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The educational character on instruction

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Abstract

In this paper, we aimed at obtaining data on the implementation of educational character to develop the characteristics of students in SMK (Vocational School) PGRI Tanjung Raja and how many students were in the good category, enough category and less category. We used a qualitative method in this paper. As a result, the students in the good category were 131 students or 65.5%; enough category were 59 students or 29.5%; and less category were 10 students or 5%. So it can be concluded that the tendency of the behavior of students' character values of SMK PGRI Tanjung Raja was good.

Keywords: Educational, character, instructional, activities, vocational.

El carácter educativo en la instrucción

Resumen

En este documento, nuestro objetivo fue obtener datos sobre la implementación del carácter educativo para desarrollar las características de los estudiantes en SMK (Escuela vocacional) PGRI Tanjung Raja y cuántos estudiantes se encontraban en la categoría buena, suficiente categoría y menos categoría. Utilizamos este método cualitativo. Como resultado, los estudiantes en la categoría buena

fueron 131 estudiantes o 65.5%; Categoría suficiente fueron 59 estudiantes o 29.5%; Y menos categoría fueron 10 estudiantes o 5%. Por lo tanto, se puede concluir que la tendencia del comportamiento de los valores de carácter de los estudiantes de SMK PGRI Tanjung Raja fue buena.

Palabras clave: educativo, carácter, instruccional, actividades, vocacional.

1. INTRODUCTION

This paper started from the finding of Kristiawan: “these days bullying is accepted in many schools throughout the states; it is extremely damaging to the minority of students, mentally, emotionally, physically, and academically” (2016: 12).

Then Kristiawan (2016) found it needs a full-day school program that students can make more progress in terms of learning which will certainly have a positive impact on them. Meanwhile, Depdiknas (2008) state education has meaning way, process or educate. Education, in general, is an effort planned to influence others either individual, groups, or communities so that they do what the educational offender hopes (Notoatmodjo, 2003). Language Center of the Ministry of National Education explains that education is the changing process of attitude or personal behavior to be mature human beings through instructional processes. The Indonesia Law Number 20 of 2003, Article 1 explains the education is purposely planned to make instructional atmosphere and process actively develop students’ potential whose spiritual power of religion, self-control, personality,

noble character, intelligence, as he needs, society needs, and national needs.

Based on the opinions above the education means a continuous process on building the character of students better to develop physically and mentally, which is free and conscious to the god, as manifested in the intellectual, emotional and humanity of human nature. Depdiknas (2008) states characters can be termed as psychological traits, character, and morals owned by someone who will distinguish the person with others. Character is also innate of the heart, soul, character, personality, nature, character, personality, temperament, and character. According to Dali (1982), the character is a human personality such as ethical or moral, and personal honesty. Based on the opinion of the experts above, it can be concluded that the character is the quality of a particular individual to express behavior in a consistent action in various situations, the character is formed because the pattern of actions is structured and done repeatedly so that in the formation of children's character can run well.

According to Kristiawan (2016) educational character aimed at building students' noble and smart, it tends to create more advanced human civilization. Educational character is appropriate to handle today's crisis of moral in Indonesia. Educational character can be considered as a strategy in dealing with immoral problems (Cahyono et al., 2018). The crisis appears today are promiscuity, violence, crime, theft of teenagers, cheating on an exam, drug abuse, and pornography which cannot be solved completely, then it needs the educational

character for the students through educational institutions, especially schools. According to Carr (2017) character is clearly of general human importance, its deliberate or explicit promotion may not be equally warranted in all educational contexts. Characters relate to morals, attitudes, and behaviors. The good character means good knowledge and good deeds. Educational character is both a rooted and developing discipline.

According to Holtzapple (2011) habits, traits, and virtues are three interdependent and mutually implicative concepts of educational character that are foundational to most traditional accounts of moral character. Educational character as a tool to develop personal potentiality, in view of a positive development linked to greater wellbeing (Holtzapple, 2011). Educational character as an instrument for preventing negative behaviors (Battistich, 2008), preserves the cultural heritage and the moral values of a society (Goswami & Garg, 2011). The educational character has been being concerned by many countries in the framework of preparing quality young people, not only as a benefit of the individual, but also society. The educational character can be defined the deliberate school life to strengthen character development optimally which means our strategies are intentionally from school life to help the character formation optimally.

Educational character requires specific strategies that are relevant to the educational purpose achieved. The appropriate instructional strategies are exemplary, habituation, praise and

punishment. Educational character teaches 18 points of values honest, religious, tolerance, hard work, discipline, creative, democratic, independent, curiosity, love of the country, the spirit of nationality, friendly or communicative, appreciate achievement, love to read, social care, environmental care, and responsibility. This paper investigated how the implementation of educational character to develop the characteristics of students and how many students in the good category, enough category and less category. Here, in this paper, we would like to investigate the implementation of educational character on instruction in SMK PGRI Tanjung Raja. Here we described either qualitative or quantitative of its implementation.

2. METHODS

This paper aimed at obtaining data related to the implementation of educational character on developing the characteristics of students in Vocational High School (SMK) PGRI Tanjung Raja. This method is not required to search for relationships and to test hypotheses. It belongs to descriptive research because it presents a situation based on facts as they are then analyzed and interpreted. This paper emphasized the description of a variable without having to relate to other variables so that this study can easily be done in accordance with facts or circumstances at the time of data collection.

3. RESULTS

SMK PGRI Tanjung Raja is one of the vocational schools in Ogan Ilir Regency which has been established since 1985 located at Jalan Sultan Mahmud Badaruddin II Tanjung Raja Ogan Ilir. SMK PGRI Tanjung is a vocational school that has the most students consist of 34 groups whose 1067 students, and has five skill programs, consisting of light vehicle engineering, computer network technique, motorcycle technique, heavy equipment engineering, and multimedia. SMK PGRI Tanjung Raja is a school that serves to prepare students to become middle-level workers who have the knowledge, skills, character and soft skills are good so they have good competence in entering the industrial work. It appears that the school has a goal to equip students not only in terms of knowledge alone but also in terms of character skills and work attitude.

The following is the implementation of character education at SMK PGRI Tanjung Raja: 1) planning, the implementation process of character education values at SMK PGRI Tanjung Raja is planned based on the guidelines that have been made Kemendikbud through Balitbang and Puskur. The following are the steps taken in planning of the educational character implementation in schools: a) socialization, socialization given to the principal and the curriculum through workshops conducted by the Department of Secondary and Vocational Education by the Central curriculum team, with the intention of conveying the concept of character education in school; b) curriculum

development, curriculum development that contains values carried out by the curriculum section.

After the workshop there will usually be a kind of training for teachers on how to develop a syllabus, lesson plans and other learning tools that contain character values, the goal is to equate perceptions about the process of implementing character values during the learning process; c) create mutually agreed rules and regulations. School regulations, especially student pocketbooks, are made by students assisted by the OSIS and then the contents of the rules are agreed upon between the school committee, principals and representatives of OSIS. These school rules are the rules set by the school to serve as guidelines for students that include character values. Here are the results of interviews with the head of Vocational High School PGRI Tanjung Raja regarding the stages of planning the implementation of character education at SMK PGRI Tanjung Raja.

2) The implementation of character education at SMK PGRI Tanjung Raja is guided by Kemendiknas (Ministry Education and Culture) and a workshop conducted by curriculum and headmaster, the result of the workshop is then communicated to the teachers during the monthly service meeting. Regulations or technical guidelines on the application are made by the school. Planning is made on the basis of the school's guidelines that are generally known. He also explained that there is student's pocketbook containing the rules of the school. The pocketbook is based on the school's guideline, Educational Department, Regency decision. The pocketbook explains how students

should behave in school, from what time the student must attend school, the student's behavior with the school's citizens, the dress code, to the punishment that students receive when they disobey the school's rules.

The planning of character values implementation at SMK PGRI Tanjung Raja during learning can be seen when making syllabus. The process of implementing character values in the syllabus is adjusted to the basic competencies and indicators to be achieved during the learning process. Based on the results of the interviews with one of the subject teachers, he said that the character values contained in the lesson plan in the learning activities, the values as much as possible will be raised when the process of learning in the class took place. According to him, in making syllabus teachers must also consider the indicators of learning achievement. Through these indicators can be known the values of character should be raised when learning in the classroom.

The educational character values were done in various ways such as habituation, and culture in school. While the educational character model in SMA Al Istiqamah was (1) moderate; (2) religious; (3) independent; and (4) smart. They made the school's culture such as tradition, behavior, daily life, and symbols applied by all members of the school (Kristiawan, 2016). The educational character values at SMK PGRI Tanjung Raja begin when students attend school. Students are present at least 5 (five) minutes before the bell enters. Students who are late, will get punishment in the form of points and are

required to do the cleaning in the schoolyard, familiarize students to pray before starting the lesson, the rules are made, so the students become more disciplined and religious. Activity *tadarusan* conducted every Friday is one of the school rules that have been made to instill the values of the character.

The good planning should be accompanied by a strong commitment from all parties, principals, teachers, employees, students and students themselves. In order for the implementation of character values to work properly, the school made several efforts such as trying to establish good communication with fellow teachers and employees, establish communication with students. To establish communication and continue to strengthen school commitments as much as possible to perform routine briefing every month in monthly service meetings. It was revealed during an interview with the principle that he said that the monthly service meeting is a place to urge, direct and receive input from teachers about the developments that occur when learning in the school environment. Cooperation and communication are very important to do because basically, they do not have any ability without the citizens of the school. Colleagues a representative of what is in the SMK PGRI Tanjung Raja.

Through this monthly routine office meeting activity, it is expected to increase togetherness, mutual ownership and common vision and commitment to jointly strive to advance the value of character and quality in SMK PGRI Tanjung Raja. In addition, to improve togetherness and communication between fellow teachers and

principals, the monthly service meeting also functions as an evaluation activity. Evaluation is intended as an ingredient of correction if there are things that are less pleased both the attitude of the principal and the attitude of teachers. In applying the values of character we should not be tired or saturated in reminding each other, it is necessary supervision and evaluation for the educational character implementation in school may run well. Implementation of character education values during the learning process becomes the responsibility of each subject teacher.

The character values implemented during classroom learning activities are largely the development of the character values previously outlined in the syllabus. The following is an excerpt of an interview with one of the subject teachers who expressed in making syllabus the character values contained in the learning activities, such as honest, responsible, hard work and others. The character values are used as a reference for teachers in delivering character education in the classroom.

An example of when learning uses discussion methods, teachers try to cultivate some character values, including democratic, and curiosity about the material taught at the time. When doing daily tests, the teacher tries to instill the values of the character that is honest. At the time the teacher is teaching, students are asked to discipline, ie enter the school hours on time and pay attention to teacher explanation. When practicing in the workshop students are trained hard and honesty, the assignment of tasks aimed to train their

independence and discipline because they are required to do the task independently and should not work together. The school seeks to motivate students and teachers who are active in instilling character values such as rewards in the form of praise. Awards are also given to students who excel both academic and non-academic. One of the forms of awards is to give the scholarship students and to include the names of outstanding students on the school website pages.

The award form of the school will make the students become encouraged and more passionate in developing their knowledge, skills and character values. According to Renata et al. (2017) for the educational character in schools, all educational stakeholders must be involved such the curriculum, instruction and evaluation processes, subjects and school's organization, co-curricular activities, infrastructure empowerment, work ethic and financing.

4. DISCUSSION

This paper recommended that to produce a young generation who have character, need to be enhanced cooperation among stakeholders of the school. Kristiawan et al. (2017) concluded their research when the school applied character education in ASEAN Economic Community, the school should apply discipline in all activities which create the teachers and administrator as a model. Cultivated the respectful in school's harmony relationship, grew and developed the teaching of religion on their behavior and optimized the

instruction effectively, and prevent the free time of instruction. While Kafarisa and Kristiawan (2018) concluded their research that communicative character creates students work together and mingles neglecting the age and education, and can socialize with the surrounding environment (Sazesh & Siadat, 2018).

Saidek et al. (2016) found weak educational character raises the problem of corruption, a fight between students, free sex, drugs and abortion indicate that the issue of educational character of the nation must be improved and the concern of all parties, educators, the nation's leaders, religious leaders, and law enforcement officers. The educational character was related to higher levels of expressions of love, compassion, integrity, and self-discipline. The educational character had greater effects on children in high school rather than those who were in primary school. The effects of educational character did not differ by the race of the children (Jeynes, 2019).

Lickona (2018) found the educational character program must consider fostering good character; practices central to effective character education; is a formal curriculum necessary; the emergence of character education frameworks; the essential goals of character development; the case for identity as the core of character; wisdom: the missing virtue in educational character; and (8) why self-control must be an essential outcome. Educational character to school curricula has become an increasingly popular response to today's heightened emphasis for students to succeed on academic high stake tests, leaving little regard for the development of social-emotional

competencies (Dodds, 2016). Feelings and emotions can further or hinder student habits, behavior, and academic learning (Durlak et al., 2011). There is a significant relationship between emotional and social skills with school performance and academic success (Berkowitz & Schwartz, 2004; Khorrani et al, 2015).

5. CONCLUSION

Based on the research done, the implementation of educational character in school includes two stages 1) planning; and 2) implementation stage. Planning is an early stage in carrying out character education including curriculum tool socialization activities, school and student discipline planning, as well as anger from the curriculum section about character value planning through making syllabus and lesson plans in the classroom learning process. Implementation in the classroom involves students' activities on the implementation of positive character values. Subject teachers are assigned to apersepsi and motivate students to show their character traits.

Based on the questionnaire analysis obtained from 200 students about the implementation of the values of the characters in the school, can be obtained information that the students in the good category were 131 students or 65.5%; enough category were 59 students or 29.5%; and less category were 10 students or 5%. So it can be

concluded that the tendency of the behavior of students' character values of SMK PGRI Tanjung Raja was good.

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