

# Strengthening of School-Based Character Education

## (Case Study of Full-Day School at Cemara Dua Elementary School, Surakarta)

Ardaneswari Putri Cahyaningsih<sup>1</sup>, Sukarno<sup>2</sup>, Triyanto<sup>3</sup>

<sup>1</sup>Elementary School Teacher Education Master Program, Sebelas Maret University, Indonesia

<sup>2,3</sup>Postgraduate Faculty, Sebelas Maret University, Indonesia

<sup>1</sup>ardanesputri01@gmail.com, <sup>2</sup> mhsukarno@staff.uns.ac.id, <sup>3</sup> try\_uns@gmail.com

**Abstract:** This study aims to describe the implementation of strengthening culture-based character education at the Cemara Dua Surakarta Elementary School through the program's full-day school. This research is qualitative research by describing several phenomena that occur to obtain data more deeply. Data collection in this study used FGD, in-depth interviews, and documentation. Test the validity of the data using source triangulation and technical triangulation. Data analysis techniques using the Miles & Huberman model include data collection, data reduction, data presentation, and conclusion drawing. The results of the study indicate that schools carry out education 5 main character values through school culture and habituation for students such as lunch, morning greetings, and congregational prayers. School culture includes ideas, ideas, norms in the form of vision and mission and programs in schools such as extracurricular activities, school ambassadors and outing classes that prioritize religious values, integrity, independence, nationalism, cooperation.

**Keywords:** strengthening school education, school culture, full day school

## INTRODUCTION

Education according to law No. 20 of 2003 is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need, society, nation, and state. Education in the 21st century is the most important thing in shaping the character of students. According to Megawangi (2004: 35), Wolfgang, et.al. (2006), and Rawana, et.al. (2011: 76), character education is very important for the formation of students' personalities and is expected to be the main foundation in building Indonesian people who are cautious and ready to compete in the future. The character can be gained through education in schools, each school has its strategy in shaping the character of its students.

Cemara Dua Surakarta Public Elementary School is one of the public elementary schools in the city of Jakarta that is piloting the Ministry of Education and Culture as a school that implements character education strengthening and is one of the Public Elementary Schools which is a reference for implementing the Full Day School program. This is in line with the Minister of Education and Culture Muhamad Effendy (2017) establishing Ministerial Regulation (Permen) Number 23 of 2017 concerning School Days, which regulates schools 8 hours a day for 5 days a week, and is officially implemented in the 2017-2018 school year. And in line with Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening Character Education comes with the consideration that in order to realize a civilized nation through strengthening religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, a sense of want know, the spirit of nationality, love of the motherland, respect for achievement, communicative, love for peace, love to read, care for the environment, care for the social, and responsible, the government sees the need to strengthen character education

Character education can be strengthened through the harmonization of though the heart, the feeling, the mind, and sports by involving all elements of the school as part of the national mental revolution movement (GNRM). Strengthening character education is one of the priority programs of President Joko Widodo (Jokowi) and Vice President Jusuf Kalla through the program of Nawa mentions that the government will revolutionize the nation's character. The Ministry of Education and Culture implements the strengthening of the nation's successor character through the Strengthening Character Education (PPK) movement which was rolled out since 2016. Following President Joko Widodo's direction, character education at the basic education level gets a larger portion than education that teaches knowledge. For primary schools, 70 percent, while for junior secondary schools 60 percent.

Strengthening the Character Education Movement as the foundation and the main spirit of education, the message of the Minister of Education and Culture (Mendikbud) Muhamdijir Effendy. President Joko Widodo ratifies Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education (PPK). President Jokowi hopes that character education can run optimally in public schools, Islamic boarding schools, and madrassas. The reality in the field that the character of a child experiencing a crisis of mental revolution is the existence of students who cheat during exams and the existence of bullying in schools and the actions of students who do not respect the guardians of their students. According to data from KPAI (2019), the results of the monitoring of cases of child violations in the education sector from January to April 2019 increased.

Full-Day School Education according to Mujayanah (2013: 13) is an alternative education model, in which full-day students are in school to carry out the learning process and the worship process. The learning process in a full day school system is not only formal, but many learning environments are informal and not rigid and fun for students. Full-Day School according to Mushlihah (2009: 17) is one of the learning creations or innovations to make schools superior, innovative and creative with integrated learning systems based on faith and piety ( Faith and piety, as well as science and technology (IPTEK). This is in line with the results of research from Muhamad David, et.al (2017) which states that the full-day school program has a role in the cultivation of character in students that is not only in terms of aspects of cognitive intelligence but also improves aspects of character education, a very significant effect on character planting and Increased knowledge in students Longer interactions provide opportunities for teachers to observe the character of students.

According to KPAI Commissioner in the field of education Retno Listyarti, based on complaints received by KPAI, victims of psychological violence and bullying are still the highest. The child victims of policy and physical violence came in second place, while the lowest cases were victims of beatings and sexual violence. 8 children were victims of the policy, 3 cases of beatings, 3 cases of sexual violence victims, 8 cases of physical violence, 12 cases of violence and bullying children and 4 cases of bullying children. Based on the level of education, Retno continued, the majority of cases occurred at the elementary school level (SD, out of 37 cases of violence at the level of education in January to April 2019, 25 cases occurred in elementary school, while the lowest was in tertiary institutions by 1 case. The majority of cases occurred in Elementary school level equivalent, which is as many as 25 cases or reach 67 percent, as many as 5 cases of junior high school, 6 cases of high school and 1 case of college. To overcome these problems in Cemara Dua Elementary School apply Full Day School education.

## METHOD

The method used in this study is a method using a qualitative approach. The place of this research in Cemara Dua Elementary School which became the KDP piloting school from the Ministry of Education and Culture and after being reviewed in 2017 is the only public referral school in the Banjarsari sub-district that has implemented five school days ( full-day school ). Sources of data from this study are direct interviews with information that can support in this study, namely the principal, teacher. Data collection techniques in this study were using FGD techniques, in-depth interviews, observation, and documentation. The validity of the data in this study is using source and technique triangulation. The data analysis technique in this study is using an interactive model ( Interactive Model of Analysis ) miles and Huberman. Miles and Huberman (2008: 16) state that this model consists of three components, namely data reduction, data presentation, and conclusion drawing, carried out in an interactive form.

## RESULTS AND DISCUSSION

### ***Implementation of Full Day School in Cemara Dua Surakarta Elementary School***

The implementation of a full-day school in Cemara Dua Surakarta Elementary School from 2016 until now. Learning starts at 07:00 - 14:25 for 5 days a week. By the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 Concerning School Days and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Growth of Characteristics. Thus, Cemara Dua Elementary School No. 13 Surakarta implement a program of Five-Day School ( full day ). Learning schedule can be seen as follows:

1.1 Table Schedule of Cemara Dua Elementary School Learning in Surakarta

NO	HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		Religious	Nationalist	Mandiri	cooperation	Integrity
1	07:00 - 7:15			<b>BRIEFING</b>		
	7:15 - 7:30	Ceremony		Habituat		Gymnastics
2	7:30 - 08.05					
3	8:05 – 08:40			TEACHING AND LEARNING ACTIVITIES		
4	08:40 – 09:15					
5	8:45 - 9:00			ISTIRAHAT		
6	9:30 - 10:05					
7	10.05 - 10.40			TEACHING AND LEARNING ACTIVITIES		
8	10:40 - 11:15					
9	11:15 - 11.50					
10	11.50 - 12.40			PRAYER		
11	12:40 - 13.15			EXTRACURRICULAR ACTIVITIES		

## **Strengthening School Culture Based Character Education**

Strengthening culture-based character education through a *full day school* program that is the ability of schools to develop culture in schools, each school has a different cultural character. The tradition of the school that grows and develops in accordance with the spirit and values of the adopted school. According to the Ministry of Education and Culture (2017) the purpose of training in PPK-based school culture is for participants to:

1. Explain definition culture school
2. Express argument about importance culture school in support effectiveness implementation curriculum .
3. Formulate aim develop culture school in context implementation curriculum
4. Apply strategy development culture school in development curriculum in that school he led .
5. Identify competence head the school he needed in development culture school.

Based on the *Focus Discussion Group* (FGD) and interviews with teachers , principals and teachers at Cemara Dua Surakarta Elementary School that culture-based character education there are several school programs including those in curriculum development, vision and mission and school goals, extracurricular activities, outing classes and school ambassadors . Such activities are carried out every routine terja Dwal by learners in primary schools Fir Two, that these activities learners can shape the character of religious, nationalist, independent, mutual cooperation and integrity.

The school culture at Cemara Dua Elementary School No .13 is in vision, the existing mission and objectives and programs in the school as quoted in the interview with the following headmaster:

- |             |  |
|-------------|--|
| Researcher  | : "What is the background of Strengthening Character Education in Public Elementary Schools Fir Two "?   |
| Head master | : " The background of strengthening the character education includes the priority programs of President Joko Widodo (Jokowi) and Vice President Jusuf Kalla through the Nawa Mulia program, which states that the government will revolutionize the nation's character.The Ministry of Education and Culture implements the strengthening of the nation's successive character through the Movement for Character Education Strengthening (PPK) which was launched since 2016 ". |
| Researcher  | : "How is the implementation of culture-based Character Education at Cemara Dua Elementary School"?  |
| Headmaster  | : " Culture-based character education has several school programs including those in curriculum development, vision and mission and school goals, extracurricular activities, Outing classes and school ambassadors . These activities are carried out every scheduled routine by students at Cemara Dua Elementary School, with these activities students can form religious, nationalist, independent, mutual cooperation and integrity characters .                           |
| Researcher  | : "What character values are developed through a <i>full day</i> school program at Cemara Dua Elementary School" ?   |
| Headmaster  | : "A da five main characters in character education in public primary schools Fir Two Surakarta among which the character of religious, nationalist, independent, mutual cooperation and integrity.  |
| Researcher  | : "What is the background of the existence of a <i>full day school</i> policy at the Cemara Dua Surakarta Elementary School"   |
| Principal   | : " Cemara Dua Elementary School Surakarta is a Public Elementary School which is a reference for implementing the <i>Full Day School</i>  |

*program.* This is in line with Minister of Education and Culture Muhadjir Effendy (2017) establishing Ministerial Regulation (Permen) Number 23 of 2017 concerning School Days, which regulates schools 8 hours a day for 5 days a week, and is officially implemented in the 2017-2018 school year.

Researcher	: "How to implement a <i>full day school</i> policy in forming student character values"
Head Master	: " full day implementation at Cemara Dua Surakarta Elementary School held 07:00 - 14:25, with full day school can shape the character of students who are religious, nationalist, independent, mutual cooperation, integrity.

From the interview above, it can be described the school culture in Cemara Dua Surakarta Elementary School as follows:

### *School Culture in the vision, mission and objectives of the school*

#### Vision, Mission and Objectives

**Vision:** Excellence in achievement, faith and piety, intelligent, skilled and character and environmentally friendly.

**Mission:**

1. Organizing basic education based on Information and Communication Technology (ICT) so as to produce graduates who have academic excellence at the international level, with high integrity and national and Indonesian-minded insight
2. Empower the potential of intellectual intelligence, emotional intelligence, social intelligence, and religious intelligence of students
3. Educate students who uphold intellectual moral ethics and have competitiveness at the international level
4. Develop students' knowledge and skills through innovation activities
5. Forming students with religious, nationalist, independent, mutual cooperation and integrity through academic and non-academic activities.
6. Instill a concern for the environment to students through the application of insights wiyata mandala and adiwiyata.
7. Providing educational services to the community with full responsibility.

#### *Extracurricular*

Extracurricular activities include extra compulsory (Scouts, AFB, and English) Preferred Extracurricular (sports and cultural arts) Extracurricular activities are held every Monday to Friday after teaching and learning activities at 13.15 to 14.20 WIB. Extracurricular activities are guided by professionals from outside the school who are experts in their respective fields. Especially for scouting activities, all class teachers in the school are educated. Schedule of extracurricular activities at Cemara Dua Public Elementary School No. 13 Surakarta is as follows :

CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I & II	Sports	English Language	Art and culture	Reading and writing Qur'an	-
III, IV, V	Reading and writing Qur'an	Sports	English Language	Art and culture	Scout
VI	English Language	Debriefing UN	Debriefing UN	AFB	Debriefing UN

### *School Programs at Cemara Dua Surakarta Elementary School*

#### *Outing Class*

Outing class is a learning process that is done outside the classroom or outside of school. Outing class aims to increase the enthusiasm for learning and broaden students' knowledge that they do not get in teaching and learning activities in schools. Outing class of Cemara Dua 13 SDN is an annual activity held in Semester II (Even) by all students starting from class I to class VI. The outing class of Cemara Dua 13 SDN is divided into several forms of activities including Outing Class in the form of Implementation of Learning, Life skills, and strengthening local culture. As for documentation of outing class activities are as follows:



( Arum Jeram activity )



( Farming activities )



( Flying Fox activity )



( Outing Class outside the classroom )

#### **Observation Activities**



( Observation and Learning Activities Outside the Classroom )

## **SCHOOL AMBASSADOR**

### **AMBASSADOR OF THE ENVIRONMENT**

As a school that cares about the environment and goes to the National Adiwiyata School, the Cemara Dua 13 Elementary School feels the need to have an ambassador for the school environment. Cemara Dua Environment Ambassador is a representative of each class appointed to assist the school in order to make the school environment a beautiful and comfortable environment for learning. In addition, the Environment Ambassador is also expected to be able to campaign for cleanliness and environmental health for friends and the surrounding environment.



### **AMBASSADOR LITERATION**

Literacy actions at the SD Negeri Cemara Dua 13 Surakarta are not only limited to reading books in the existing library. Through the Angkringan "Cabuk Kupatmu" program (Read My Book of Knowledge) it is hoped that students will be more fond of books and other literacy activities. Like writing, storytelling, sending work, or entrepreneurship. To run the program, the school appointed 24 Literacy Ambassadors from class IV and class V at Cemara Dua Elementary School.

The Literacy Ambassadors carry out the task of being active and persuasive in literacy actions by maintaining the Angkringan Baca that is opened during breaks at school.



(Literacy Ambassadors)

## CONCLUSION

From the results of research and discussion that has been described above, it can be concluded that, first strengthening school culture based character education there are several activities, namely, lunch, greeting the morning and pray together. These activities are carried out every scheduled routine by students at Cemara Dua Elementary School, with these activities students can form religious, nationalist, independent, mutual cooperation and

The suggestions that can be obtained from the results of this study are: the need for the role of the Principal as a manager and the teacher as an inspiration for students in PPK. Secondly, the role of the School Committee as a mutual cooperation body and community participation in the PPK program. Third, the need to develop school culture in strengthening character education in schools.

## REFERENCES

- A., Doni Koesoema. (2010). Character building; Strategies for Educating Children in the Global Age. Jakarta: Grasindo
- Ahmad Muhammin Azzet. (2011). The Urgency of Character Education in Indonesia Revitalizing Character Education Against Learning Success and Nation Progress . Yogyakarta: Ar-Ruzz media
- Albertus, Doni Koesoema. 2012. Character Education : Whole and Whole. Yogyakarta: Canisius
- Alwi Hasan, et al. 2005. Big Indonesian Dictionary. Jakarta : Department of National Education Balai Pustaka.
- Anasufi Banawi. 2009. The Effectiveness of Character-Based Science Learning Model in Improving Elementary Student Character Building . Thesis. Yogyakarta: UNY.
- Damayanti, Deni. Guide to Implementing Character Education in Schools . Jogjakarta: Araska, 2014.
- Depdiknas. 2003. Undang-undang RI No.20 tahun 2003.tentang sistem pendidikan nasional.
- Dianna Ratnawati . 2015. The Impact of Holistic Character Education, Family Environment, and the Environment of Industrial Workplace on Soft Skill of State Vocational School Students in Malang City . Thesis. Malang: UM
- Fitriani. 2013. School Culture To improve Academic Achievement . Journal of Educational Sciences Vision. Vol 10, No. 1. doi.org10.26418jvip.v10i1.2060 .
- Khairuddin, Susiwi. 2013. Character Education Through School Culture Development in Salman AlFarisi Yogyakarta Integrated Islamic School. Journal of Karkter Education Vol. III No.1. doi.org10.21831jpk.v0i1.1289 .
- Miles, Matt ew B and Amichael Huberman. 2008 . Qualitative Data Analysis Resource Book on New Methods . Tjetjep Rohendi Rohisi translation. Jakarta: University of Indonesia.
- Althof, Wolfgang and Berkowitz, Marvin W, 2006, Moral Education and Character Education : Their Relationship and Roles in Citizenship Education, University of Missouri, St. Louis, USA, Vol. 35. No 4: 495- 518
- Republic of Indonesia Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education. Jakarta: Ministry of National Education.
- Minister Regulation (Permen) Number 23 Year 2017 concerning School Day. Jakarta: Ministry of National Education

- Sunarto and Hartono. 2008. Student Development . Jakarta: Rineka Cipta
- Samani , Muchlas, Hariyanto. 2012. Character education . Bandung: PT Remaja Rosdakarya.
- Tirtarahardja and SL La Sulo. 2008. Introduction to Education . Jakarta: PT Rineka Cipta
- Wulandari, Marhan, Kuncahyono. 2018. Analysis of the Implementation of Full Day School as an Effort to Form Students' Characteristics at SD Muhammadiyah 4 Malang . Journal of Elementary Thought and Development. Vol 6 No. 1.
- Yuliono, Agus. 2011. Development of Achievement School Culture: A Case Study of Cultivating Values and Achievement Ethics in Karangturi High School. Community Journal Vol 3 No.2 169-179. doi.org10.15294community.v3i2.2313 .