

Implementation of Strengthening Character Education at UPT SMK Negeri Campalagian Polewali Mandar

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ABSTRACT

The implementation of the Strengthening Character Education program cannot be separated from the role of all parties in the school. This research is a descriptive research using a qualitative approach. With as many as seven subjects, namely the Deputy Head of Curriculum, Deputy Head of Student Affairs, 2 teachers, and 3 students of the Campalagian State Vocational School. Data collection techniques using observation methods, interview methods, and documentation methods. Data analysis techniques in this study used data reduction techniques, data presentation, conclusions and verification. The results showed that the Implementation of Strengthening Character Education at UPT SMK Negeri Campalagian, seen from the results of data analysis, was included in the effective category. This can be seen from the fulfillment of the three indicators, namely the cultivation of strengthening integrated character education in subjects, the existence of extracurricular activities with the aim of forming the character of students, and habituation activities through school culture. In this study, the Campalagian State Vocational School teachers need to be creative in arranging learning and activities at school while still considering character education during the Covid-19 period. Character education during the pandemic will provide a pattern of living with character anywhere and under any conditions.

Keywords: Implementation, strengthening, character education;

INTRODUCTION

Education is an effort made by the government and educators through teaching or guidance activities that take place in schools, the aim is to prepare students to be able to develop personal abilities so that they are useful for the community and the surrounding environment (Kamrida & Nasrullah, 2016; Krismiyati, 2017). Therefore, education is one of the processes of character building of students. Schools have a very large role and influence in implementing strengthening character education to prevent unwanted things related to the morale of students. The things that can be inculcated in students' moral values are the introduction and knowledge of values, followed by providing an understanding of the importance of applying these values in everyday life and instilling commitment in the form of action (Salam et al., 2019; Saleh, 2017; Sukmawati, 2017).

However, the current conditions are inversely proportional to the expected conditions because Indonesia is currently experiencing a worrisome event. A number of cases of violence that occur are actually carried out by students who are supposed to be the successors of this nation, the cause of cases that occur among students is caused by two factors, namely internal and external. Internal factors occur in the individual himself, arise because of high curiosity and there is also a sense of wanting to try. External factors can be from the outside environment, one of

which is from their friends who influence the formation of character (Fatmah, 2018; Normawati & Hasriana, 2018; Winantika et al., 2022). From the influence of the external environment, the role of the educational environment is very important in equipping the character of students.

Seeing the problems above, education should not only produce someone who is knowledgeable, but also raises good attitudes and character in the life of society, nation and state. In order to produce students who excel in knowledge and have good character, education is constantly evaluated and improved. One of the efforts to improve the quality of education is the emergence of ideas about the importance of character education in the world of education in Indonesia (Krismiyati, 2017; Niswaty, 2017). This idea arose because the educational process that had been carried out so far was judged to have not been fully successful in building Indonesian people with character.

Character education is a national movement to create schools that foster ethical, responsible, and caring young generations. Character education is also not just teaching what is right and what is wrong. More than that, character education is an effort to instill good habits so that students are able to behave and act based on the values that have become their personalities so that students understand, are able to feel, and want to do good. Thus, character education carries the same mission as moral education or moral education.

Vocational High School is one of the important levels of education in preparing graduates who have good soft skills and hard skills (Suprianto et al., 2018). As an educational unit that will give birth to skilled workers in the industrial world, it is expected to have characters that are in accordance with the expectations of the nation because character is a characteristic that shapes individual personalities that distinguishes one individual from another.

Character building has been applied at various levels of education, including at the Campalagian State Vocational School. Various efforts made by schools in instilling character values are by creating a school environment that reflects the character culture through the vision, mission and school programs, and various extracurricular activities such as: Student Council, Boy Scouts, Youth Red Cross, Arts and other extracurricular activities that can develop values student character (Saleh, 2017).

Based on observations during Real Work Lectures from October to December 2020 at the Campalagian State Vocational High School which is located on Jalan Axis Tenggara Desa Baru, Luyo District, Polewali Mandar Regency, researchers obtained observations and interviews with several teachers that the problems that occurred to participants students, namely the manners or manners of some students are still lacking, for example: at the time of collecting exam sheets students are expected to dress neatly but there are some students who come to school wearing t-shirts and long hair. when the teacher reprimanded, the student even denied it with words that tended to be harsh. Besides that, the need for optimization in education will shape the personality of students who are good in choosing actions, and actions in accordance with the values in the school environment so that the implementation of national education can be achieved optimally.

METHOD

This research is a descriptive research using a qualitative approach. This study aims to describe the implementation of strengthening character education through the values instilled in schools (Sugiyono, 2019). This research was conducted at the Campalagian State Vocational School. The data collection techniques used in this study were observation, interviews, and documentation. Then the results of the research will be described in accordance with the results

of data processing that has been done. In this study using primary data types generated from interviews and observations made directly by researchers and secondary data obtained from literature materials, literature studies and data available in the administration of SMK Negeri Campalagian so that the data to be taken comes from clear and tangible sources.

To determine the informants who meet the criteria and are considered to be able to provide data according to research needs, the informants of this research are the Deputy Head of Curriculum, Deputy Head of Student Affairs, 2 teachers, and 3 students of SMK Negeri Campalagian. related to various policies carried out by schools in the implementation of strengthening character education using interview media in the form of interview guidelines, voice recorders, and cameras, and then the data that has been obtained will be analyzed using data analysis techniques according to (Siyoto & Sodik, 2015) namely the data will be reduced, then presented and finally conclusions will be generated.

RESULTS AND DISCUSSION

Campalagian State Vocational School is one of the vocational high schools that specializes in producing young generations who excel in achievement, have character, are rooted in the nation's culture, and are environmentally sound, based on IMTAQ and science and technology. November 22, 2004 is the day when the government has issued a subsidy for the establishment/operational decree numbered KPTS.452/BK/XI/2004 which was directly inaugurated by the regent of Polewali Mandar. The Campalagian State Vocational School is located on the Tenggara axis road km 13 which is precisely located in Baru Village, Luyo District, Polewali Regency and has a land area of 5200 m².

Based on the results of the study, in building human resources who excel in achievement and have good personalities, the Campalagian State Vocational School cooperates with all school components (principals, teachers, staff, students, and parents/guardians) and jointly together to unite steps to build good character in the school environment by implementing the Strengthening Character Education movement based on (Kemendikbud, 2016) that is integrated in subjects, extracurricular activities, and school culture.

Implementation of Strengthening Integrated Character Education in Subjects

The learning process in the classroom must pay attention to the character of the students. A teacher must be smart to insert the content of strengthening character education in his learning. In this case, one of the Campalagian State Vocational Schools is carried out integrated in the subjects contained in the syllabus, Learning Implementation Plans, and the learning process.

Based on the results of interviews with teachers that teachers always make learning plans in advance (syllabus and lesson planning plans). In addition, the teacher also prepares and studies the subject matter that will be taught first, so that when the learning takes place the teacher can master the material being taught in order to make it easier for the teacher to carry out the learning process so that it can be carried out optimally. In the learning process listed in the lesson planning plan consists of an introduction, core, and closing.

Based on the results of observations during the learning process, it is known that the teacher has carried out teaching and learning activities that not only convey subject matter but also provide advice or moral messages, for example examples in behavior and actions to students. The learning begins with a preliminary process. The teacher says greetings when going to class and reads learning and literacy prayers when starting teaching and learning activities. And in the

closing activity, the teacher gives assignments to students individually and allows students if anyone wants to ask questions, then the teacher concludes the lesson and ends the lesson by saying hello.

Implementation of Strengthening Character Education Through Extracurricular Activities

Extracurricular activities have a positive role in supporting the process of inculcating the character values of the school community, both through activities related to religious and social activities. The Campalagian State Vocational School does not only carry out character education through the learning process, but also self-development activities that can train students' soft skills. Students' self-development activities are channeled through various extracurricular activities so that they can develop students' talents.

Based on the results of interviews from students and teachers who become extracurricular supervisors, extracurricular is an option to strengthen character values in students because extracurricular is synonymous with hobbies and hobbies so it is hoped that students can easily digest the character values that are instilled, it can be concluded that the Campalagian State Vocational School pays attention to the interests and hobbies of its students, this is marked by the existence of various kinds of extracurricular activities at school.

Based on the results of observations, it can be seen that several students are carrying out extracurricular activities outside of face-to-face learning hours and are guided by the Campalagian State Vocational School teacher. Extracurricular activities outside of subjects and counseling services can assist the development of students according to their needs, potential, talents, and interests through activities specifically organized by capable and authorized educators and/or educational staff in schools. So that the strengthening of character education in extracurricular activities can run effectively.

Implementation of Strengthening Character Education Through School Culture

Every school must think of ways to realize habituation or civilizing education, so that students can actually practice norms and or values that are in accordance with character education. There are several activities to strengthen character education in habituation activities and school culture, including: applying exemplary, routine activities, and spontaneous activities.

Based on the results of interviews regarding applying exemplary, that the Campalagian State Vocational School is a teacher who always conveys about how to be good at school, Seen from the observations there are several examples of exemplary in schools such as, getting used to speaking well and politely, getting used to being friendly, and saying greetings. when you meet the teacher. So it can be concluded that the Campalagian State Vocational School has carried out activities to implement exemplary in order to strengthen character education.

Based on the results of observations regarding routine activities, there are several activities that have become routine in this Campalagian State Vocational School, namely examples of daily activities of praying before and after learning, literacy before starting learning, greeting when meeting the teacher and class picket. while the weekly ones such as the flag ceremony on Mondays and Fridays are clean. These activities are carried out regularly and continuously at the Campalagian State Vocational School. The goal is to familiarize students with doing something well.

Based on the results of interviews regarding spontaneous activities, the spontaneous activities that students do are getting used to saying greetings, with education staff and fellow

students, getting used to being polite, getting used to throwing garbage in its place, getting used to the queue culture, getting used to respecting the opinions of others, getting used to ask permission to enter / leave the class or room and get used to helping or helping others. Spontaneous activities can be carried out without being limited by time, place and space.

Discussion

Implementation of Strengthening Integrated Character Education in Subjects

The Character Education Strengthening Program is documentally integrated into the curriculum in the education unit starting from the vision, mission, goals, structure and content of the curriculum, educational calendar, and includes the syllabus and lesson planning plans. According to (Suyono, 2015) lesson planning plans are prepared by the teacher as a translation of curriculum ideas and based on the syllabus that has been developed at the national level into the form of a learning process design to be realized in learning.

Based on the data found in the field, the syllabus used by teachers at the Campalagian State Vocational School has integrated the value of character education. The character syllabus format used by the teacher contains: Basic Competencies, Indicators, Learning Materials, Learning Activities, Assessment, Time Allocation, Learning Resources, and Characters. The learning planning plan that has been prepared by the Campalagian State Vocational School teacher is in accordance with the guidelines for implementing character education strengthening from the Ministry of Education and Culture which states that at the syllabus learning planning stage, lesson plans and teaching materials are designed so that the content and learning activities facilitate or have insight into character education strengthening.

Character building cannot be done solely through efforts to transfer knowledge through teaching activities, but also through the cultivation or education of values. In line with this, it can be seen when the research shows that teachers have integrated Strengthening Character Education in the learning process at the Campalagian State Vocational School. The learning begins with a preliminary process. The teacher says greetings when going to class and reads learning and literacy prayers when starting teaching and learning activities. Preliminary activities like this can include inculcating religious character values and a love of reading in students.

So it can be concluded that the Campalagian State Vocational School has integrated Strengthening Character Education in the Syllabus and lesson planning plans and during the learning process the teacher has integrated Strengthening Character Education starting from preliminary activities, core activities and closing activities.

Clean Water Service Quality

Extracurricular activities are activities carried out to develop students' talents and interests and also aim to shape the character of students because in extracurricular activities students can choose their own preferred type of extracurricular according to their talents and interests. According to (Khamalah, 2019) Extracurricular activities have a positive role in supporting the process of inculcating the character values of school residents, both through activities related to religious and social activities.

According to (Khamalah, 2019) Extracurricular activities have a positive role in supporting the process of inculcating the character values of school residents, both through activities related to religious and social activities. In line with this, the implementation of extracurricular activities at

the Campalagian State Vocational School is carried out as a means to shape and develop the character values of students. These extracurricular activities include scouts, youth red cross, sports, cultural arts/art studios. Based on this description, it can be concluded that the Campalagian State Vocational School has integrated the value of character education through various extracurricular activities.

Implementation of Strengthening Character Education Through School Culture

Cultivating character in schools must be supported by consistent reinforcement so that it can develop and run effectively. This consistent reinforcement can be done with continuous communication related to character habits that have become school priorities and also provide opportunities for students to apply these values inside and outside school. This is in line with the statement (Samani & Hariyanto, 2011) which reveals that character as a basic value that builds a person's personality, is formed both because of the influence of heredity and environmental influences, which distinguishes him from others, and is manifested in his attitudes and behavior in everyday life. In this case the strengthening of character education through school culture is divided into three, namely applying exemplary, routine activities and spontaneous activities.

Teachers and education staff at the Campalagian State Vocational School have set an example for students, such as getting used to speaking well and politely, getting used to being friendly, saying greetings when passing by the teacher, attending the midday prayer in congregation and other activities. The goal is that students are easy to accept and imitate the good behavior of the teacher so that over time the character can be formed by itself.

Likewise, the implementation of Strengthening Character Education of students at the Campalagian State Vocational School is also carried out regularly so that character values are attached to students, such as daily activities of praying before and after learning, saying greetings when meeting the teacher, class picket, and praying the midday prayer in congregation. Meanwhile, weekly ones, such as the flag ceremony on Mondays and Fridays, are clean.

Spontaneous activities are activities that are carried out spontaneously at that time. This activity is usually carried out when the teacher finds out that there is an unfavorable act from the student which must be corrected at that time. For example, there are students who litter, shout so as to disturb other parties, speak and act impolitely, and so on. There are also other spontaneous activities carried out at the Campalagian State Vocational School. For example, volunteering to help victims of natural disasters, visiting friends who are suffering from illness or their families who have died. Based on the description above, it can be concluded that the Campalagian State Vocational School has integrated the value of character education into school culture and has become a habit for students.

CONCLUSION

Based on the results of the study, it can be concluded that the Implementation of Strengthening Character Education in UPT SMK Negeri Campalagian seen from the results of data analysis is included in the "effective" category. With this, the Campalagian State Vocational School has fulfilled three indicators, namely the cultivation of strengthening character education that is integrated in the subject, the existence of extracurricular activities with the aim of forming the character of students, and habituation activities through school culture.

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