

IMPLEMENTATION OF CHARACTER EDUCATION PROGRAM IN VOCATIONAL SCHOOL IN BENGKULU

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Abstract. The purpose of the research is to describe the implementation of strengthening character education at the Vocational High School in Bengkulu. This research is a quantitative descriptive study. The study population was 156 students, and the study sample used a random sampling sample of 75 students. Data collection techniques using a questionnaire. Data analysis techniques using percentage analysis. The results showed the application of strengthening of character education Vocational High Schools in Bengkulu; in general, the level has implemented with functional categories with a level of accomplishment reaching 75.4%. Specifically, the religious character value is good (78%), the nationalist is good (74%), independent is good (72%), cooperation is good (77%), and integrity is good (76%). It means that the strengthening of character education consists of religious, nationalist, independent, cooperation, and integrity values carried out by teachers and students according to school programs.

Keywords: Strengthening Character Education

Introduction

Education is a place to create quality human resources. Educational institutions have the task of preparing quality human resources to hone students' potential to have spiritual intelligence, self-control, noble character, personality, intelligence, and skills that can help him, his community, and his country. Education is considered a preventive alternative that expected to develop the culture and character of our nation's young generation in various aspects of life, which can reduce or reduce the causes of various problems of cultural decline and national character (Amat Jaedun et al., 2014)

Chaet al.r, education is a growing discipline with deliberate efforts to optimize students' ethical behavior (Berkowitz & Hoppe, 2009; Katilmis, 2011). Character education is the idea of schools as a place to instill the virtues of character as old as the school itself (O'Sullivan, 2004). In Indonesia, character education has

become a national program to address challenges to the decline in morals and behavior of people who violate legal norms, social norms, cultural norms. At the secondary school level, students begin to develop a self-portrait, so a positive self-assessment can motivate that leads to success (Powell, 2009). In this program, children learn to respect themselves, respect others, take responsibility, cooperate with others, solve problems, and are honest and trustworthy (Hall, Holder, Matthews, McDowell, Pyne, Walker, & White, 1998). Attention to character education has developed in the public-school system due to the increasing tendency for negative behavior among youth (Williams, Yanchar, Jensen, & Lewis, 2003).

The failure of character education in schools has caused many adverse effects on students' personalities. As a result, their behavior does not grow and develop in the direction of good behavior. Research by Moh Hasbullah (2012), Akhwa,

Muzhoffar. (2014: 54) the character scores of vocational students get an average percentage below 80%, and there are still many students found in schools who have not been fully able to apply character values.

Some of the research results turned out to occur in the Vocational High School in Bengkulu; there were still attitudes and behaviors of everyday students both in the classroom and outside the classroom that did not reflect the understanding and application of the character values programmed by the school. Based on the problems described above, this study wants to describe the implementation of strengthening religious, nationalist, independent, cooperation, and integrity character education in Vocational High Schools in Bengkulu.

Literature Review

Concept of Strengthening Character Education

The word character in ancient Greek means "carve," which emphasizes the carved traits will influence us to behave in specific ways (O'Sullivan, 2004). Character means mental or moral quality, moral strength, name, or reputation. Good character is a concept that contains knowing well and doing good (Katilmis et al., 2011, p. 854). According to the Ministry of National Education (2010: 3), characters are the character, character, character, or personality of a person formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting, and acting. Furthermore, it concluded that the character reflects the value of a mentality, attitude, and behavior that describes a person's personality.

Based on the opinion above, it concluded that character education is a way to instill to students the values and norms expected to change students' behavior and actions to be better.

Berkowitz and Hoppe (2009: 132) character education is a deliberate effort to promote student character development in schools. Character education in daily life often used to explain aspects related to ethics and norms. According to the Ministry of National Education (2011: 6), in the guidelines for implementing character education, character education is "an effort to instill good habits (habituation) so that students can behave and act based on the values that have become their personalities.

Based on the opinion above, it concluded that character education is a way to instill to students the values and norms that expected to change the behavior and actions of students in order to be better. Character education shapes one's personality through school education. Results see in concrete actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work.

Strengthening Character Education, in the future referred to as PPK, is the education movement under the responsibility of the education unit to strengthen the character of students through the harmonization of the process of heart, taste, thought, and sports with the involvement and cooperation between the education unit, family, and community as part of the National Mental Revolution Movement (GNRM). Considering this Strengthening Character Education must become a compulsory program for schools, its implementation can be by the goals and functions of character education.

The main characters in the Ministry of Education and Culture (2016: 9) include

1. *Religious*; the value of religious character reflects the faith in God Almighty, which manifested in the behavior of implementing religious teachings and beliefs. Respecting religious differences, upholding a tolerant attitude towards the implementation of religious

worship and other beliefs, living in harmony and peace with followers of other religions. Religious sub-values include peace, tolerance, respect for religious differences and beliefs, firm stand, self-confidence, cooperation between followers of religions and beliefs, anti-violence and violence, friendship, sincerity, not forcing the will, loving the environment, protecting the small and marginalized. 1. *Nationalist*, the value of the nationalist character is a way of thinking, behaving, and acting that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above the self and group interests. Nationalist sub-values include the appreciation of the nation's own culture, safeguarding the nation's cultural wealth, willingness to sacrifice, excel and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion. c. *Independent*, independent character values are attitudes and behaviors that do not depend on others and use all energy, thoughts, time to realize hopes, dreams, and dreams. Independent sub-values include work ethic (hard work), resilient resilience, fighting spirit, professional, creative, courage, and become lifelong learners. d. *Mutual Cooperation*, the value of cooperation reflects the act of appreciating the spirit of cooperation and working together to solve joint problems, establish communication and friendship, provide assistance/help to people in need. The cooperation sub-values include respect, cooperation, inclusiveness, commitment to joint decisions, consensus agreement, help-help, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes, e. *Integrity*, Integrity character values are values that underlie behavior based on efforts to make themselves people who can always trust in

words, actions, and work, have commitment and loyalty to human values and morals (moral integrity). The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, and consistent actions and words based on truth. Sub-values of integrity include honesty, love for truth, loyalty, moral commitment, anti-corruption, justice, responsibility, example, and respect for individuals' dignity (especially persons with disabilities). Of the five-character values cannot develop themselves. The five central values interact and develop dynamically.

The central values of these characters in implementation can implement with the existing curriculum-based, namely: 1) Strengthening Class-Based Character Education, 2) Strengthening Culture-Based Character Education, 3) Strengthening Community-Based Character Education, Ministry of Education and Culture (2016: 15)

Evaluation of the Character-Building Strengthening Program

Each activity program has a goal, and the implementation of the activity expects results following the objectives set. Therefore, we need a process to find out the results of implementing an educational program. Evaluation is an activity to gather information about the workings of something. The information used to determine the right alternative in making a decision (Suharsimi Arikunto and Cepi Safruddin, 2013; 2). This process is often called educational evaluation. Stoffebleam (2007) proposed an educational evaluation: "Focus evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives." The Ministry of Education and Culture (2016: 53) states that the purpose of evaluating the Strengthening Character Education program is to obtain data and information needed to determine the effectiveness of

the Strengthening Character Education program; Get an overview of the achievements of the objectives of Strengthening Character Education; c. Obtain information about the difficulties and obstacles during the implementation of the Strengthening Character Education program; d. They are assessing the successful implementation of Character Education Strengthening; e. Determine the obstacles and obstacles in Strengthening Character Education, and f. Identify the sustainability of the Character-Building Strengthening program. Evaluation of the Strengthening Character Education program.

Competency standards of Vocational High School (SMK) graduates according to Permendikbud No. 20 of 2016 concerning Competency Standards for Primary and Secondary Education Graduates related to character, including having behavior that reflects an attitude of faith and piety to God, character, honest, and caring, responsible by the child's development; have thought and acting skills: creative, productive, critical, independent, collaborative and communicative; has a variety of knowledge about technology, art, and culture related to the community and the surrounding natural environment,

nation, country, local region, and internationally. In connection with the Competency Standards of the Vocational High School Graduates, character education must be well designed and organized. SMK graduates have competencies and noble characters as expected by implementing the central values of the characters, namely religion, nationalism, self-reliance, cooperation, and integrity.

Method

This research uses quantitative descriptive methods. Population research students grade 1, 2, and 3, amounting to 196, Vocational High Schools (SMK) in Bengkulu. A population of 164 students, the technique of sampling with random sampling (75 students). Data collection uses a questionnaire with four alternative answers SS (4), S (3), KS (2), or TS (1). Data were analyzed using percentage techniques.

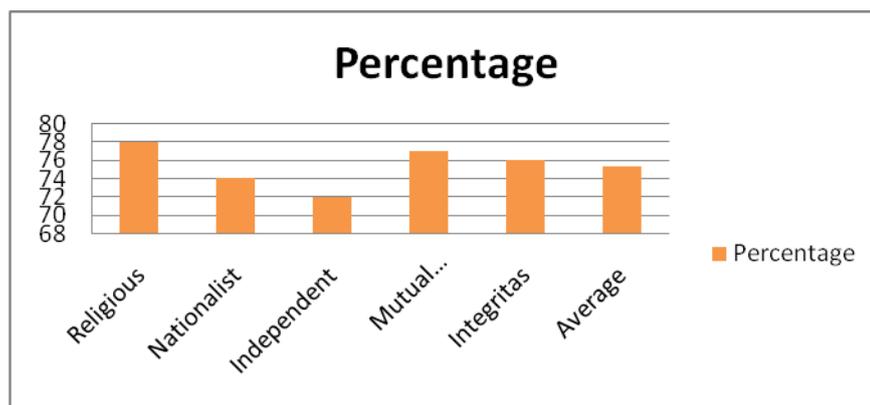
Results and Discussion

This research conducted at one of the Vocational High Schools in Lebong Regency. After the data is collected, it analyzed with the following results:

Table 1. Results of the Implementation of Character Education Strengthening in Lebong Vocational School

No	Character value	umber of item	Maximum score	Total score	%	Criteria
1	Religious	11	3300	2580	78	Good
2	Nationalist	12	3600	2676	74	Good
3	Independ ent	7	2100	1502	72	Good
4	Mutual Cooperati on	11	3300	3526	77	Good
5	Integrity	9	2700	2056	76	Good
	Average				75,4	Good

Based on this table can be visualized in a graph below:



Whereas precisely, the value of religious characters ranks highest with an implementation level of 78% in the top category, and the lowest character value in the independent character category is also good with the implementation of 72%. Religious characters practiced in a variety of intracurricular activities, curriculum, and extracurricular activities that packaged in an integrated manner. Habituation activities from morning greetings, praying to learn and after learning, afternoon prayer, joint recitation, religious and other religious activities. The value of the executable independent character is rather low. This activity to support independence is carried out through self-assignment activities both outside and outside the classroom through co-curricular work, making crafts, and doing scientific work. This activity is to train the rest to have the attitude to work hard and not give up on facing problems.

The nationalist character score is 74%, the activities carried out with a flag ceremony every Monday, art activities, nature lovers, social service, participating in various competitions, obeying the school rules. Mutual value of 77% success rate with good category and Integrity value of 76% with the good category. Cooperation and the value of integrity carried out in an integrated manner, both intra-curricular, co-curricular, and extracurricular, which packaged starting from the planning of learning. The

implementation of the lesson that is packaged both from the material and learning methods so that children expected to accustomed to discipline, work hard, be honest, collaborate, and practice solving problems.

Discussion:

Strengthening character education has become a government program that must be implemented by each education unit. Character education intended to answer the challenge of declining moral values. The implementation of character education strengthening in Lebong State Vocational School in Lebong Regency, in general, has been carried out well with the level of implementation, reaching 75.4%. It means that the school's principal value of character education has programmed, but the implementation of both the intracurricular activities, co-curricular activities, and extracurricular activities has not been maximizing.

The highest level of achievement is a religious value. This value is carried out through daily habituation in intracurricular, co-curricular, and extracurricular activities so that supervision is more comfortable at school. The lowest character value is independent. It happens because the professional teacher asked to train students to work hard, never give up facing problems, and is responsible. In contrast, students in adolescence are still strong, so that the activities designed by the school have not well implemented. So

schools need to design programs by involving stakeholders. Forming a student character means forming student personality, as said (Katilmis et al., 2011). Characterized people means people who have personality, behavior, character, character, or character, and virtue can be taught and learned through appropriate pedagogy (Cooley, 2008).

Building students as the golden generation in facing the dynamics of changing science and technology requires support from various parties. Schools need to revitalize and strengthen the potential and competence of educators, education personnel, students, communities, and the family environment in implementing Strengthening Character Education. Considering that the function of strengthening character education is essential, schools need to design a program to support character education by paying attention to the school's potential and the diversity of environmental cultures to get support from all parties. The main principle of good character is respect, truth, fairness, and responsibility. Character education can be an opportunity for the acculturation of daily values (Skaggs & Bodenhorn, 2006), (Milliren & Messer, 2009, p. 20). Furthermore, even Cooley (2008: 203) says he values character education as an engine of "social change."

Furthermore, the conclusions of the research on the application of the strengthening of character education (PPK) Vocational High Schools in Bengkulu, in general, the level has been carried out with functional categories with a level of implementation reaching 75.4%. In particular the religious character value of the good category with a 78% performance level, the nationalist value of the good category, 74%, the value of the good category of self 72%, the value of cooperation the good category 77% and the integrity value of the good category 76%. It means that the strengthening of

character education consisting of religious, nationalist, independent, cooperation, and integrity values has been carried out by teachers, students according to school programs.

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