

Implementation of Strengthening Character Education in Senior High Schools



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ABSTRACT: Strengthening character education is very relevant at this time because it is to realign the morals of the nation's generation who are increasingly far away from the values of Pancasila's life. The purpose of this study was to determine the implementation of strengthening character education in schools, especially SMAN 1 Ciseeng, Bogor Regency, West Java Province. This research uses a qualitative descriptive approach, data collection is done by in-depth interview techniques, participant observation, and documentation study. Data analysis techniques include data reduction, data presentation, and concluding. The research informants were school principals, deputy principals, religious teachers, and guidance and counseling teachers. The research findings show that if character education is based on a clear vision and mission, detailed basic character formulations, strong principles, and appropriate methods, it will run effectively and efficiently, (2) If the pattern of character formation is based on an integrated approach, by involving the roles and responsibilities of all components of education in schools and the role of parents at home, it will run effectively and efficiently, (3) strengthening character education with a class-based approach, school culture, and community-based approaches still exist obstacles in its implementation are the lack of motivation to learn from students, and lack of awareness in implementing KDP, the lack of awareness and sense of responsibility of the school community. Besides, there is a lack of teacher commitment to carrying out school habits or culture.

KEYWORDS: Implementation, strengthening, Character Education

I. INTRODUCTION

Character, moral and knowledgeable students. Therefore, character education is given at every level of education. Besides that, a human's success in the future is determined by a strong character actor with a strong character that will make you mentally strong. Meanwhile, a strong mentality can make a strong spirit, responsibility, discipline, and ready to face anything. Character education aims to improve the quality of education and the results of character education where these characters will be applied to daily behavior and life in society. education that gives good results, namely that students not only master science but can have a good character following the objectives of the education of the Indonesian nation.

Character education is a way to help the development of the personalities of students, both physically and mentally, from innate traits towards a better civilization. In the process, character education has a continuous and continuous process that never ends so that it is expected to produce quality personalities and be able to create intelligent and knowledgeable humans. Sudrajad (2010) argues that character education is a system of instilling character values in school members which includes components of knowledge, awareness or willingness and action to carry out these values, both towards God Almighty, self, others, and the environment. . Elkind & Sweet (2004) states that character education is defined as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values". Character education is a deliberate attempt to help people understand, care, and act according to ethical values. Meanwhile, according to Ramli (2003), character education has the same essence and meaning as moral education.

The goal is to shape the child's personality so that he becomes a good human being, a citizen, and a good citizen. The statement described above is in line with that stated by Gray (2009), in a journal article entitled Character Education in Schools states that "Character education is necessary because of the effects on society when there is no morality guiding student's actions". Character education is very important because it has an impact on society when there is no longer moral guidance for the behavior of students. Whole and comprehensive character education does not only shape young people into smart and good individuals but also shapes them to become actors, both for changes in their own lives which in turn will contribute to changes in the social order of society for the better as well. (Koesoema: 2010).

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Meanwhile, Zuhdiar (2010) argues that the implementation of character education for students in schools can be done in various ways, and adapted to the conditions and environment of the school concerned. In elementary schools, for example, implementing character education through habituation to behave honestly and politely, by not cheating on exams and shaking hands and greeting the teacher when entering and leaving school. Strengthening character education is a continuation of the previous program which provides solutions to the decline in the morale of the nation's children because according to the Ministry of Education and Culture (2017) one of the urgencies of KDP is "21st-century skills that students need to realize the competitive advantage of the Golden Generation 2045: Character Quality, Basic Literacy, Competence. 4 C (Critical Thinking and Problem Solving, Creativity, Communication Skills, and Ability to Work Collaboratively)". With this program, the development of life skills and children's personalities develops well. Besides students can recognize the world of technology so that it balances personality, knowledge, and use of technology well.

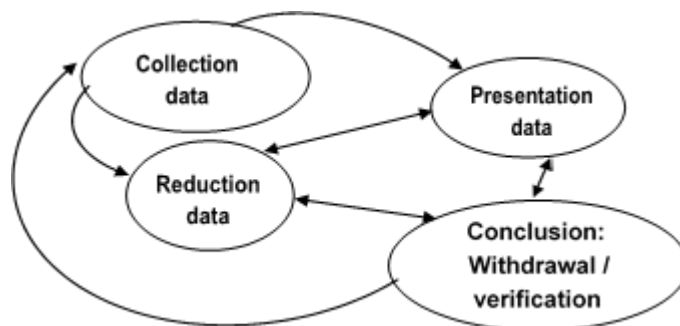
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II. RESEARCH METHODS

In this study, the authors used a qualitative research method to describe the core of the problem by observing the existing circumstances to obtain comprehensive data regarding the implementation of strengthening character education in the school. This research on strengthening character education was carried out in senior high schools in the Ciseeng district using a sample of schools including SMA Negeri 1 Ciseeng. The data contained in this study contains data obtained from interviews, field observations, and official documents related to the problem under study. To obtain complete data, the authors took the data by going directly to the school that had been used as a sample in this study and conducting interviews with the school including the principal, teachers, and other parties who were directly involved in the implementation of strengthening character education in schools.

Data collection techniques used in this study were observation techniques, interview techniques, and documentation. The process of data analysis based on an interactive model developed by Miles and Huberman (1997) will be described as follows:

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Based on the above opinion that as a key instrument of data collection, researchers carry out reduction, phenomenological and data reduction, and transcendental reduction. The phenomenological reduction is done by researchers to free themselves from subjective assessments of phenomena, not the subjective opinion of researchers. Data reduction is done by freeing themselves from theories, scientific propositions, or traditional doctrines that can pollute the purity of data

III. RESULT AND DISCUSSION

SMA Negeri 1 Ciseeng is one of the high schools located in Ciseeng District, which is located at Jln. Cibuteung Muara Rt. 02/06, Putat Nutug, Ciseeng district, Bogor Regency, West Java Province. The planning process for strengthening character education at SMAN 1 Ciseeng is designed through the Internal Quality Assurance System (SPMI). The school follows the advice set by the local education office which is then discussed with teachers and school committees, if it has been approved by the board of education stakeholders, the program that has been compiled is poured into the education unit level curriculum as a reference for implementation at school and finally, the activity is socialized to parents.

The implementation of PPK at SMAN 1 Ciseeng is poured into habituation, namely: increasing faith and piety with the "Jum'at Rohani" program where every Friday prayer is held in the congregation and reading short letters in the Al Qur'an every morning. Then there is the "Healthy Jum'at" program. Healthy Friday activities are filled with healthy exercises that are carried out routinely every Friday. Furthermore, the "discipline culture" program. Activities in the disciplinary culture program are shaking hands or greeting every time you meet anyone in the school besides that every morning the teacher welcomes students at the gate. The next habit, namely every Monday in the first hour before starting the subject, is filled with religious activities.

The implementation of strengthening character education involves all components in schools, namely the principal, the principal manages all programs that have been made to advance the improvement of school quality by supervising and fostering teachers to be able to carry out the strengthening of character education. Second, the role of the teacher in implementing KDP, which is poured into the Learning Implementation Plan (RPP) and is directly related to students to carry out school programs and learning activities that are integrated with KDP. The third role of the school committee is to support school activities with financial contributions and also to supervise schools in carrying out school programs that have been established at the beginning of each year. The research results obtained at SMA N 1 Ciseeng related to Strengthening Character Education are based on the results of data collection conducted that in this school character education habituation has been implemented following the derivative rules of Perpres No.87 of 2017, namely Permendikbud No. 20 of 2018 that the implementation of "Implementation of KDP which optimizes the function of the education trip center partnership as referred to in Article 5 is carried out with a" class, school culture and community-based approach. In a class-based approach, the implementation of strengthening character education in schools is carried out by integrating character education in every lesson, teachers are required to always instill character habituation and this is included in the learning implementation plan as conveyed by the principal of SMAN 1 Ciseeng.

Then the implementation of strengthening character education based on school culture at SMAN 1 Ciseeng includes 5s habituation (smile, greeting, greeting, courtesy, and courtesy), as well as other habituations called spiritual Friday, healthy Friday, and student discipline. Where this is following Fathurrohman (2013: 115) that character education is an effort to instill good values in students related to God Almighty, themselves, fellow humans, and the environment and nationality based on religious norms. , law, karma, and customs. Meanwhile, the implementation of strengthening character education with a community-based approach, namely by strengthening the role of parents to be involved in the implementation of strengthening character education by making them a school committee. Other information was given by the Wakasek curriculum at SMAN 1 Ciseeng, namely Mr. Suwanto., S.Pd., M.Pd. students are brought directly to the community to find out the diversity that exists in society, tolerance, and educate them to love and protect the surrounding environment more.

Based on the information given by the school, both the principal, the head of the curriculum, and the teachers at SMAN 1 Ciseeng, it was carried out well, it's just that there are still many obstacles or obstacles encountered in its implementation. These constraints, among others, arise from individual students themselves, namely a lack of motivation to learn, then they still

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have a kurdis attitude (lack of discipline), a low sense of responsibility so that the implementation of strengthening character education is not optimal. Apart from individual students, other obstacles, namely from the implementer of education, namely teachers, the lack of commitment of teachers in carrying out habituation or school culture so that character education, especially through habituation programs or school culture, cannot be properly embedded in students

V. CONCLUSIONS

Based on the results of research on strengthening character education at SMAN 1 Ciseeng, it is concluded that this implementation has been carried out well by strengthening character education with a class-based approach, school culture, and a community-based approach. Strengthening character education is adjusted to the guidelines for school programs that are carried out with spiritual Friday habituation activities, healthy Friday, and a culture of discipline and learning activities that include character education values.

In its implementation, several obstacles are still encountered, including a lack of motivation to learn from students and a lack of awareness in implementing KDP, low awareness, and a sense of responsibility for school residents. Besides, there is a lack of teacher commitment in carrying out school habits or culture.

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