

Participation in Character Education

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Abstract—Participative leadership is an effort in the part of school principals to encourage and facilitate other parties' participation in important decision making. Character education implementation requires active participation from various parties. However, the lack of school community's participation in character education has resulted in a low achievement of character education goals. This study is conducted through surveys on Elementary School Principals in Indonesia. The data is collected through questionnaires. The findings show that teachers and school principals are the main component that must be fully involved in implementing character education (in classroom-based, school-based, and community-based character education). The findings also show the extent of leadership effectiveness that principals must have. In conclusion, a participative leadership model that will optimize the participation of all members of school community is needed.

Keywords—participation in character education; participative leadership model

I. INTRODUCTION

The lack of school community's participation is one of the main reasons for the low achievement of character education goals that the government has set. Reciprocal communication between the leaders and the subordinates, written and oral communication, and ease of communication will promote the character education implementation. Communication frequently occurs in only one direction due to the lack of school community's participation [1]. The school's efforts to develop and improve students' character require full participation from teachers, school staff, and members of school community [1,2]. The design for character education policies depends greatly on school community's participation as an important strategy to achieve the organizational or institutional goals. However, not all members of school community understand the primary objectives of their participation [1]

An effective character education must be supported by all character education bases; which include the classrooms, the schools, and the community [1,3-5]. Each base of character education has its own roles and functions. Participation on each base will allow the organization to achieve more than what have been set, to exceed expectations. For the school, full participation will contribute to various levels of decision-making process [2,6]. High level of comprehension about the primary objectives of participation will allow a leader to

embrace all parties and encourage them to participate in every process of program implementation or organizational activity [7,8]. Under certain condition, participative leadership may be the most effective form of leadership, while under other conditions, participation of each character education base is more important [1]. The key to balance these two elements is the collaboration of every component in the school [9]. Individual characteristics and subordinates' expectation will affect the school components' collaboration. This study is conducted to identify which component (which party) should be fully involved in classroom-based, school-based, and community-based character education. This identification will allow us to further identify who should cooperate in developing each base of character education.

II. RESEARCH METHODOLOGY

The research methodology employed in this study is surveys, using questionnaires to gather the data. However, the researchers refer to Borg and Gall's, stages of research and development as the overall method [10]. This paper will only discuss the preliminary stage, in which the researchers identify who should participate fully in classroom-based, school-based, and community-based character education implementations in regards to elementary school principals in Purwakarta Regency, West Java, Indonesia.

III. FINDINGS AND DISCUSSION

Identification of problems in classroom-based, school-based, and community-based character education shows different findings. Table 1 displays the findings on classroom-based character education.

TABLE I. WHO SHOULD BE INVOLVED IN CLASSROOM-BASED CHARACTER EDUCATION

Statistics						
		<i>School Principals</i>	<i>Supervisors</i>	<i>Education Committee</i>	<i>Regional Office of Education</i>	<i>Education Experts</i>
N	Valid	9	9	9	9	9
	Missing	0	0	0	0	0
Mean		5.00	3.89	2.67	1.67	1.11
Std. Error of Mean		.000	.111	.373	.289	.200
Median		5.00	4.00	3.00	2.00	1.00
Mode		5	4	3	2	1
Minimum		5	3	0	0	0
Maximum		5	4	4	3	2
Sum		45	35	24	15	10
Percentiles	25	5.00	4.00	2.50	1.00	1.00
	50	5.00	4.00	3.00	2.00	1.00
	75	5.00	4.00	3.00	2.00	1.50

TABLE II. WHO SHOULD BE INVOLVED IN CLASSROOM-BASED CHARACTER EDUCATION

Statistics						
		<i>Teachers</i>	<i>Supervisors</i>	<i>School Committee</i>	<i>Regional Office of Education</i>	<i>Education Experts</i>
N	Valid	10	10	10	10	10
	Missing	0	0	0	0	0
Mean		3.60	3.20	2.70	2.40	1.50
Std. Error of Mean		.542	.490	.473	.476	.428
Median		4.00	3.00	3.00	2.00	1.00
Mode		5	3	4	2	1
Minimum		0	0	0	0	0
Maximum		5	5	4	5	4
Sum		36	32	27	24	15
Percentiles	25	2.00	2.75	1.00	2.00	1.00
	50	4.00	3.00	3.00	2.00	1.00
	75	5.00	5.00	4.00	2.75	1.75

From Table 1, it can be seen that besides teachers, the school principals are the main component that should be fully involved in classroom-based character education (45%). It is followed by the supervisors (35%), school committee (24%), the regional office of education (15%) and education experts (10%). To make it clearer, this data is displayed in the following figure 1.

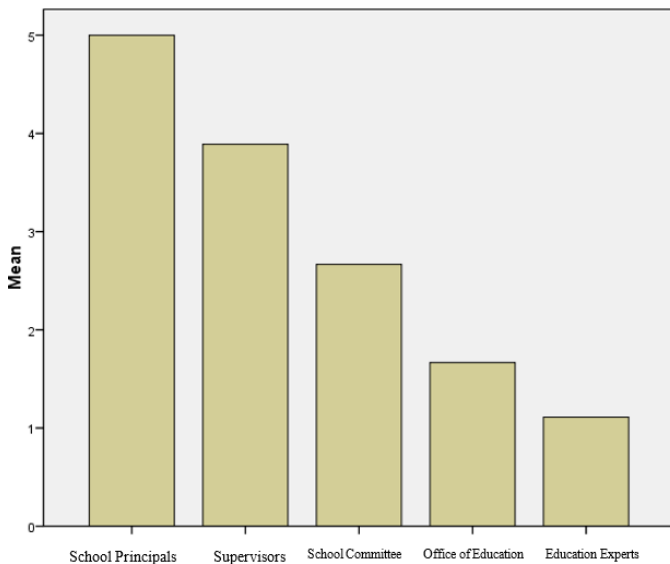


Fig. 1. Who should be involved in classroom-based character education.

The next part will discuss the findings for school-based character education. Beside the principals, teachers are the main element that should be fully involved in school-based character education implementation. It can be seen in the following table.

Table 2 shows that 36% of respondents think that teachers are the other main component that should be fully involved, in addition to the principals. Meanwhile 32% respondents argue that supervisors should be fully involved and 27% respondents believe that school committee should be fully involved in school-based character education implementation. 24% respondents think that the regional office of education should be fully involved in school-based character education; and only 15% of respondents think that education experts should be engaged fully in school-based character education implementation. These opinions are summarized in the following figure 2.

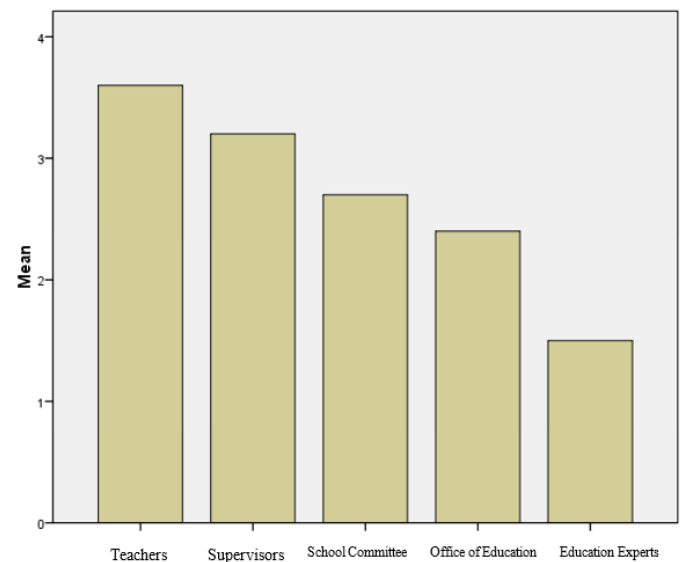


Fig. 2. Who should be involved in school-based character education.

The last identification concerns with who should be involved in community-based character education. The findings show that school principals are the main component, in addition to school committee, that should be fully involved

in community-based character education implementation (40%). The detailed findings are displayed in Table 3.

TABLE III. WHO SHOULD BE INVOLVED IN COMMUNITY-BASED CHARACTER EDUCATION

Statistics						
		Teacher	Supervisor	Principals	Regional Office of Education	Education Experts
N	Valid	10	10	10	10	10
	Missing	0	0	0	0	0
Mean		3.30	2.50	4.00	1.70	2.00
Std. Error of Mean		.517	.307	.537	.335	.537
Median		4.00	3.00	5.00	2.00	1.00
Mode		4	3	5	2	1
Minimum		0	0	0	0	0
Maximum		5	3	5	4	5
Sum		33	25	40	17	20
Percentiles	25	2.50	2.00	3.50	1.00	1.00
	50	4.00	3.00	5.00	2.00	1.00
	75	4.25	3.00	5.00	2.00	4.00

From the data in table 3, it can be seen that 33% of respondents think that teachers should be fully involved, while 25% respondents believe that supervisors should be more fully involved, and 20% respondents are of the opinion that education experts should be fully involved in community-based character education. Only 17% respondents argue that the regional office of education is the component that should be fully involved in community-based character education. As has been stated, majority of respondents (40%) believe that school principals are the main component that should be fully involved in community-based character education implementation. This statistic is displayed in figure 3 as follows:

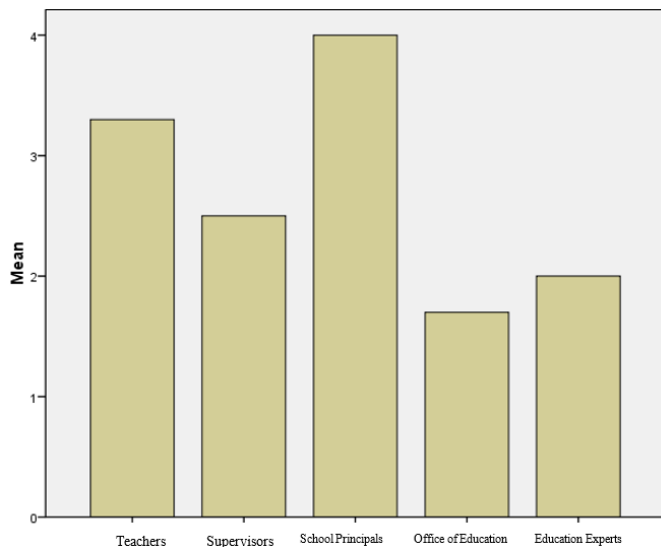


Fig. 3. Who should be involved in community-based character education.

Identification of who should be more fully involved in each base of character education will contribute to realizing an effective character education implementation in schools [1]. Classroom-based character education allows for a learning process that is equipped with planning and awareness in the classrooms [11]. If such awareness and planning are not realized in the classrooms, classroom-based character education will not succeed. Awareness that learning activities in the classroom have great effect on students' character development is the main source of developing classroom-based character education [1,4,12]. Similarly, school-based character education means realizing that school is a place that offers various activities to develop students' character [1,5,6]. However, it only involves the school as the scope for character education implementation. Community-based character education, on the other hand, allows for a cooperation between the schools and other external parties, including parents, institutions, communities, and school committee, to support and promote character education implementation [3,7,8,11,13,14]. Developing and improving subordinates' loyalty and participation is not an easy task. It requires comprehension and understanding of each component. Participative and strong leadership in the part of school principal will strengthen character education implementation in the school [1].

IV. CONCLUSION

Findings on identification of school community's participation in each base of character education show different results. In classroom-based character education, majority of respondents believe that the principals, in addition to teachers, are the primary components that should fully participate in character education. Meanwhile, in school-based character education implementation, most respondents think that teachers, in addition to the principals, are the primary component that should be fully involved. Lastly in community-based character education, the principals are the main component (in addition to school committee) that should fully participate in character education implementation. By identifying who should be fully involved in each base of character education implementation, the principals will be able to exercise their leadership accordingly to develop and improve loyalty and participation from all members of school community.

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