting in schools based on religious values (Asmaun, 2009). In general, the character Talent Development & Excellence 185 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com education process of religious culture-based elementary school students in the four elementary schools (SD) studied can be visualized in Figure 1.

Figure 1 Elementary Student Character Education based on Religious Culture (Sueca 2020)_ In general, character education for elementary students based on religious culture is determined by input, process and output. Some elements that are classified as input in the process of forming the character of students are: first, elements of professionalism and competence of educators (teachers) in socializing and civilizing religious culture to students.

Competencies that must be mastered by a teacher include padagogic, personality, professional, and social competencies (Constitution Law No.14 / 2005). According to the Headmaster of SDN 3 Sukawati, the educators in his school had sufficient competence in carrying out character learning for their students. They did not only understand the scope of the material presented, but are also able to provide concrete examples of the material presented.

The statement of the Headmaster of SDN 3 Sukawati is reinforced by the opinion of one of Sunari's student guardians (47 years) as follows: " The teacher's success in student character development is also a success of the school. To achieve this, the teacher or supervisor is required to be patient in dealing with student participants. We as parents really hope that the teacher will be really patient.

Each guiding students or when teaching, teachers must convey the values of religious

teachings (Hinduism). Directing the teacher to children (students) directly is very important, especially those concerning the teachings of Balinese religion and culture. The success of inculcating religious culture in students will be able to minimize violence such as brawls between students that arise in the present.

" Secondly, efforts to shape the elementary school students character are also determined by the preparation of an appropriate character education curriculum based on religious culture. There were three models of character education curriculum development, (1) character education curriculum development models include administrative models (line staff), such as the administrative models development of initiatives using administrative procedures, which are defined by the government commission formed (2) the grass-root Input Process Output ? Professionalism and competence of educators ? Character Education Curriculum based on Religious Culture ? Facilities / infrastructure /adequate educational facilities Headmaster Policy Support, All Society of School Participation Teaching and Learning Process: o Intracuriculer o Extracuricule r Exemplary Discipline Enforcement Awareness Foster The development of student character is reflected in: o Implementation of religious culture by students / students, including aspects: cognitive, affective, psychomotor.

o Academic achievement of students (cognitive aspects) is reflected in the results of the subject values: Religion, History, Social Sciences, PPKN, and cultural arts. Talent Development & Excellence 186 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com model which was the model of democratic curriculum compilation by involving students, teachers and the society; and (3) demonstration model, which was a model of curriculum compilation on a small scale through a process of testing and experimentation so that it can be applied as needed (Ladjid, 2005).

The character education curriculum implemented in the four elementary schools studied was a grassroots model curriculum elaborating the needs of students and receiving input from school committee members (student guardians). Thirdly, the research about efforts to build the character of students based on religious culture in the four elementary schools have been supported with adequate school facilities and infrastructure.

The facilities and infrastructure include the availability of comfortable classrooms, learning tools / teaching aids and adequate literature references, as well as tools / technology supporting teaching and learning processes, including computers, LCD projectors and so on. Fourth, efforts to build the character of elementary school

students have also been supported by the Headmaster of local elementary school, who is classified as a professional school headmaster.

In the new paradigm of education management, professional school headmaster were able to have a positive impact and change that was quite fundamental in the renewal of the education system in schools. These impacts include the effectiveness of education, strong leadership of school, effective management of educational staff, quality culture, teamwork that was compact, intelligent, and dynamic, independence, participation of school members to achieve the vision and school in question (Mulyasa, 2007).

The students character formation based on religious culture is also determined by the continuous learning process, such as the process of developing cultural values and character of students is a long process, starting from elementary school. The character education process is carried out, both through the learning process in the classroom (intracurricular) and learning outside the classroom (extracurricular).

The principles of extracurricular activities include: (a) individual according to the potential, talents, and interests of each student; (b) voluntary, (c) active involvement of students, (d) pleasant; (e) building the enthusiasm of students to work well and successfully; and (f) for society benefit (Norken, 2012: 97). The intracurricular learning process in the four elementary schools studied was delivered through several subject matter for the development of children's personalities including: religious subjects, history, social science, PPKN, life skills material, and arts and culture which were packaged in local content subjects.

Lessons that explore the culture of "local wisdom" Balinese people are still being explored and developed. The lessons related to understanding local culture are very important, so that elementary students as the next generation still have their identity and are not uprooted from the cultural roots that produce it.

Religious materials in shaping the religious culture of students at SD Sukawati include, among others, first understanding the teachings of Tri Kaya Parisudha; the second understands the teachings of Panca Sradha. This teaching is instilled from the beginning so students had social values, moral values, disciplinary values and so on.

The basic material in the characters student formation basen on religious culture in Bali were Hindu religious students. Hindu religious education had a reference to cultural values in structuring legal aspects.

The value system itself is complex and tiered starting from the ideal value level, instrumental value, to the operational value.

At the ideal level, the reference for Hindu religious education was empowerment for independence and excellence. At the instrumental level, important values that need to be developed through Hindu religious education were autonomy, skills, democratic awareness, creativity, competitiveness, aesthetics, wisdom, morality, dignity, dignity and pride.

At the operational level, Hindu religious education must instill the importance of hard work, sportsmanship, readiness to compete, as well as cooperation and self-discipline (Geriya, 1990). In accordance with the objectives of Hindu religious education, character education based on religious culture in primary schools is carried out through several approaches: (1) an awareness approach, inspires conscience, conscience becomes a supervisor of its own application through the teaching of courtesy and inculcation of Hindu religious values; (2) solicitation approach was efforts to establish confidence and grow funds increase motivation in achieving the goals of Hindu religious education; (3) ethical approach was efforts to understand good and bad deeds (subha, asubha karma) and the inculcation of behavior in daily life based on dharma; and (4) socio-religious approach, which is to practice behavior based on religious education values, including: conducting religious social activities that include three things, namely dama (self-control), dana (requiring gifts based on a sincere heart / lascarya), karuna (love or compassion for others).

Students are taught to give away with sradha and high sympathy (mudita). Charity is a quality which greater than wealth. If it is not used to give money, then spiritually there is no material wealth of no value. Development of sathya values (loyalty/honesty), dharma (virtue), shanti (peace), and ahimsa (non-violence).

As taught in the Bhagawadgita "advesta sava bhutanam", don't hate anyone and anything in creation, because God is in every name and form. If every student has a sense of love that fills themselves, then God will love him very much. The level of understanding and appreciation of students about religious values was evidence of the success and competence of the teacher.

The pedagogical competence of elementary school teachers in implementing character learning for elementary school students in Gianyar was quite high. They were proven able to do the character education of religious culture-based students in their school environment. This is evidenced by the results of the assessment carried out continuously every time the teacher is in class or at school.

Formally, success in building student character is by looking at their academic achievements. Academic achievement is a reflection of cognitive ability or a picture of students' understanding of the scope of religious cultural material that students need to master. The average academic achievement of elementary school students under study already reflected their understanding of religious culture.

Some of the values of subjects related to religious culture, such as Religion, History, Social Sciences, PPKN, and Art-culture. In general, the academic achievement of a number of these students is quite good, which is an average up to 7.5. This indicated that cognitively the knowledge and retention of elementary students about religious culture was sufficient. Talent Development & Excellence 188 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com Educators in assessing students were not only based on academic grades written on student report cards per semester, but also on the teacher's notes (anecdotel record model). The anecdotel record model made by the teacher when he saw the presence of student behavior was sufficient in assessing student behavior.

In addition, teachers can also provide assignments that contain a problem or event that gives students an opportunity to show their value. For example, students are asked to state their attitude towards helping lazy people, providing assistance to the poor. Character education among elementary students was not just what was right and what was wrong, more than that, character education instills habits about which things are good so that students become understanding (cognitive) about what was right and wrong, and feel (affective) valued good and ordinary done (psychomotor).

Good character education must involve not only aspects of good knowledge (moral knowing), but also feeling well or loving good (moral feeling), and good actors (moral action). The implementation of religious culture in elementary school students was a behavior and activity that has become a habit that contained religious values. The forms of religious culture in elementary schools include religious activities and daily behavior.

Religious activities that were routine in which the teacher started from the beginning of students entering the school has been taught and guided to behave and speak well and always associated with religion, so that the strength of faith in students will be increasingly felt by themselves. Religious culture is familiarized through religious activities carried out by students and local society of school.

Through this religious activity, the process of internalizing religious values to students is

done. Without the existence of religious culture, the internalization of religious values will not be maximized simply through formal learning. Besides that, religious culture is also used to provide religious skills to students, including providing students skills to prepare ceremonial facilities, including canang, table-breaking (see Figure 2).

The only hope for schools is that ==after graduating from the== education where they go to school, students are able to continue to higher schools, so that nine years of basic education can be achieved, and they are able to take part in the community with their religious skills. Talent Development & Excellence 189 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com Figure 2 Elementary students are trained to make Canang (Source: SDN 3 Sukawati Documentation) Building the character of the next generation since they were in elementary school was part of the effort to prepare a nation that was ready ==to compete in the== global world. In the current 4.0

era, only a nation that had a superior child will be able to compete. Therefore, the Indonesian people must prepare ==the next generation of== people who were superior, strong, and had character. CHARACTER EDUCATION IN ELEMENTARY SCHOOL STUDENTS MODEL BASED ON RELIGIOUS According to Damiyati (2013: 24), ==the implementation of character education== included four psychosocial processes, namely; "manage your mind, manage your heart, manage your body, and manage your feeling / intention".

Values derived from mind thought namely; smart, critical, creative, curious, open minded, oriented to science and technology, productive, and replicative. The values that came from heart processing namely; Honest in faith and piety, responsible, empathetic, willing to sacrifice and patriotic. Furthermore, the value derived from body, namely; tough, clean and healthy, disciplined, sportive, enduring, friendly, and cooperative, competitive and cheerful.

Value derived from feeling / intention namely; caring, friendly, polite, neat, comfortable, mutual respect, mutual tolerance, helpful, mutual cooperation, prioritizing public interests, dynamic hard work and persistent (Ministry of National Education, 2010; 9). Efforts to ==build the character of elementary school students== ==based on religious culture== include four psychosocial processes, namely: manage your mind, manage your heart, manage Talent Development & Excellence 190 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com your body, and manage your feeling / intention.

Therefore, the character education process of elementary students was not only the responsibility of the school, but also required the active role of parents at home and other related parties. However, the success of character education in schools was the success of students in building personal character, as well as the success of teachers in building student character.

In building the character of students based on religious culture this can be done with several models, including: habituation, exemplary, disciplinary guidance, rewards and punishments, and participatory learning. First, the habituation model was the efforts of children's character education as a conscious human effort in achieving goals through an effective and enjoyable process.

The learning process needs to be delivered in an interactive, fun, uplifting, encouraging, motivated atmosphere and provided more free space for elementary students in shaping their competencies to achieve goals. Habituation in religious cultural education for elementary students began as early as possible. The character of the child will be formed if the activity is carried out repeatedly and routinely until it became a habit, which eventually did not only become a habit but had become a character. Character building cannot be released from life skills.

Life skills are closely related to skills, practicing / practicing abilities, facilities, and wisdom. The process of skills development started from something unconscious and incompetent, then became something that is realized and competent (Putri, 2018). The basic thing that teachers need to do is to train students to say greetings when meeting other people.

The teacher also need to train students to memorize and interpret Pudja Tri Sandya, this Tri Kaya Parisudha doctrine continued to foster student self-confidence. Efforts to familiarize in understanding religious doctrine are considered very important, as said by one of the guardians of elementary school students, as the following informant: " We as parents of students, who are busy with selling at the art market are certainly very supportive of the school efforts to teach religion to our children. The important thing is that our children are developing, directing for good, we are happy.

We hope that the teachers who teach in schools will be able to instill the best religious teachings in our children (I Ketut Supiartha, 48 years old, parents of students of SD 1 Sukawati, interview 11 August 2019.) " Getting the elementary students to practice religious teachings to instill religious culture from an early age is very important.

In the field of educational psychology, the method of habituation is known as opera conditioning, which is an effort to teach students to implemented the commendable behavior, discipline, study hard, work hard, be sincere, be honest, and be responsible for any given task. This is related with the opinion of Hamid, et al. (2013: 39) that character education aimed: (1) shaping students' rational, mature, and responsible thinking; (2) develop a commendable mental attitude; (3) fostering social sensitivity of students; (4) building an optimistic mentality in living a life full of challenges; (5) forming emotional intelligence; and (6) forming students who are loving, compassionate, patient, faithful, devout, responsible, trustworthy, honest, fair, and independent. Talent Development & Excellence 191 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com Second, the exemplary model, where the teacher gave examples of attitudes and behavior that were commendable to their students.

Exemplary could shape the student's personality. This was understandable because humans were creatures who like to imitate, including students imitating the personal teacher. Personal competence or personality of teachers is needed by students in the process of personal formation.

Therefore it was natural, when parents enroll their children in a school will find out first, who will guide their children, and how the teacher's performance at the school and how the supporting environment of the school. In personal character education the teacher will be emulated by his students. Therefore, every teacher is required to have adequate personality competencies, even this competency will be the basis of other competencies.

In this case the teacher is not only required to be able to interpret learning, but the most important thing is how he makes learning as a place to build character and improve the quality of students. Third, the student discipline enforcement model. In an effort to build the character of elementary school students, teachers must be able to grow their discipline, especially self- discipline.

The teacher must be able to help students develop their behavior patterns, improve their behavior standards, and implement rules as a tool to enforce discipline. To uphold student discipline it needs to start with principles that are in line with national education goals, namely democratic attitudes, so disciplinary rules need to be guided by these things, from, by, for students.

Related to discipline enforcement, I Wayan Sadra (56 years), Head of the Gianyar Regency Education Office explained as follows. " Headmaster of the local elementary school had an obligation to enforce discipline for the society of the school where he

lead. Furthermore, educators or teachers support the principal in upholding the discipline for his students, including discipline in the use of teaching and learning time and discipline in using school clothes. On every Thursday and Hindu holy days, all school members, including students, are required to wear traditional clothing.

This is in accordance with Bali Governor Regulation Number 79 Year 2018 Regarding Day of Use of Bali Traditional Clothing (Interview, March 30, 2020). Headmaster had authority in enforcing discipline at the school environment where he lead, and the teacher also had authority in upholding the discipline of his students, including in the use of study time and discipline in the imposition of school clothes (see Figure 3).

The teachers are expected to be able to increase supervision of students, because the emotional status of elementary school students was not yet stable. The disciplinary models that elementary students need to have such as: honesty, being responsible, like helping people, working hard and so on. Talent Development & Excellence 192 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com Figure 3 Elementary students are disciplined wearing traditional Balinese (Source: SDN 3 Sukawati Dokumentation) Discipline enforcement in the school environment was part of an effort to character education based on religious culture.

All school members, especially students are required to comply with school rules, had ethics and courtesy, and are accustomed to friendly smiles at others, as part of their daily behavior. The four participatory models were efforts to actively involve students in the learning process at school. Student involvement was very important and determined learning success. Students needed to understand and have goals to be achieved through learning activities.

Even that student involvement must have an important meaning as part of him and needs to be directed properly by learning resources. Participatory learning is often interpreted as student involvement in planning, implementing, and evaluating learning. Indicators of participatory learning, include: (1) the emotional and mental involvement of students, (2) there were students' willingness to contribute in achieving goals, (3) in learning activities there were things that benefit students (Mulyasa, 2012: 188).

In implementing participatory learning in elementary schools, it was necessary to pay attention to: (a) the needs or desires felt by students; (b) goal oriented learning activities; and (c) participatory learning is student centered (learning contered). Those were four models of character education based on religious that can be applied in elementary schools.

The four character education models are implemented simultaneously according to the situation and needs of the local school. Efforts to habituate, set an example, enforce discipline, and develop participant participation were character education models that were in line with Constitution Law number 20 of 2003 concerning the National Education System which stated that "national education functioned to develop and shape the character and national civilization that dignified in the context of developing the intellectual life of the nation, aimed to develop the potential of students to become human beings who believe in Talent Development & Excellence 193 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com and fear God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country (Article 3, Constitution Law No. 20/2003).

Elementary student character education as the next generation needs to be done according to the challenges of the digital era (4.0) current generation. The next generation who were currently studying at the elementary level are classified as the Alfa generation (born up to 2010). The Alfa generation are children born from millennials, they grow up interacting with a variety of Artificial Intelligence technologies and robots like humans (Augusto et al., 2018). As an alpha generation, early childhood must be able to face the challenges of the current industrial revolution 4.0 era.

Besides being marked by digitalization and automation, today's millennial generation is demanded to be able to communicate, collaborate, think critically, be creative and be innovative in all fields. Indonesia's young generation need to have a competitive advantage in life. They also prepared skills, had good behavior (behavioral attitude), improve their competence in the global era (BKSTI, 2017).

As a net generation, elementary school students in Indonesia must be good at managing themselves and ready to compete globally. The Indonesian net generation must also took an active role, be a player (subject) according to their respective interests and talents, including participating in the character education process and trying to get high academic achievements in their schools.

CLOSING Conclusion 1) The level of pedagogical competence of elementary school teachers studied in implementing character learning for their students was quite high. They succeeded in implementing character education based on religious culture in their school environment. The teacher's success in building student character is reflected in the academic achievements of the elementary students he fostered.

The average academic achievement of elementary school students studied for subjects related to religious culture, namely the value of Religion, History, Social Sciences, PPKN, and Art-culture was quite high, namely up to 7.5. This reflected students' understanding of the culture of religus was quite high (adequate). 2) In an effort to build the character of students based on religious culture elementary school students can be done through several learning models.

The primary school students' character learning models cover: habituation, example, discipline guidance, and participatory learning. In an effort to build the character of students based on religious culture elementary school students can be done through several learning models. The primary school students' character learning models cover: habituation, example, discipline guidance, and participatory learning.

Talent Development & Excellence 194 Vol.12, No.1, 2020, 179-195 ISSN 1869-0459 (print)/ ISSN 1869 -2885 (online) © 2020 International Research Association for Talent Development and Excellence http://www.iratde.com Suggestion Among the goals of forming the character of students at the elementary school level was that they became qualified individuals, ready to face challenges and competition in the global era. For this reason, competitive values according to the challenges of the industrial revolution 4.0

for elementary school students need to be further developed. Novelty The grassroots curriculum model for character education based on the religious culture of elementary school students in Gianyar Regency, Bali can be implemented quite conducive, because the character education curriculum is supported by positive local laws, including the policy of the Governor of Bali in maintaining customary attire according to the cultural traditions of the Balinese Hindu community. REFERENCES [1]. Aisyah Siti dkk. 2008.

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