

The Implementation of Integrated Character Education in Policy Design at SD Muhammadiyah (Plus) Salatiga

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Abstract

This study aims to describe the implementation of character education in SD Muhammadiyah (Plus) Salatiga. This research applied descriptive method with qualitative approach. The data analysis was collected through semi-structured interviews, observation and documentation study. The data validity technique was done by using triangulation technique and resources. The results of this study showed that SD Muhammadiyah (Plus) Salatiga has run character education which is integrated in the school's policy, it is evidenced by the inclusion of character values environmental care, religious, autonom, love of the homeland, polite and courteous into the vision, mission and school programs. The characters of honest, thorough, innovative and independent also have been integrated in the classroom, it is seen in the Lesson Plan and the media that were created by teachers. The school also has instilled a religious character, cooperation and empathy in the community-based character education, it is evidenced by their happy Ta'jil event in Ramadan, the distribution of basic food parcels for poor people around the school and pray Eid or Eid al-Adha together. The event was held as gratitude to the cooperation between the school, the bond of students' guardian, school committees and the school has a strategies plan to outcome by karakter buildings. The problems encountered in this study include the lack of facilities for the implementation of character education, strengthen the character education in the future.

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INTRODUCTION

Education is a process of cultural interrelationships into individual and community (Sari, 2016). Education has a very strategic role in filtering foreign culture in the society in line with the local culture. Education is also an attempt to develop academic skills and the establishment of a positive character and manners of behavior (Untari, 2012).

Entering the third millennium era we are busy with the new understanding, namely globalization as a force that cannot be dammed (Huda 2009). Handoyo (2005) revealed that treat the condition, so that it is necessary to develop in each noble values of individual character which play important role to form the nation' social character, among other things: honesty, self confident, competitive, togetherness, mutual sharing and appreciate each other. The position of Indonesia is located on the fourth most populous nation in the world has a considerable influence to the social community of nations in the world (Hadiyanto, 2015).

Some countries have to instill character education since primary education begins (Saifullah, 2014). Character education is implemented in three bases in the classroom, in extracurricular, and the habituation of the school. (Taufan & Sapriya, 2018). Characters are formed when the activity to be repeated regularly until they become habits that share a character (Puri, 2013).

Presidential Regulation Article 18 Number 87, 2017 explains that character education is education movement under the responsibility of the educational unit to strengthen the character of the students through the harmonization though the heart, though the flavor, though the mind, and sports activities with the involvement and cooperation between the education unit, families, and communities as part of the National Movement for Mental Revolution.

Schools need to pay attention to aspects of planning the implementation of formal education among others is the integration between intracurricular, kokurricular and extracurricular. Planning is done by identifying needs,

formulating vision, mission and establishing the program (Hill et al, 2015) which is associated with character values (Nez, 2014). With the embedded character values, it is expected that the Indonesian generation will have a strong character and soul to address global challenges.

Character education requires the proper method for educational purposes can be achieved (Ahwan, 2014). Teachers must be able to integrate character education into everyday life. In addition, teachers must choose a method that suits to the learner, so that students easily understand the character being taught. Some schools have not implemented character education learning activities (Darmayanti, 2014). It was due to lack of support from the government to oversee the implementation of character education in schools, so that education becomes only the transfer process without the direct knowledge of students being personally honest, disciplined and independent.

In addition to integrated learning, character education can also be integrated through the activities intracurricular, kokurricular, and extracurricular. Character education can be implemented by means of programming and school activities (Sa'dun, 2010).

Based on those explanations, it would require special studies carried out to assess in depth about educational design character and its integration into education in the classroom and extracurricular. It was done in order to oversee the policy strategies government launched a mental revolution in accordance with Nawacita 8 and formed a golden generation of 2045 (Manullang, 2013). The indicator of character assessment of students were (1) not despair, (2) self ability, (3) self attempt, (4) give opinions, (5) responsible, (6) communication, (7) to help others, and (8) ideals. (Gaol, 2017).

METHODS

This study was done by using quantitative descriptive method with case study approach in order to obtain a comprehensive and accurate data. Data collection technique was conducted by using interview, observation, and documentation

which is limited in SD Muhammadiyah (Plus) Salatiga. The data validation applied were triangulation techniques and resources. The technique of analysis was done by using methods of qualitative data analysis models of Milles and Huberman (Sugiono, 2014).

RESULTS AND DISCUSSION

The implementation of values and character education should be built based on the theory of value and character education (Dahikrul, 2014). Teachers and schools need to integrate the values developed in the nation's culture and character education into the curriculum (Supa'at, 2014). The integration of the curriculum can be implemented through the Lesson Plan and other learning tools. Value faceted students in classes that use teaching materials was higher than the class that does not use teaching materials (Izzatika, 2015). Integrated learning accontition is a system which link science and practice in the community (Wuryandani et al, (2016)). By Nawacita implementing integrated learning the character education program, the character education will be maximized and in line with the expectations.

Policy-based Character Education School Program

Factors that influence the success of the implementation was a policy, such as: (1) The complexity of the various policies that have been made, (2) unclear formulation of policy issues and alternative solutions to policy issues, (3) the availability of potential sources that can support the implementation of policies, (4) capabilities and expertise implementing policies, (5) support of public policy objectives, and (6) the effectiveness and efficiency of the bureaucracy (Ilyas & Eliwatis, 2016). Furthermore, board of foundations, supervisors, principals, teachers, parents/ guardians, and general people also become an important factor in the success of an education program (Fajarwati, 2016)

Based on the observation, character education policy in SD Muhammadiyah (Plus) has been very good with precentage of 90% to

97%. More detail, can be seen in the following Figure 1.

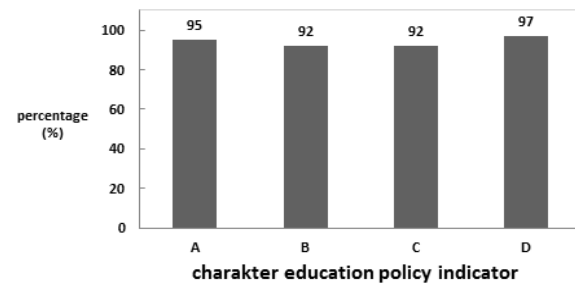


Figure 1. The Diagram of The Implementation of Policy-Based Character Education School (A = Vision and Mission, B = At school, C = school policy, D = Competitive Program)

School has been integrating environmentally conscious character, religious, autonom, love of the homeland, polite and courteous to the program's vision and mission. The vision and mission of SD Muhammadiyah (Plus) Salatiga is a center of excellence faith and science and technology are characterized by nationality and caring environment" whereas, the mission of SD Muhammadiyah (Plus) Salatiga are: (1) foster self-reliance, (2) establish personal polite attitude, manners in utter and empathy, (3) appreciate and shape the character of learners, (4) develop local culture and creativity of learners, (5) create, foster a culture of clean and healthy and nurturing environment, (6) foster independent learning, (7) develop a culture of discipline and excellent, (8) expslore, Grow and unleash the potential of learners, (9) provide basic supplies of ICT skill and foreign languages, (10) holds a position of international schools. The vision and the mission explained that SD Muhammadiyah (Plus) Salatiga always try and commit to unearh the character education in the community.

The school also has inserts of character values into school programs, while the program is a program Tahfidz Qur'an, program interests and talents such as batik, recitations, musical, band kids, archery, footsal, recitations, small preachers and pantomim. All programs are conducted in order to sustain implementation character education in schools.

Schools have included values such as character to the policy, the policy of one child one verse, and the policy of scholarships to students who cannot afford the policy carried out by the Institute of Zakat and Sodaqoh Infak of Muhammadiyah (LAZISMU) Salatiga.

Schools have integrated the character values of the program featured a small school like preachers program and khotmil Qur'an. The featured program undertaken to explore the potential that exists within the student at once instilled responsibility and religious. Schools also have to implement character education habituation every morning. The activities are lined up, singing national songs, reading and memorizing verses from the Holly Al-Qur'an and pray dhuha congregation. The purpose of these activities is to inculcate nationalism and religiosity to the learners.

Learning-based Character Education

According to Prihastanto (2016), The lack of character education due to the teacher who only pay attention to cognitive aspects, and ignore the aspect of affective, psychomotor, and spiritual of learners. A good character building has had an impact on increasing achievement (Qibtiyah, 2017). There is the influence of the character to the understanding of the concept (Asriningsih, 2015). Schools must perform analyzes the context of conditions of education unit, up unit school action plans, araging the program planning and implementation of character education, as well as entering the main character, and conducting plans conditioning (Yatmiko, 2015).

In this context, the analysis of implementation, teachers must integrate the characters into teaching and learning in the classroom. Character education also requires good preparation, so the plan needs to be carefully determined (Hasanah, 2012)

Based on the observation and documentation study, the level of success of character education of fair, thorough, innovative, and class-based independent experienced excellent success is between 95% to 97%. This proves that class-based character education in SD

Muhammadiyah (Plus) Salatiga has been running very well and structured . More detail can information be seen in the following figure 2.

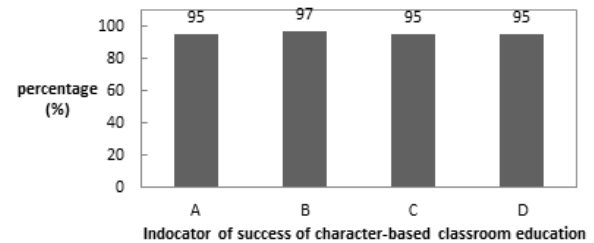


Figure 2. The Diagram of The Implementation of Class-Based Character Education

(A = Learning Design, B = Learning Device ,
C = D = The Integration of teacher professionalism material with everyday life)

Teachers have integrated the values of character education in lesson plan design. Character education in the 21st century is really a process of empowering potential learners humanization dan process of acculturation process (civilizing). Education teaching models that implantation on the learning model, based on the development of moral reasoning, value analysis and project citizen (Sun, 2017). Schools must integrate character values into the preparation of learning tools, teachers should also develop learning scenarios that can strengthen the character values in accordance with the challenges of the 21st century.

The results of interviews and documentation analysis showed that teachers in SD Muhammadiyah (Plus) Salatiga has developed a learning scenarios that can strengthen the innovative character values, conscientious, honest and independent in accordance to the challenges of the 21st century, in addition, teachers also have associated learning materials with everyday life.

There are some changes that need to be done to improve our education system. The first emphasis thinking skills since the age of preschool children should be trained to think not only linearly but also laterally (Diptoaji, 1999). It was a challenge for the professional development of teachers. Teacher professional development must be balanced with the level of understanding of teachers about technology and information to

improve the capacity of teachers both academically and socially. School has implemented capacity building teacher knowledge in a way to bring a third party to provide enlightenment to teachers in schools. Some parties, among others: primary and secondary education Council of Muhammadiyah and some university professors from around Salatiga like IAIN and UKSW Salatiga. Besides coaching to achieve the same purpose is also being conducted by the Department of Education through the superintendent of the school Salatiga in certain forums conducted by the SD Muhammadiyah (Plus) Salatiga.

Community-based Character Education

The embedded values process in character education can be implemented in two ways: through the micro context and makro context. In micro context is the integration of the character value with each subject and local content, school culture, and self-development activities, while macro context consists of family, school dan people (Hamid, 2013) In this case the school should be able to work with the communities around in order succeed character education. Schools also need to be able to integrate local cultural values into a character education program. Both cannot be separated because of mutually reinforcing each other. The observations and interviews in SD Muhammadiyah (Plus) Salatiga shown that cooperation and empathy character education and community-based school culture has been going well and the maximum level is between 95% to 97%. The data weve presented in Figure 3.

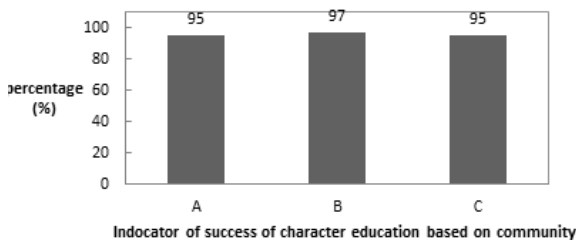


Figure 3. The Diagram of The Implementation of Community-Based Character Education (A = students' guardian, B = social organization, C = Communities around)

School always involve the local community and parents through the Parents Association of Muhammadiyah (IKHWAM) in each of the activities carried out, the school committee also actively provide feedback and support school programs. In addition, the school has a source of income outside of SD Muhammadiyah (Plus) Salatiga, It is obtained from the cooperation between The Economic Council of Muhammadiyah Regional Leaders of Salatiga and SD Muhammadiyah Salatiga.

Some examples of activities that have been implemented in SD Muhammadiyah (Plus) Salatiga and society salatiga is cutting and distributing of sacrificial animals along with people of Salatiga, division takjil excited every month of Ramadan, the distribution of food packages for the needy around the school, the implementation of the study each ahad morning for residents of Muslims Salatiga and implementation of tarawih prayer in the mosque of Al-Muhajirin Salatiga. All of this is carried out with the involvement of the community around the school to deliver a character education in the midst of the people of Salatiga.

CONCLUSION

Based on the result of the study and analysis, SD Muhammadiyah (Plus) Salatiga has implemented character education to the maximum and structured level. This was evidenced from the design of policy planning in line with the values of character education, while the characters are developed in the design of policies in this school is care for the environment, religious, autonom, love of the homeland, polite and courteous. Besides the implementation of a class-based character education policy has also been going well. Teachers have developed media and learning materials in line with the character honest, thorough, innovative, self in accordance to the challenges of the 21st century, in addition, the teachers also integrate classroom learning into everyday life so that students can understand the material and character values that being thought easily. Character education empathy and cooperation-based society was also run optimally

maximum, it is proved by the inserted skills of the 21st century into the school culture as IT governance, critical thinking, creative and innovative, schools were intense to cooperate with various parties in order to support the maximum learning effort in SD Muhammadiyah (Plus) Salatiga. All were carried out in order to prepare the next generation for upcoming the period of globalization that is underway in the community.

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