

Implementation of Character Education for Creating Integrity Schools A Case Study At Public Junior High School 2 Pekalongan in 2015

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Abstract

The implementation of integrity character has not run optimally yet. Facts show that in various regions, national exams were colored by multiple forms of fraud involving students, teachers, and even school principals. The purpose of this study is to describe and analyze school culture and learning practices as the implementation of character education in Public Junior High School 2 Pekalongan. The research method uses a qualitative approach with data collection techniques through observation, interviews, and document studies. Observation and interviews are used to analyze school culture, while the learning process uses document studies, views, and interviews. The validity of the data in this study uses source triangulation techniques and methods. The results showed the implementation of character education through school culture begins with incorporating character values into the school curriculum, the formation of character building teams, and routine and spontaneous habituation activities, the implementation of character education through the learning process; analyze the character values in Core Competencies (KI), and Basic Competencies (KD), enter character values into the syllabus, Learning Implementation Plan (RPP) and evaluation. Learning subjects in Social Sciences, Islamic Religious Education, Citizenship Education, Indonesian Language, Mathematics, Natural Sciences have integrated character values according to Learning Implementation Plan, while the subjects Sports and English character values have not been implemented according to Learning Implementation Plan.

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INTRODUCTION

The process of shaping one's character is influenced by the interactions that occur between internal and environmental factors. Environmental conditions are very important because the character is basically a person's personal qualities that are shaped by the process of learning in the environment. School is one of the environments in which character building plays an important role (Fransisca, Clara, and Ajisuksmo, 2015). However, the important role of the school as a character shaping environment has not been optimized.

Character education in schools has not been implemented effectively, in line with national education goals and Curriculum 2013 demands. Schools prioritize academic aspects rather than strengthen student character. Each formulation of graduate competency standards (SKL) explicitly or implicitly contains the substance of character, and then the character strengthening should be carried out effectively in every learning activity.

The impact of the imbalance between cognitive and character aspects is contrary to the nature of education, namely mental development, or character education. As a result, the perpetrators of fraud, corruption, plagiarism are carried out by those who are educated (Samani, and Hariyanto, 2012).

Suyahmo (2014) argues that Indonesian people already have a humanitarian, religious, and Pancasila morality, but they miss the attention to ethical values, character, honesty, and integrity. For parents children is an investment in the future (Sunarjan, Atmadja, and Romadi, 2017) Indonesian children are swayed by western values, while values extracted from Indonesian lands, such as the value of honesty (integrity) are forgotten. The character of honesty is an old culture that we have lived for many years, and we must continue to preserve.

Integrity is one of the ten most important virtues for character building (Lickona, 2012). Integrity is a behavior that is based on the effort to make someone who is always trustworthy in

words, actions, has a commitment and loyalty to human values and morals (moral integrity).

Schools have not become the best learning arena in developing integrity. Cheating and dishonesty are still prevalent in schools, such as cheating, plagiarism, and manipulating grades. The implementation of national exams also occurred in various cases of systematic fraud in multiple ways to get high scores. In line with these conditions Hardati, Setyowati, and Wilonoyudho (2015) said that education is essentially a process of character formation, but the facts show the school has not succeeded in realizing it, the culture of the school community is based on habituation, and the learning process that integrates character values becomes a necessity.

Kompas Daily (May 2, 2016) contains various cheats in the implementation of national exams in multiple forms. Cheating National Examination (UN) that sticks out among them: (1) mass context case in Public Elementary School Gadel Tandes, Surabaya in 2011, (2) catching the answer key leak seller from national examination of Vocational High School in Kendari 2012, (3) arrest of five teachers in Grobogan as leaking questions on national examination of Junior High School in 2015, (4) the most prominent case in the implementation of national examination is the leak of the question script on the internet in 2015, (5) the appointment of Head of Public Madrasah Aliyah Ngabang, Pontianak as a suspect in the sale of National Examination answer key of Senior High School in 2016, and (6) arrest of a seller national examination answer key and two students Public Senior High School 2 in Tegal in 2016. This incident strengthens the assumption of the loss of integrity in our world of education.

Public Junior High School 2 Pekalongan is one of the schools that received the title of school with integrity in holding the National Examination in 2015 with an integrity index = 97.32. The government gives the award to schools with high integrity in the holding of the National Examination. The character implementation program carried out at Public

Junior High School 2 Pekalongan brought the school to an award of integrity with the school.

The model of implementation of character education developed through school culture in Public Junior High School 2 Pekalongan is very interesting to be an example for other schools.

The process of learning plays an important role in the process of character development. Since the essence of character building is how the students gain knowledge and understanding of the values of universal good (moral knowledge) that ultimately students have moral awareness and belief. Not only do these children have an understanding but the education system also has to play an active role in supporting and reinforcing the values of good so that all children love these values as the good that should be adopted (moral feelings). After developing understanding and attitude, children will act with full awareness of the values of good (moral behavior) adopted as expressions of dignity and self esteem.

Schools with integrity indexes and high national exam score achievements can be a model of managing a good learning process for other schools. Schools that received the title of integrity have elaborated the learning material with character values (Jendela Magazine, Edition II/March 2016).

The purpose of the study is to describe and analyze school culture and learning activities in Public Junior High School 2 Pekalongan in implementing character education.

METHODS

This research uses a qualitative method with a case study approach. The case study approach is a type of qualitative approach in which researchers explore real-life, limited systems, and contemporary (real cases). Assessments are carried out through detailed, in-depth data collection, involving a variety of information such as observations, interviews, documents, and various reports (Creswell, 2015).

The theory used to analyze Public Junior High School 2 Pekalongan as an educational institution that applies habituation to whether it

will affect the cultural products produced is the habitus and field theory of Piere Bourdieu. Bandura's theory of social learning and cognitive revolution. analyze whether the title of integrity achieved by students in Public Junior High School 2 Pekalongan is the result of interaction between students and educators through the learning process and the teacher's example.

The research location is in Public Junior High School 2 Pekalongan. The area of the research is essential to help simplify and focus the issue (Sunarjan, 2014). The selection of research sites in Public Junior High 2 Pekalongan, because it is the only school in the city of Pekalongan that received the title of the school of integrity with the holding of the 2015 national exam.

Data collection techniques used in this study are guided by Sugiyono opinion (2013) namely observation, interviews, and documentation. Observation, to reveal the learning process, and school culture, interviews to find out the policies, and governance of the implementation of character education, as well as documentation to reveal the learning tools, discipline, and records of school achievement.

Test the validity of the data using source triangulation techniques and methods, namely comparing, and checking back the degree of trust in information that has been obtained through several sources.

Analysis of research data using qualitative analysis of the interaction model of Miles, and Huberman. Analysis activities include; data gathering, data reduction, data presentation, and data verification (Miles, and Huberman, 1994).

RESULTS AND DISCUSSION

School Culture Developed at Public Junior High School 2 Pekalongan as Implementation of Character Education

The policy of implementing character education in Public Junior High School 2 Pekalongan is following the vision and mission of the school. In both intra and extra learning that contains characters has been done to produce outstanding students and characters. The decision of the Director of Junior High School

Coaching Directorate General of Primary and Secondary Education Ministry of Education and Culture, Republic of Indonesia Number 2986.1/D3/KP/2016 concerning the appointment of character education piloting schools, which implements character education have a more precise direction and program. The character education implementation program can be presented in Table 1.

Table 1. Character Education Implementation Program

Scope	Forms of activity
Program	Determination of the central character values The formation of the IMTAQ TEAM Develop a habituation program Arrangement of school rules Organizing seminars, learning training for teachers Contest related to character Establish cooperation with other agencies Evaluating the implementation of character education
Facilities and infrastructure	Management of libraries Honesty canteen Sticking wise words on the walls of the school Classroom with character nuances The sound system is adequate LCD in each class Making a school tagline Making a wall magazine
Budget	Incorporate a character implementation budget into the School Revenue and Expenditure Budget Plan (RAPBS)

Public Junior High School 2 Pekalongan was designated as a character education piloting school in 2016. The follow-up to this program is by allocating budgets, providing supporting infrastructure, increasing understanding of character education for teachers, education personnel. Increased understanding of character is done through workshops, seminars, and competitions. Policies and programs are implementing character education that fosters a school culture that is the soul and strength of character schools.

The school curriculum contains character values, spelled out in the character education implementation program. Implementation of the program, handled by the team of character development. The team is coordinated by the

student coordinator in collaboration with the IMTAQ team (faith and piety).

The above steps are in line with Lickona (2012) and Berkowitz, and Bier (2005) who state that character education is a deliberate effort to develop good character based on the core goodness of the objective for the individual and society. Character Education is a system of cultivation the value of character to all the school members including their understanding, willingness to act, and actions to implement these values. The character education implementation program can be presented

Table 1 shows that the program compiled was a policy aimed at implementing school culture as a means of achieving character education. They not only made a list of values that had to be taught, but they created character concepts and a commitment to grow. The results showed that all three program areas could be implemented. The honesty canteen program which is directly related to the practice of honesty can even develop well so that in 2015 received assistance from the Ministry of Education and Culture in the amount of Rp 10,000,000.

Preparation of the character education implementation program will be more effective in influencing behavior patterns, and the way of thinking of all school members if the application is planned, designed, and evaluated continuously.

The implementation of the character education implementation program through school culture is handled by the character-building team coordinated by the student coordinator. The character building team then determined the character's focus of the five main characters, namely: religious, nationalist, independent, cooperation, and integrity. The focus character strengthening in the school year is determined through filling out an application questionnaire that has been made with the title Identification of Main Value Strengthening Character Education or through ppk.smpn2-pekalongan.sch.id. The questionnaire focused on strengthening the main characters filled by all school residents ranging from the principal, teachers, education staff, and students. The

results of determining the main focus of characters in 2016/2017 and 2017/2018 school years can be seen in table 2.

Table 2 shows in 2016, the focus on character integrity because it was chosen by 33% of 717 respondents, while in 2017, the character focus of cooperation because 30% of 696 respondents were chosen. The character's focus will be the spirit in each character implementation activity, but the other aspects are still implemented as supporters. The data shows that the level of implementation of character education was conducted according to Lickona's (2013) thinking which included moral understanding, moral feeling and moral action.

Socialization of all school residents was carried out by the school principal as the person in charge, while the follow-up and monitoring were carried out by the character-building team. Furthermore, to strengthen the school's integrity character, it makes the slogan "Honest Yes Honor Achievement."

Table 2. Determination Results on the Main Focus of Characters for 2016/2017 and 2017/2018 Academic Year

Character value	Year	
	2016 (717)	2017 (696)
Religious	16	15
Nationalist	15	11
Mandiri	15	10
Cooperation	21	30
Integrity	33	24

The management of culture-based character education strengthening carried out by Public Junior High School 2 Pekalongan is following the concept and guidelines for strengthening character education designed by the Ministry of Education and Culture. The character strengthening policy at Pekalongan Public Junior High School 2 also reinforces the theory of habitus from Pierre Bourdieu. According to Ritzer, and Smart (2001) the formation of social attitudes, anything must be structured through a series of domains, or hierarchically organized arenas. The arena can be defined as structured space with the rules, and their respective functions.

Building School Integrity through Habitual Activities

Honesty and independence character development programs are highly considered. Efforts to build integrity among students are carried out in various ways, including (1) the daily tests of the children write "will do the tests honestly," (2) the code of conduct states that stealing at school or outside of school gets 125 points, and is immediately issued, (3) cheating when the test gets the point five, (4) recording the results of daily tests in BK without bringing the results of tests, (5) developing an honesty canteen, the BK teacher gives the material repeatedly about "ten tips to reduce cheating."

The Principle emphasizes the teacher, so that the teacher in the daily assessment, as well as the semester assessment, is carried out with honesty, responsibility, and transparency. An honest assessment process will obtain national exam scores that are equivalent to the average report card grades and school exam scores.

The National Exam Integrity Index (IIUN) illustrates the level of honesty in the implementation of the National Examination. Range IIUN 100 to 0. Schools that have an integrity index of 100 have implemented the National Examination, and there is no cheating at all, the integrity index = 80 means there is cheating when the National Examination = 20%. The instrument used to measure the School Integrity Index (IIS) is consistency data on the ways and processes of students carrying out the National Examination in the past five years. The National Examination Integrity Index is assessed in groups, not individually. One group is initially scored per class, then reviewed again per school. The IIUN assessment pattern will be seen through the answers of students in one class, where students' seats will be considered to measure whether their answers have a pattern or not.

The school integrity index is also seen based on the report card grades, and school exams sent to the Principal Educator Data (Dapodik) in the last five years. Examples of comparison of the average value of report cards, school exams, and national exams in 2017 at

Public Junior High School 2 Pekalongan can be seen in Table 3.

Table 3. Comparison of the Average Score of Report Cards, School Exams, and National Examinations in 2017

Subjects	Average score		
	Report card grades	School exams	National exam
Indonesian	85.06	85.58	87.93
English	85.84	84.65	86.34
Mathematics	85.84	88.01	81.12
Natural sciences	85.31	89.79	80.96

Table 3 shows that the comparison of the average report card grades, school exam scores with national exam scores are equivalent, or even higher. Implementation of character education through the culture of school residents is also done through routine habituation activities. Forms of habituation at Public Junior High School 2 Pekalongan include: shake hands with the teacher when entering school, marching in front of the class before going to class in the first hour, pray before and after class, literacy, Tadarus Alquran and Bible studies for non-Muslims, Class picket, Independently recording the achievements, or writing down the violations committed by the BK teacher, don't cheat each other during tests or exams, The ceremony every Monday, and the big day, Dhuha prayers in congregation, and Dhuha prayers, honesty canteen, character wall magazine.

The findings about school culture carried out through habituation in Public Junior High School 2 Pekalongan helped the formation of good character in school residents strengthened by previous studies such as Prasetyo, Suyahmo, and Handoyo (2017); Kadir, Salim, and Kamarudin (2012) habituation which was done in line with habitus theory, and Pierre Bourdieu's field which states that individual actions can be ascertained not in a vacuum, but concrete social situations governed by a set of objective social relations. Schools have become arenas or spaces that produce culture. The culture practiced in schools will be effective if all school staff are supportive, especially teachers because the exemplary teacher factor plays a very important role. Students will follow a teacher who is a role model without having to talk, and the teacher is the key to the success of the school program.

In line with the theory of habitus, and the arena by Pierre Bourdieu at Public Junior High School 2 Pekalongan as an educational institution, based on the results of the research has become an institution that directs, guides, and educates children through various school cultures. School culture through habituation activities aims to make children behave following the values or norms prevailing in the society.

The value comparison data in table 3 also show the schools that take character education seriously and planned students have high academic values. The results of this study reinforce the research of Berkowits & Bier (2005), which shows that there is an increase in school motivation in achieving academic achievement in schools that conduct character education. Although the results of Chang, and Muñoz (2006) research reveal an increasing interest between character education programs and academic values.

Implementation of Character Education in the Learning Process

In addition to implementing character education through school culture, it is also carried out through integration into the learning process. The process of character recognition is integrated with learning. The process of recognizing character values will build awareness and help internalize character values effectively.

The results of research on eight subjects namely: Social sciences (IPS), Citizenship education (PKn), Indonesian language, Mathematics, Natural sciences (IPA), English, Physical, sports, and health education (PJOK), and Islamic religious education (PIE). Integration of character education in subjects is carried out

through three stages, namely the preparation phase of learning, the stage of learning implementation, and evaluation.

The preparatory steps taken are: (1) analyzing character values, the teacher explains Basic Competencies (KD) to identify character values that can be substantially integrated into the KD. The analysis is intended to adjust the character development that is the focus at school, and adjust what character development is following the learning material, and is needed by students. Science, Mathematics and Indonesian Language Teachers, Civics said that in addition to analyzing the Basic Competencies in determining character values, they also looked at learning materials and indicators of competency achievement (GPA) for later input into the syllabus and Learning Implementation Plan (RPP). (2) integrating character values into the syllabus, by revising the character values contained in the Core Competencies (KI), two or adding component components in a separate column. (3) enter the character values into RPP.

The results of research at Public Junior High School 2 Pekalongan, teachers have designed Learning Implementation Plans, and include the focus of character strengthening as a foothold of the learning process that integrates characters.

The teacher implements character education according to the learning method used. The results of the implementation of the character education implementation carried out by eight subject teachers were varied, and not rigid. The preliminary, core, closing, and evaluation stages were used to emphasize the characters that had been designed in RPP. This method shows the elaboration of the delivery of learning materials, and the strengthening of character can work well

The integration of character education into the learning process by teachers in Public Junior High School 2 Pekalongan can be seen from several steps or learning, namely 1) Teacher instills character values in the early stages, especially when explaining the purpose of learning, 2) Teachers implement the learning process in various ways 3) The learning process is based on lesson syllabus and planned learning, 4) Teacher performs attitude assessment during core learning activities, 5) Teacher exercises learning reflection by incorporating character values into materials and can be used in everyday life

The stages of the learning process demonstrate the implementation of character education in a comprehensive approach. The methods and strategies used vary in character development. Character built, among others, honest, critical, creative thinking and effective communication.

Table 4. Implementation of Characters in the Learning Process

Subjects	Learning methods	Object	Value of the character embedded
Social studies	Discovery learning	Political development at the beginning of independence	Cooperate in discipline and honesty
Science	Group discussions and experiments	Acid, base and salt solutions	Careful, honest and cooperative
Mathematics	Discovery learning	Two variable linear equation	Discipline, polite, confident, critical, and responsible
PPKn	Problem Based Learning	Norms and justice	Honest, disciplined, polite and confident
Indonesian language	Think Pair Share	Short story text structure	Responsibility, confident, honest
Inggris language	Inquiry learning	The Time, The Date, The Day The Month	Honest
Sports PAI	Part and whole CTL and direct Instruction	Short distance running Avoiding booze and squabbling	Discipline Discipline, cooperation, responsibility, honesty

Table 4 shows that the teacher has integrated character values into the learning process with different methods according to the learning material. Learning Implementation Plan

(RPP) that has been designed has been put into practice, not merely adding to the focus of strengthening character. The learning process of the six subjects can be described as follows: Social

studies subjects honest character are emphasized at the preliminary stage. The teacher said that students should follow the example of the early politicians of independence who had an honest and simple attitude. PAI subject teachers in the reflection stage emphasize that students avoid drinking, and gambling, because it can lead to initial cheating, and dishonesty. Civics teacher emphasizes honest character at the apperception stage, by saying that honesty is a universal character, dishonest people will get social sanctions and even legal sanctions. The Indonesian subject teacher clearly stated that students must cooperate, be responsible, be honest in group work because it will be recorded in an assessment journal. Mathematics teacher emphasizes that students have a critical attitude, responsibility at the reflection stage. While on natural science, subjects say that students have gratitude, responsibility, and are honest at the apperception stage.

The results showed that the learning process carried out had combined subject matter, and character education through various learning models. The findings of this study are supported by the results of Utomo research (2010) that the use of learning models can improve learning outcomes to the fullest. Sarwi, Supriyadi and Sudarmin (2013) state that innovative learning enables effective implementation of character development and measurement.

CONCLUSION

Implementation of character education through school culture begins with incorporating character values into the school curriculum. The next step is for professors to form a set of character developments that will harmonize the program. The formation of a team of character development, and habituation activities, both routine and spontaneous, have fostered the character of integrity.

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