

Character Education of Java Culture Based on Total Quality Management in State High School, 9 Yogyakarta

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Abstract—Education and culture are two things that cannot be avoided from one's life. Culture is a heritage that must be preserved by the next generation. Culture can fade along with the development of the era if there are no more generations to preserve it. Education is one way to maintain culture and in culture contained good character that can be taught to students. The purpose of education is the formation of students' self-potential in religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. In order to achieve these educational goal it is necessary to conduct character education programs in schools. Efforts that can be made to shape the character of students is to do a character education program based on total quality management (TQM) in schools. Yogyakarta 9 Public High School has instilled Javanese culture-based character which is managed using the concept of total quality management (TQM).

Keywords: *character education, Javanese culture, Total Quality Management (TQM)*

I. INTRODUCTION

Character education cannot be separated from moral and religious values instilled in students. The importance of applying values, morals, and religion in accordance with the main pillars of education is to create change towards a better future [8]. The purpose of education is not only about teaching knowledge and skills but also shaping students' character to prepare them for their future [4]. The phenomenon of moral decline in adolescents is alarming. The low morals are increasingly concerned because they do not just hit adults, but also hit young students who are expected to be the nation's next generation.

Education has a very important role in building one's intellectual intelligence and personality in order to have noble character. Education is expected to be one of the solutions in overcoming the current decline in adolescent morals. Moral decline can be indicated to be one of the phenomena of character crisis in students or students. The phenomenon of character crisis that occurs at this time can be related to the failure of the education system in Indonesia, one of which aims to form noble morals on all students. Many complaints from parents, teachers and education observers related to adolescent behavior that is very difficult to control, such as brawl, bullying, drunkenness, drug party drugs, even to the act of rape, and murder.

Character education that has been done has not yet reaped significant success in the world of education. Character education based on total quality management (TQM) is one of the efforts to improve the character of students. The concept of character education based on total quality management (TQM) is based on improving the character of learners that is carried out continuously, guaranteeing the quality of students' character, making changes to the school culture to shape the character of students, changing the organization of schools to shape the character of students, and collaborating with the parents in forming students' character. The condition of concern for culture which is increasingly being eroded by the development of the era suggests that culture is now beginning to be abandoned in the next generation which is more advanced.

Local wisdom can be understood as ideas, values, local views that are wise, full of wisdom, good values, which are embedded and followed by community members. The rich cultural heritage and values of local wisdom that have developed from generation to generation are very rich resources. Local wisdom is the main capital in the formation of national identity and character [12]. This problem can also be caused by the non-transparency of the school as one of the providers of education in Indonesia in the management of education, a culture of quality improvement that is still lacking attention in schools, teaching and learning process which is solely carried out only for the sake of examinations alone, the unwillingness of parents to participate interferes in the education of their children, and lack of communication between school members and the lack of communication between the school and parents of students.

Schools as a place or process of educating students who incidentally are prospective future generations of the nation must not escape from the participation in preserving culture. One school that organizes culture-based education in the city of Yogyakarta is Yogyakarta State High School 9 by carrying the school motto "The Art and Culture School". Because of this, Yogyakarta Public High School 9 declares itself to be an art and cultural school so that the next generation of the nation can understand and preserve the culture that grows and develops in Indonesia, especially in Java. Yogyakarta 9 Public High School has become an art and culture-based school since December 28, 2013. This culture-based school at State High School 9 Yogyakarta aims to shape student character by instilling character values through culture.

II. LITERATURE REVIEW

A. Character Education

Develop good characters based on core values that are objective for both individuals and society [10]. Character education is the process of giving guidance to students to become human beings who have good character in the heart, mind, body, taste, and intention [13]. Character education can also be defined as value education, character education, moral education, or character education that aims to develop the ability of students to be able to give decisions which are good and bad, maintain what is considered good, and do good in daily life. day [9]. Character education can develop students' awareness about the social implications of character values, become independent individuals, and be able to recognize, accept, and internalize the role of these students in social life [1].

Character education aims to improve the quality of the educational process and outcomes which are more directed towards the formation of good character of students in accordance with the competency standards of graduates at each level of education [5]. The purpose of character education in schools operationally is to facilitate the development of good life values for students, correct student behavior that is not in accordance with character values, and build good relationships between schools, families and communities so that they are jointly responsible for building good character of students [13].

Character education in the Education Unit develops 20 (twenty) values derived from religion, Pancasila, culture and national education goals. Twenty values as mentioned are: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) Nationalism, (11) Love for the motherland, (12) Respect for achievement, (13) Be friendly, (14) Love for peace, (15) Love to read, (16) Care for the environment, (17) Social care, (18) Responsibility, (19) Mutual cooperation, and (20) Respect and dedication to parents. The twenty values in character education are then crystallized into 5-character values, namely: (1) Religious, (2) Nationalist, (3) Independent, (4) Mutual Cooperation, and (5) Integrity.

B. Total Quality Management in Character Education

Concept of Total Quality Management which consists of dimensions: quality, customer satisfaction, continuous improvement and overall in all components of the organization. Besides character learning can also be applied in the form of class learning process by implementing learning steps (preliminary activities, core activities, and evaluation of character learning) [6]. The concept of character education based on total quality management (TQM) is expected to adopt a more customer-oriented approach in instilling good character in students [11]. The TQM approach has several key points, namely customer focus, training and staff development, respecting and increasing the contribution of all staff members to school effectiveness, and ensuring the alignment of the character values embedded with the program being implemented. [3]. Efforts to implement TQM in character education are carried out with the following things: (a) continuous improvement of students' character, (b) quality

assurance of learners' character, (c) changes in school culture to shape learners' character, (d) changes in school organization to shape the character of students, and (e) cooperation between schools and parents in forming students' character [14]. Other efforts for schools: a) Provide periodic evaluations to guide teachers during the application of character education. b) Provide information about the development of changes in student behavior to parents. c) Facilitating teachers to develop character education models in general and facilitating training that can develop teacher creativity in character development. Efforts made by the teacher: a) Updating learning tools in each semester. b) Include character values that will be applied in each lesson. c) Tell students about the character that will be achieved in each lesson. d) Making an evaluation of the change in character of each student the effort is expected that students consistently apply character values that have been obtained both within the school environment and outside the school environment [2].

III. METHODOLOGY

The research method used in this study is the method of description of data obtained and synchronized with existing theories. Data collection techniques through interviews with interview instruments and observation guides. Data collection was carried out for one month in the presence of researchers in schools. Data analysis in this study is the analysis of interview data and observations developed in 2 (two) aspects, namely: Javanese culture-based character education and the implementation of Javanese culture character education based on total quality management (TQM).

- Javanese culture-based character education. Character education at the Yogyakarta 9 Public High School based on Javanese culture is carried out through the formation of school programs, integration in teaching and learning activities, habituation, and environmental conditioning.
- Implementation of Javanese cultural character education based on total quality management (TQM). The implementation of Javanese cultural character education based on total quality management (TQM) at Yogyakarta 9 Public High School is carried out through: (a) continuous improvement of students character, (b) quality assurance of learners' character, (c) changes in school culture to shape the character of participants students, (d) changes in the organization of schools to shape the character of students, and (e) cooperation between schools and parents in forming the character of students

IV. RESULTS AND DISCUSSION

A. School Program

A The process of character building in schools should be done holistically through a process of integration in teaching and learning, school culture, extracurricular activities and community activities. [15]. Yogyakarta 9 Public High School implements an art and culture-based school program which is implemented through 2 school programs namely '*kamis dinten basa jawi*' (Thursday in Javanese) and the use of '*gagrak*' traditional costumes on Yogyakarta on *Kamis Pahing*. The '*kamis dinten basa jawi*' program (Thursday in Javanese) is carried out starting from entering school to going home after

school. The activity '*kamis dinten bawi jawi*' (Thursday in Javanese) aims to develop the character of students through Javanese language habituation every Thursday, both teachers or employees and fellow teachers or employees, teachers or employees and students, and students and students.

The second program implemented by Yogyakarta State High School 9 in the context of arts and culture-based schools is the use of Yogyakarta '*gagrak*' clothing every *Kamis Pahing*. This program is an instruction from the Provincial Government of Yogyakarta so that all schools use Yogyakarta '*gagrak*' clothing. The program for the use of *gagrak* Yogyakarta traditional clothes on *Kamis Pahing* is carried out by all school residents. The clothes are used in full of *blangkon* (Javanese hat) to slippers by all school members. The '*gagrak*' Yogyakarta clothing program is carried out in conjunction with '*kamis dinten basa jawi*' (Thursday in Javanese) because it happens that the two programs were held on Thursday. Other cultural-based programs in Yogyakarta 9 Public High School are the celebration of school birthdays using Yogyakarta traditional Javanese clothes and routine national holiday ceremonies that are carried out using Yogyakarta Javanese clothes (example: Kartini Day).

B. Teaching and Learning Activities

Teaching and learning activities carried out at Yogyakarta 9 Public High School cannot be separated from the integration of culture. Culture is integrated into subjects in Yogyakarta 9 Public High School, such as organizing local content in the learning curriculum, namely batik, Javanese, and arts and culture lessons. The local contents are included in intracurricular activities and extracurricular activities which are held at Yogyakarta State High School 9, namely *karawitan*, traditional dance and theater.

Intracurricular. The curriculum at Yogyakarta 9 Public High School has been integrated with character education, so that in every subject taught to students is inseparable from character values. The culture-based intracurricular program at Yogyakarta 9 Public High School is a mandatory program that must be followed by all students. The program is batik, Javanese language, and art and culture lessons. The three local content programs are integrated with the curriculum carried out at Yogyakarta 9 Public High School. The activity is carried out once a week by each class in Yogyakarta 9 Public High School. Batik learning at Yogyakarta 9 Public High School is a school intracurricular program that is included in the local content of the school's characteristics. This batik program is a way for schools to preserve culture, develop regional potential, and develop the value of character obtained through batik. This batik program also teaches students about batik motifs and the meaning contained in each batik motif that can be adapted in life as an example. The batik program teaches students the value of patience, discipline, and responsibility.

Extracurricular. Culture-based extracurricular activities at Yogyakarta State High School 9, namely: *Karawitan*, Traditional Dances, and Thursday in Javanese. *Karawitan* extracurricular activities have been carried out at Yogyakarta 9 Public High School since 2013. *Karawitan* originated from Java as Javanese traditional music. *Karawitan* extracurricular activities at Yogyakarta 9 Public High School teaches the

value of discipline, honesty, cooperation, and concern for culture. Students who take part in music and extracurricular activities from gamelan and tenacious musicians while practicing music with a sense of responsibility, discipline, cooperation when playing gamelan music. When students practice, it takes cohesiveness, discipline, and a sense of responsibility when playing gamelan to show that music can help character values. The musical program at Yogyakarta 9 Public High School supports non-academic activities, interests, and talents of students to focus more on positive things. *Karawitan* is performed once a week by music groups in Yogyakarta 9 Public High School. Extracurricular of traditional dance aims to develop students' talents and interests, especially in the field of dance. Traditional dance activities can shape student character in the values of discipline, creative character, hard work, patriotism, and responsibility. This is because in a dance there must be good cooperation between members in a traditional dance group. Arts and culture-based school programs such as "*Kamis Dinten Basa Jawi*" aim to familiarize Javanese children with Thursday. Javanese language *Kromo Inggil* teaches children to continue to love culture, especially Javanese culture, which aims to shape the character of students through culture. '*Kamis Dinten Basa Jawi*' is one of the supporting programs in Yogyakarta Public High School 9 to preserve culture. Javanese every Thursday is a habituation activity for all school members so that Javanese is fluent or *Kromo Inggil* with a guidebook given to students to support the Javanese language *Kromo Inggil*.

C. Habituation

Habituation based on the character of Javanese culture carried out in Yogyakarta 9 Public High School is the culture of recitation when speaking and 5S culture (smiles, greetings, greetings, manners). The purpose of implementing character education through 5S culture is that students have good character, have provisions for social life in society, realize the vision and mission of the school. The implementation of character education through 5S culture has produced life values such as respect for others, tolerance, courtesy, and respect for parents, as well as having an attitude to preserve culture [7]. Ngapurancang culture is standing tall by placing both hands in front of the body. This slurry culture is done when talking to others with the aim of respecting someone who is being spoken to. 5S culture (smiles, greetings, greetings, manners) is done spontaneously by students using Javanese, although it has not been done optimally but little by little has been done by school residents. Another habit that is applied in Yogyakarta 9 Public High School is that students are taught when showing a place to others not using the index finger but using the thumb with the other four fingers folded. This method is considered more polite in the teachings of Javanese culture than showing where to use the index finger.

D. Environmental Conditioning

The environmental conditioning carried out in Yogyakarta 9 Public High School is as follows: (1) There are proverbial banners and Javanese slogans in the corners of the room. Javanese proverb banners and Javanese slogans were held with the aim of helping the formation of student characters, (2) There are batik motifs on display in each class.

This is a way for the teacher to interpret and provide an understanding of the meaning of batik installed in each class through visualization in the form of batik motifs, (3) school bells in the form of gamelan tones (Javanese gamelan plays during the change in subject hours). Schools make the gamelan bell a distinctive feature because the sound is a beautiful sound to be heard and makes the heart calmer, (4) Javanese gamelan plays every morning before the first lesson begins, and (5) There is a running text "IMMAN" (*inggih, matur nuwun, monggo, and nuwun sewu*). The school also provides running text written in Javanese, *inggih, matur nuwun, monggo, nuwun sewu* and Javanese proverb banners which are expected to be a reminder for students to always embed Javanese characters and culture in their daily lives.

E. Javanese Cultural Character Education Based on Total Quality Management (TQM)

Javanese culture character education based on Total Quality Management (TQM) has been carried out at Yogyakarta 9 Public High School. Some things related to Javanese culture character education based on Total Quality Management (TQM) which are carried out at SMA Negeri 9 Yogyakarta are as follows:

- Improve student character continuously. The improvement of Javanese culture character education in Yogyakarta 9 Public High School was carried out continuously. Improvements were made in several ways, namely improvements to school programs and plans for implementing learning. The school is consistent to make improvements in the planning of character education programs implemented in Yogyakarta 9 Public High School so that character education can be optimally implemented at Yogyakarta 9 Public High School so that it produces the results that are expected.
- Guarantee the quality of student character. The school guarantees the character quality of students at Yogyakarta 9 Public High School through several programs that have been implemented. This character quality assurance is carried out by applying the values of the main characters, namely religious, nationalist, independent, cooperation, and integrity in every character education program that is carried out at Yogyakarta 9 Public High School. The school also guarantees that these character values are integrated into the school program and delivered in a simple way so students can understand easily and hopefully students can implement these character values in their daily lives.
- Changing school culture to shape student character. The change in school culture to support the formation of student character is implemented by the school. The school culture with character continues to be built in Yogyakarta 9 Public High School. Changes in school culture are carried out in several ways, namely: (a) Implementing character education programs by integrating them in school programs and learning implementation plans, (b) Conducting environmental conditioning in schools to support characterization of all school members, (c) Teachers provide examples and good role models so that students can emulate the good character behavior that has been exemplified by teachers in Yogyakarta 9 Public High Schools, and (d) The vision and mission of schools in 9

Yogyakarta Public High Schools also support the implementation of Javanese cultural character education. This vision and mission also underwent changes so that the implementation of character education in Yogyakarta 9 Public High School gets the best results.

- Changes in school organization to shape student character. Organizations at Yogyakarta State High School 9 also changed to adjust the needs in implementing character education in schools. This organizational change is by adding one field in Yogyakarta 9 Public High School which aims as a planner, organizer, executor, and supervisor of the implementation of character education in Yogyakarta 9 Public High School. This field is called the art and culture development field of Yogyakarta 9 Public High School. Members in this field are teachers who are actively developing arts and culture in order to instill character in students at Yogyakarta 9 Public High School. Cultivation and improvement of character carried out by the field of arts and culture development in Yogyakarta 9 High School is not only intended for students, but also planting and character improvement is intended for teachers in Yogyakarta 9 Public High School. The inculcation and improvement of the character of the teacher is because later the teacher will be an example and role model to students.
- Cooperation between the school and parents in the context of character education. Cultivation of cultural character education based on Total Quality Management (TQM) carried out in Yogyakarta 9 Public High School is inseparable from the collaboration of the parents of students. This is done because the inculcation and formation of students' character cannot be done only at school, without the active involvement of parents of students who also embed good character when students are at home. Parents of students at SMA Negeri 9 Yogyakarta actively participate in the cultural character education program at Yogyakarta 9 Public High School through the School Committee. The school committee assists the school in implementing character education in Yogyakarta 9 Public High School. The school also cooperates well with parents so that the school can monitor student activities even though the student is not at school.

V. CONCLUSION

Character education carried out by Yogyakarta State Public High School 9 is based on Javanese culture and is managed based on the concept of total quality management. Javanese culture character education based on TQM is carried out through learning programs, integrating character values in teaching and learning activities, habituation, and environmental conditioning.

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