



Implementation of Character Education At SMP Yoannes XXIII Semarang

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Abstract

Character education is a very important thing to do. However, currently it still appears that the morale of students is still in the poor category. For this reason, this study aims to determine the implementation of character education at SMP Yoannes XXIII Semarang. This research is a research that uses a qualitative approach. Data collection techniques using interviews, observation and document study. The data analysis technique in this study is an interactive model with data collection steps, data reduction, data presentation, and conclusion drawing. The results showed that the implementation of character education at SMP Yoannes XXIII Semarang was well planned and programmed, prioritizing religious values, honesty, discipline, responsibility and care, which was carried out with habituation and integrated into all subjects and extracurricular activities. The obstacles in the implementation of character education in this school are differences in understanding of the school community, limited school control, lack of parental attention and awareness of students. The supporting factors are government policies, programmed activities, a conducive situation, infrastructure, human resources, leadership, and the role model of teachers. The conclusion of this research is planning for the implementation of character education at SMP Yoannes XXIII Semarang through 2 processes, namely integrated in learning activities and activities outside of learning, namely integrated in each subject and extracurricular activities, evaluation of the implementation of character education seen from the teacher assessment guidelines and books. student discipline, and there are still obstacles in the implementation of character education in this school.

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INTRODUCTION

The progress of a nation lies in the character of the nation. Character is very important and basic. Modernization that takes place in reality causes a degradation of belief so that religious values become loose. Violation of norms, an increasingly free life, rampant corruption, and other violations that occur in society show an increasing trend so that a more accurate formulation is needed in resolving and counteracting its development (Unwanullah, 2017). Character education has the same essence and meaning as moral education, because the most important elements that dominate character education are focused on morals and its supporting components (setiawan, 2017). Character education sorts the culture of the nation itself and filters out the cultures of other nations that are not in accordance with the cultural values of the nation and the character of the nation with dignity (Maunah, 2015). Evidence of the failure of character education that is so visible is the increasing number of brawls between students and between students. Like some large cities, student brawls have become a tradition and form a fixed pattern so that between them form sworn enemies. Brawls are also often carried out by students as is done by certain groups of college students in Makassar and in other areas. The implementation of character education in Indonesia, the phenomenon of brawl between students and students is getting out of control, even spreading to various sides of life so that this situation creates unrest for public order and security at large (Ilahi, 2014). One form of brawl that occurred was as stated by (Tribunnews, 2017) which stated that dozens of students in the city of Semarang planned to fight after school but were thwarted by the school. Educational practices that occur should be able to build potential, personality and resilience. However, the quality of education in Indonesia, according to the opinion of some education observers, has not improved and has even tended to decline. One of the indicators is the decline in moral attitudes and behavior of education graduates who tend to be further away from the

desired moral values (Unwanullah, 2017). One of the efforts to overcome the crisis of the nation's character is carried out through a comprehensive, sustainable education process that does not only emphasize the formal - cognitive aspects. According to Fa'iezah (in Prihartoyo, 2014), he wrote: A review of the school curriculum which according to many is too full of content needs attention. On the other hand, the teacher is a strategic factor in the learning process. School culture is a solution that can help filter out some of the external factors of globalization that are relative to the school environment. Transforming the role of teachers and all school members in the teaching and learning process to become better individuals (Inaku & Nur Iman, 2020). Starting from the conditions and phenomena of students regarding character education, the Ministry of National Education has declared cultural education and national character as a national movement.

SMP Yoannes XXIII Semarang is one of the schools that implements character education, in various ways/ methods, including through extracurricular activities, intracurricular activities, and even provides a special one-hour lesson for character education, namely through "Heart Lantern" education. Seeing the programs that have been carried out by this school, the goal is to form the next generation of the nation with intellectual character and intelligence. Therefore, researchers are interested in knowing the implementation of character education programs in this school. From planning, implementation and evaluation as well as the factors that support and hinder the implementation of the program.

METHOD

This study discusses the implementation of character education using a qualitative approach that aims to present information. This research uses a qualitative approach and is in a descriptive form. Researchers try to describe the existing reality without requiring data in the form of numbers and try to describe a situation and all its aspects in order to provide information as clearly as possible. In this study the researcher did not

control and manipulate the research variables, so in this study, the researcher described and interpreted the implementation of character education at SMP Yoannes XXIII Semarang. The focus of this research is the study of planning, implementation, evaluation and supporting and inhibiting factors for the implementation of character education at SMP Yoannes XXIII Semarang.

Sources of data and informants are the Principal of Schools, Deputy Principals, BK teachers, teachers of religion subjects and teachers of civic education subjects. All informants are primary data sources to be explored in depth to determine character education at SMP Yoannes XXIII Semarang. The data was collected by means of observation, in-depth interviews, literature and documentation. This research uses analysis method of checking the validity of data by triangulation. There are four stages in the analysis which are closely related, namely data collection, data reduction, data presentation, and verification or drawing conclusions.

RESULTS AND DISCUSSIONS

Character education is a process of understanding, embracing, and followed by the practice of an educational value or character. The implementation of the curriculum aims to develop and foster a way of thinking, behaving and having good character and in accordance with the values, norms and morals of religion and life in society in students (Towaf, 2014). The reason for adding the character education program of SMP Yoannes XXIII Semarang was that it originated from the concern about the current state of the nation and the state which is experiencing moral degradation and there are so many smart people without character. Character is seen as the basic capital to build a nation and state. Along with the development of time, technology is also increasingly sophisticated, in this era of globalization where all information can be accessed quickly and from wherever we are, while the lack of character education instilled in students, raises various personality problems that

harm many others. This of course has an impact on students, so to anticipate and overcome the negative impacts that may arise, a character education program was held at SMP Yoannes XXIII Semarang. The results of this study were analyzed based on the formulation of the problem:

Planning for the Implementation of Character Education at SMP Yoannes XXIII Semarang

Planning the implementation of character education in learning activities includes planning class management, organizing materials, managing teaching, and learning activities, using learning resources, and assessment. Learning assessments can be carried out by written examinations, or through direct observation by educators (Amri, et al, 2011). Planning is the whole thought process of determining all activities that will be carried out in the future in order to achieve goals. This requires the ability to visualize and look ahead to formulate a pattern of action for the future (Prabowo & Nurmaliyah, 2010). Based on these thoughts, it can be concluded that character education planning in learning includes selecting character values that are adjusted to the learning instrument. In addition, the selected character values are also adjusted to the characteristics of students and the competencies to be achieved.

Based on the results of research and theoretical studies as well as the results of previous research, the researcher can draw the conclusion that the implementation of character education in educational institutions must be accompanied by careful planning. Every educational institution has a plan in character education, the same as SMP Yoannes XXIII Semarang. This institution has a plan for the implementation or implementation of character education, namely making character standards set, providing facilities that support and building a religious culture. Based on the informants' statements and observations made by researchers, it can be concluded that planning for the implementation of character education at SMP Yoannes XXIII Semarang is carried out with 3 approaches, namely (a) class: integrating

prioritized character values in subjects according to curriculum content, evaluating learning/mentoring; (b) School culture: emphasizes habituation of the main values in the daily life of the school, provides exemplary among school members, involves all educational stakeholders in schools, builds and complies with school norms, regulations and traditions; provide ample space for students to develop their potential through extracurricular activities.

Implementation of Character Education at SMP Yoannes XXIII Semarang

Character education through learning materials is related to values and norms associated with the context of everyday life. Therefore, learning can produce students who have good cognitive abilities and are able to provide real experiences to students regarding daily life in society (Amri et al., 2011). The implementation of character education in subjects leads to the internalization of daily values through the process of planning, implementing, and assessing learning (Asmani, 2011). The application of character education in learning in schools includes planning, implementation and assessment of learning. The character values to be achieved are included in the lesson plan and syllabus made by the educator (Wibowo, 2012). The form of character education material in learning requires teaching, exemplary, and moral reflection, worship, and aqidah. The most important point in character education is to teach children to behave in accordance with religious guidance (Sapirin, 2019). Based on the theoretical study that has been submitted regarding the implementation of character education in schools, it can be concluded that character education in schools can be carried out if all school members and the school environment support these activities. Planting character values based on these thoughts, states that students observe the behavior of all school members and the values that exist in school activities. The application of character education in the learning process includes character selection that is adjusted to the learning material. The implementation of these

character values is contained in the discovery, implementation, and assessment of learning. Meanwhile, activities related to religious activities are also adjusted to the activities of community members who carry out religious activities so that students can fill them in supporting the planting of character values based on religious values at SMP Yoannes XXIII Semarang. The implementation of character education in this school is applied through 3 aspects, namely through teaching and learning process activities, routine school programs and through extracurricular activities.

Evaluation of the Implementation of Character Education at SMP Yoannes XXIII Semarang

The successful implementation of character education depends on the readiness of someone who will implement the policy. One of the readiness is someone's understanding of the content and objectives of the policy to be implemented. In other words, one's level of understanding has a very important role in implementing a policy. (Edy, 2018). Evaluation is an action or a process to determine the value of something (Sudijono, 2011). Evaluation can also be interpreted as a process of describing, disbursing, and providing information that is very useful for decision making in determining the right alternatives in making decisions (Arikunto, 2011).

Program evaluation is a unit or activity unit that aims to collect information about the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people for decision making (Arikunto, 2011).

At SMP Yoannes XXIII Semarang, program evaluation is carried out every month at a teacher council meeting. Evaluation is carried out by collecting information from all subject teachers, homeroom teachers, and counseling teachers to be reviewed together so as to produce a conclusion about the progress of the implementation of the character education program implemented in this school and then follow up on the results of this progress. For the sustainability of the implementation of character

education, it is necessary to assess the success using indicators in the form of the behavior of all residents and observed school conditions.

This assessment is carried out continuously through various strategies. The method of assessing character education in students in this school is carried out by all teachers. Assessment is carried out at any time, both during class hours and outside class hours, in class and outside of class by means of observation and recording. The assessment instruments used were observation sheets, attitude scale sheets, portfolio sheets, checklist sheets, and interview guideline sheets. The information obtained from various assessment techniques is then analyzed by the teacher to obtain an overview of the character of the students. The overall picture was then reported as a supplement by the homeroom teacher.

From the results of this study, it can be concluded that the character education carried out at SMP Yoannes XXIII can be said to have succeeded in forming students who have character values, especially religious values, honesty, discipline, responsibility and care in everyday life.

Supporting and Inhibiting Factors for the Implementation of Character Education at SMP Yoannes XXIII Semarang.

The success of implementing character education at SMP Yoannes XXIII Semarang is inseparable from the factors that support the implementation of the education program. Supporting factors include: (1) government policies and funds owned by schools; (2) programmed activities; (3) a conducive situation; (4) infrastructure, human resources (HR), leadership, and examples from teachers. This is in accordance with the results of research (Sulthoni, 2016) which states that the arrangement of a conducive school environment is very supportive of the cultivation and character building of students.

The role models of school principals and teachers become a reference for students in their behavior. School activities such as extracurricular activities, social services, study tours, community service

greatly support planting, and fostering the character of students. Discipline and creativity of the principal as an encouragement in carrying out higher quality learning activities without leaving the vision and mission of the school which is laden with ethical values. Internal supporting factors of the values of the spirit of nationalism that are applied as school culture include smiling greetings, wearing batik uniforms or traditional clothes and playing national songs. Then self-development activities through extracurricular activities such as Scouts, Student Council, National Flag-Raising Troops (Paskibraka) and sports. (Edy, 2018) Although the process of implementing character education has been planned programmatically, the implementation has not been able to go according to what was expected.

Family has an important role for generation Z to have a positive character. This is because society is the second social environment after the family for an individual since he is born into the world. (Mayangsari, 2020).

Although the process of implementing character education has been planned programmatically, the implementation has not been able to go according to what was expected. Inhibiting factors experienced in the implementation of character education at SMP Yoannes XXIII Semarang include: (1) Different understanding of the school community about character education, (2) the limitation of school control and environmental factors that students live in; (3) Lack of parental attention to students in mentoring when accessing online media; (4) Lack of awareness of students. (5) Lack of consistency in the implementation and monitoring of ongoing programs.

CONCLUSION

Based on the results of research and discussion regarding the implementation of character education at SMP Yoannes XXIII Semarang, the following conclusions can be drawn: (1) Planning for the implementation of character education through 2 processes, namely integration in learning activities and activities

outside learning;(2) The implementation of character education is carried out in: (a) integrated learning activities in each subject, and (b) outside learning through extracurricular activities and school culture; (3) Evaluation of the implementation of character education in learning activities can be seen in the teacher assessment guidelines. Meanwhile, the evaluation outside of learning activities is carried out by looking at the student discipline book; (4) In the implementation of character education, there are obstacles or obstacles, including the lack of awareness of students, and differences in the understanding of school members about character education.

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