

Memorable Character Education: An Experience from Lab School Jakarta Co-Curricular Learning Strategy

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Abstract—This article describes the implementation of character education in the Lab school Jakarta Middle School, spread across three regions, namely Rawamangun, Kebayoran, and Cibubur. Qualitative research methods are used to describe educational strategies and photograph the experiences of students who follow them. Data collected through observation, interview, and documentation study. The findings of this study lead to the establishment of a curricular strategy as the most important strategy for students in implementing and strengthening character education. Besides, the comprehensive- sustainable and integrated-synergistic principles make the strategies used to run smoothly. The researchers argue that these principles are promising for further discussions on integrating character education for co-curricular learning in school.

Keywords: *character education, co-curricular strategies, meaningful learning*

I. INTRODUCTION

Efforts to find the right formulations, strategies, models and learning methods for character education are still on the way. [1] [2] [3] The character education discourse is now circulating on the principle of flourishing pupils amid current education policies and practices [4]. [5]. [6] [7] This criticism is relevant to the opinion that character education is ultimately a process of motivating and equipping all children to more strongly repair the world [8]. In practice, character education programs in three schools have decreased disciplinary records and increased positive student behavior [9].

Character education is the initial stage of Citizenship Education because young citizens learn core values so they can help students learn the importance of the community at school [10] [11]. Personal character models Four dimensions consisting of morals, civics, intellectuals, and performance virtues, have necessary implications in primary and secondary education [12].

Interesting and important to study is how character education is carried out, what factors influence, and how the results are [13]. This study and research are increasingly important because, through an understanding of these things, it is possible to disseminate and refraction to other educational institutions so that an educational

community with integrity and broad achievements will be formed. Thus, it can accelerate the realization of a quality nation society, and in the end, it will lead to a better life for the people, nation, and state in the future.

Based on the results of previous studies in grades VII (seven) and VIII (eight), character development at the Jakarta Labschool Junior High School is carried out comprehensively and continuously, integrated and synergistically through curricular (learning), co-curricular and extra-curricular activities. Also, it is also carried out through example, habituation, and the creation of a conducive atmosphere. In implementing character education, we can refer to Japan, which does not always focus solely on scores with tests [14]. Even if we want to measure, we can use the A Character-based assessment model developed by Supriyadi et al., which was explicitly developed for vocational schools [15].

A further question that needs to be examined is whether the character development that has been carried out in grades seven and eight is then maintained, maintained, strengthened, or even increased in the next stage, namely in class IX? Based on these ideas, it is necessary to research what SMP is making efforts in Lab school (Jakarta, Kebayoran, Cibubur) in strengthening the character development of students in class IX? How is the implementation of strengthening character education for students in grade IX in the Lab school environment?

The urgency of this research can be seen from two aspects. First, the aspect of substance, this study provides an overview of the concepts and implementation of strengthening character education in education units (junior high schools). While many educators (both school leaders, teachers, and education personnel) do not understand clearly what and how to strengthen character education as one of the government programs that should be carried out by all education units, the existence of information about it is fundamental and meaningful. Not to mention the studies conducted at the UK School, only 33% of the teachers admitted that they had received training in moral or character education [16], of course, it could be a challenge in itself.

Second, the aspect of expediency. We realize and believe that the core of education is the formation and development of character, character, character. However, based on observations, the implementation of education in some educational units, there has been a reduction because it places more emphasis on the cognitive domain and less attention on the affective domain. Under these conditions, the real experience (the best practices) conducted by Lab school can be a provision and input for other education units in the implementation of appropriate character education.

II. RESEARCH METHODS

The qualitative research approach is used to describe the implementation of character education in junior high schools in the Lab school environment, including Lab school Jakarta (Rawamangun), Lab school Kebayoran, and Lab school Cibubur. When the research was conducted in the odd semester of the 2019/2020 school year, July to August 2019. Sources of research data were school leaders (including school principals and vice-principals), teachers (especially teachers involved in student coaching), students, and administrators of Lab middle school Jakarta, while the data collection techniques used are through documentation, observation, and interviews. The data analysis technique used is qualitative.

III. RESULTS AND DISCUSSION

Formation and character development in Lab school is based on values that are based on the piety and noble values of the nation, carried out synergistically between heart work, thought processing, thoughtfulness, and sports, based on the motto: Faith, Science, Amal. The underlying values are explained in the derivative values which include: ethical, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect, friendship, peace, reading, care about the environment, care about social, and responsibility.

Substantially the importance of these values is formulated as 5 (five) Lab school life guidelines as follows:

- 1) Personal best: people who work by engaging themselves in the best possible process to provide the best results;
- 2) Trustworthiness: a person who tries his best to become a trusted person because of his competence and integrity;
- 3) Active listening: a person who strives to be a person who is willing to listen with his eyes, ears, and heart to get information input for the betterment of himself and the institution to achieve better things;
- 4) Respect - no put down: people who respect fellow teachers, employees, and students as fellow learning subjects;
- 5) Truthfulness: a person who makes every effort and ability to appear as a person who thinks, behaves, and behaves correctly, so that he can set an example for others.

The values prioritized by Lab school, as mentioned above, are integrated as part of Labschool's participation and contribution in realizing the mental revolution as one of the pillars of national development. Mental attitudes meant include 1) Religious: loving the environment, clean, faithful, devoted, 2) Nationalists: love the motherland, national spirit, respect for diversity, 3) Independent: hard work, creative, disciplined, brave learner, 4) Gotong mutual cooperation: cooperation, solidarity, mutual help, kinship, and 5) Integrity: love for truth, politeness, example, honesty.

In developing Labschool's character, he also takes note of the global demands of 21st Century education. The 21st Century skills referred to are as follows:

- 1) Communication; students can communicate correctly and adequately verbally, in writing, and inaction.
- 2) Collaboration; students can collaborate with students or other parties based on the spirit of friendship, mutual benefit, benefit, and peace.
- 3) Critical Thinking; students can use common sense and reason, logical, and analytical in answering or solving all challenges.
- 4) Creativity; students can think or take action to solve a condition in an intelligent, different, unusual, original, and bring the right and useful results.

In the Manual for Lab Junior High School Student states that "The implementation of student activities is divided into six areas of coaching. The six domains are: 1) Student Organizations, 2) Spiritual Development, 3) Student Activity Development, 4) Literacy, 5) Kokurikuler Development, and (6) Extracurricular Development. In its operations, it is often not only in line with academic programs, but also one from the other is not separate." (2018: 7).

Based on observations, it can be stated that the character education of junior high school students reinforcement in Lab school especially class IX, is carried out in an integrated and synergistic manner through; 1) activities curricular (learning) activities, 2) curricular activities (activities outside the classroom that support learning activities), and 3) extracurricular activities. Moreover, the implementation of strengthening of character education is carried out through exemplary, accustomed, and creating a conducive atmosphere. The system of character development consisting of sub-systems: curricular, curricular, extracurricular, exemplary, habituating, habituating, and creating a conducive atmosphere, where each sub-system is an inseparable part of other sub-systems and interact with each other, influence each other, and strengthen one another.

1. Curricular

Curricular activities in the Lab school environment are not only oriented towards the delivery of knowledge and experience (transfer of knowledge) and are limited to the development of cognitive domains, but are also directed towards the development of psychomotor domains (transfer of skills), towards the formation of good attitudes and behaviors (affective domain through

transformation of values).

2. Co-curricular Activities

Character development through intra-curricular is supported and synergized with co-curricular activities, namely outdoor activities that are designed to strengthen the internalization of values and foster the character that has been instilled in learning. The curricular activities that were designed and carried out as a reinforcement of the character education for IX grade students of SMP in Lab school include:

- a. Cultural Mission (Jakarta, Kebayoran); Folklore (Cibubur),
- b. Laring Cross Fighting (Lalinju) & Inauguration of Internal School Students Organization (OSIS) Management (Jakarta, Kebayoran, and Cibubur),
- c. Career day (Jakarta); Studex / Student Exchange (Kebayoran); Parent Teaching (Cibubur)

3. Extracurricular Activities

Besides these two patterns (curricular and curricular activities), in the Lab middle school Jakarta also develops their students' character through extracurricular activities. For junior high schools in the Jakarta Lab school environment, extracurricular activities are not only intended to develop students' talents, interests, creativity, and potential. More than that, extracurricular activities are also used as media for the development of student characters. There are three stages in coaching students through extracurricular activities at the Jakarta Lab school Junior High School, namely: the adaptation stage (in seventh grade), the actualization stage (in eighth grade), and the achievement stage (in ninth grade).

The objectives of Junior High School Extracurricular Activities in the Lab school Jakarta environment are: 1) Implementing character education through thought processing, heart processing, taste and intention, and sports; 2) Fostering and developing students' talents, interests, and creativity, so as to form students who are skilled, confident, and independent; 3) Developing a variety of national personality values such as good character, faith, and noble character are formed; 4) Broaden and sharpen the students knowledge; 5) Implementing school culture; 6) Selecting superior seeds in the fields of science, skills, sports, and art to be included in regional and national level competition activities that represent Jakarta Lab school Middle School; and 7) Studying knowledge according to students' talents and interests so they can reach achievements.

Extracurricular activities offered to students are 23 types, divided into three categories.

1) Science and Skills Field

Extracurricular activities in this category are directed so that students have and are accustomed to being individuals who can think critically (critical thinking) and develop their curiosity in specific fields of interest.

2) Art Field

Extracurricular activities in this category are intended as media that are held to channel the talents, interests, souls of arts, and students' creativity.

3) Sports Field

Extracurricular activities in this category are held to develop students' hobbies and talents, in addition to being used to measure students' abilities in sports.

4.) Exemplary

There are wise words related to character development, namely: one action, better than a thousand words. This shows how one example of action is more meaningful in developing students' character compared to a thousand pieces of advice without being followed by an example.

The role models of school leaders and teachers play a significant role in developing the character of their students. In the writer's observation, it is not uncommon for school leaders (principals and deputy principals) to come to the mosque earlier than their students while performing the midday prayers, and directing the direct reading of *Asmaul Husna* as a long-standing tradition in Lab school. Likewise with the teachers, in many activities both curricular and extracurricular, they first display individual attitudes and actions (e.g., discipline, responsibility, working with fellow teachers and others) before training, accustoming, asking and demanding students to discipline, be responsible, and work together in an event or activity and in the daily lives of students.

5. Habituation

As stated above, the activities carried out by students in Jakarta Lab school and Middle School are very dense. It was indeed designed and used as a strategy in getting students used to having individual attitudes and behaviors (characters). Through many and varied activities, students are trained and accustomed to being disciplined, responsible, caring, working together, helping each other and other characters following Labschool's vision, in addition to growing and developing their potential.

Thus it can be said that refraction for character development (strengthening character education) of IX grade students in the Jakarta Lab school environment is carried out through various activities (of which there are many), both curricular, curricular, and extracurricular. Through these activities, the potential of students (spiritual, intellectual, emotional, social, and physical) also grows and develops actualized in the form of expressions, attitudes, and actions that reflect specific values. Expressions, attitudes, and actions so often occur and repeatedly carried out, so it becomes a habit.

Religious characters, discipline, responsibility, caring, working together, helping and sharing with others, mutual respect and respect among friends, are a few examples of habituation: midday and afternoon prayer in congregation, lab scale, morning run every Friday and appropriate the time of the start of each activity, the involvement of students and the distribution of tasks in each school activity (for example in the Performing Arts, In Labs, Student Council, Students House of Legislative, Religious Club, Scouts), and others.

6. Creating a Conducive Atmosphere

Earnest effort that is no less important in developing the character of junior high school students in Lab school Jakarta is creating a conducive atmosphere. This effort can be seen in the nuances designed and developed by the school in interacting between residents and other related parties (leaders, teachers, employees, students, parents, BPS, Dinas, and the community). The nuances developed are clear and compassionate, hone, and take care of each other, so that their interactions are very thick with a family atmosphere, cooperation, friendship, and harmony. This atmosphere is very conducive for the birth, growth, and development of the characters of mutual trust, mutual respect, mutual respect, mutual assistance and support and cooperation between them. Moreover, vice versa, if the PTAs or OSIS Administrators organize activities (as a realization of their work program), the school (leaders and teachers) fully support and back up these activities. Such participation, contribution, and support are provided and carried out with full sincerity and optimally without interfering in their respective duties and authority.

This situation is supported and supported by the application of school rules, traditions, and ethics as a basis and standard reference in association and life in school. The nuances of mutual love, mutual care, and mutual care, as well as the establishment of order, tradition, and ethics consistently, direct and create an atmosphere conducive to the growth of religious attitudes and behavior, discipline, responsibility, and social (caring and sharing).

The description in the previous section illustrates that the strengthening of the character education of IX grade junior high school students in the Jakarta Lab school environment is based on the Lab school vision (reflected in the motto: *Iman, Ilmu, and Amal*). According to the author, this step is very appropriate because the overall activity of the school is essentially an effort to realize the vision of the institution, in real life. This means that the vision of the institution must be clearly implemented in the daily activities of all stakeholders, especially school residents, ranging from school leaders, teachers, students to parents, as well as in all educational activities, namely: intra-curricular activities, curricular activities, and extracurricular.

In general, it can be stated that overall school activities in the context of strengthening character education can be grouped into activities: curricular, co-curricular, extra-curricular, exemplary, habituation, and creating a conducive atmosphere. According to the writer's observations and observations, all six activities are used as media for student character development. On the other hand, the character development of students is carried out in stages, starting from the seventh grade (adaptation stage), then in the eighth grade (actualization stage), and continuing to the ninth grade (achievement stage) through various varied activities and approaches.

Character development in the ninth grade is at the

achievement stage. Therefore all types of activities carried out and used as media for character development place more emphasis on achieving optimal student achievement, both in the academic and non-academic fields. At this stage, students are invited, guided, directed, and involved both directly and indirectly in the whole series of activity stages, from planning, organizing, implementing, monitoring, and evaluating to delivering results. This situation allows all the potential possessed by students to develop optimally so that they are falling into their attitude and ethical behavior. This is reflected in peer tutorial activities leading up to and during preparation for exams, both during the national exam (UN) trials, tryouts, the National Standard School Exams (USBN), and the Computer-Based National Examinations (UNBK). In this activity, students whose midterm and final semester results are excellent passionately to help their friends to improve understanding, slowly but surely, the results of the achievement their performance is getting better. This is usually proven when the school final assessment results are announced.

Thus it can be stated that the character development of grade IX students in junior high schools in Lab school Jakarta is carried out comprehensively and continuously. This is a very strategic and enjoyable step for efforts to form a nation generation that can be relied upon in realizing a better community, nation, and state life in the future.

The award shows recognition as well as an appreciation that what was done by in the Jakarta Lab school environment in the implementation of strengthening character education has produced positive results for students, parents, the community, nation, and country.

IV. CONCLUSION

Based on the data obtained and the discussion, the following conclusions can be made: The implementation of strengthening character education for IX grade junior high school students in Lab school is carried out by curricular, co-curricular, and extra-curricular activities. In addition, it is also done through role modeling, habituation, and the creation of a conducive atmosphere.

Among the six strategies that students felt most impressed and imprinted on their hearts and feelings were co-curricular activities. Co-curricular activities that significantly characterize the character development of IX grade junior high school students in the Jakarta Lab school environment include a. Cultural Mission (Jakarta, Kebayoran); Folklore (Cibubur), b. Laring Cross Fighting (Lalinju) & Inauguration of OSIS Management (Jakarta, Kebayoran, and Cibubur), c. Career day (Jakarta); Studex / Student Exchange (Kebayoran); Parent Teaching (Cibubur), d. In Labs (Jakarta); ACEX / Art Culture Education and sports exhibitions (Kebayoran); LabZest, Sport, and Art (Cibubur), e. Achievement Motivation Training (Jakarta); Dream Smart (Kebayoran); Labstar Talent (Cibubur), f. Last Run (Jakarta); Thematic Running (Kebayoran); Lari Memories (Cibubur), and g.

Malam Bina Iman and Taqwa (MABIT); Perjusa (Kebayoran); Labsmart (Cibubur).

ACKNOWLEDGMENT

This publication was made possible through the support of a grant from LPPM Universitas Negeri Jakarta.

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