

Character Education in Junior High School

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ABSTRACT

Character education is the best preparation to meet students' personalities better in their lives. This research was conducted to determine the planting of character education in SMP Negeri 10 Sampit. The subjects in this study were all students of SMP Negeri 10 Sampit, totaling 202 students. Data collection methods used were interviews and observation. The results showed that there were fourteen character values found in the behavior of students of SMP Negeri 10 Sampit

Keywords: *Character Education*

1. INTRODUCTION

Education is "a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (Law No.20 of 2003).

Education is something that is highly prioritized in increasing knowledge and developing individual abilities. This is by the function of national education, which is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, noble, healthy, knowledgeable, capable creative, independent and become democratic and responsible citizens. To realize the functions and objectives of national education, it is necessary to instill character values within students.

Character education plays an important role in shaping the personality of students in their lives. To strengthen the implementation of character education in education units, 18 character values were identified in the formation of student character (Ministry of National Education, 2010: 9).

Success in shaping student character can not be separated from the role of the school and the entire community to be able to build and provide role models of positive character, culture and school environment must be able to facilitate the implementation of character education.

Based on the author's initial observations at SMP Negeri 10 Sampit, the author saw various kinds of student behavior that did not reflect the character of a student, namely students who did not put their clothes in their pants so they looked less tidy, played soccer in class, did not use shoes when leaving the classroom even though the school requires students to wear shoes when leaving class during recess.

Based on the phenomena that occur, the authors are interested in researching with the formulation of the problem: How is the planting of character education in SMP Negeri 10 Sampit for Academic Year 2018/2019, and the purpose of this study is to investigate the planting of character education in SMP Negeri 10 Sampit in 2018 Academic Year / 2019.

2. LITERATURE REVIEW

2.1 Education

Education is a conscious and deliberate effort in the process of teaching and learning to bring changes in peril a ku man desired by the learning takes place anytime and anywhere. In-Law Number 20 the Year 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation, and state.

2.2 Characters

Character is the character, character, human behavior, and the overall values of human behavior related to thoughts, attitudes, words, and actions based on religious norms, law, etiquette, culture, and customs.

According to Suryadi (2013: 5-6) Character is the universal values of human behavior that includes all life activities, whether related to God, oneself, fellow human beings, or with the environment manifested in thoughts, attitudes, feelings, words, and acts based on religious, legal, ethical, cultural, and cultural norms.

2.3 Character Education

According to Narwanti (2012: 14) Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or will, and actions to carry out these values, both

towards God Almighty (YME), oneself, fellow, environment, and nationality so that we are human beings.

2.4 Character Education Objectives

Character education aims to form a strong, competitive, noble, moral, tolerant, collaborative, patriotic, dynamic, knowledge-oriented, and technology-oriented nation that is all imbued with faith and piety to God Almighty based on Pancasila.

Meanwhile, according to Dharma Kesuma, Cipi Triatna, and Johar Permana (in Narwanti, 2012) the objectives of character education are:

- 1) Facilitating the strengthening and development of certain values so that they manifest in the behaviour of children, both during the school process and after the school process (after graduating from school).
- 2) Correcting student behaviour that is incompatible with the values developed by the school.
- 3) Building harmonious connections with families and communities in playing the responsibility of character education together.

2.5 Character Values

Value or value in English or "valere" in Latin which means useful, able to be, empowered, valid, strong. Value is the quality of a thing that makes it likable, desirable, useful, valued, or can be an object of importance.

According to Sahlan & Prasetyo (2014: 36-37), the process of inculcating the values of character education goes through several stages. Referring to the Muhaimin theory, the process of inculcating the values of character education through the following stages:

2.5.1 Value transformation stage

This stage is a process carried out by the teacher in informing the values of character education. At this stage, only verbal communication occurs between the teacher and students.

2.5.2 Value transaction stage

At this stage, character education is presented by way of two-way communication or interaction between students and teachers that are reciprocal interactions.

2.5.3 Transinternalization Stage

This stage is much deeper than the transaction stage. At this stage not only is done by verbal communication, but also mental attitude and personality into students. So, at this stage, the personality communication that is carried out by the teacher to students is more dominant and plays an active role.

According to the Curriculum Center. Culture and Character Development and Education (in Narwanti, 2012) there are 18 character-forming values, namely (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Motherland, (12) Respect for Achievement, (13) Friendly / Communicative, (14) Peace of Love, (15) Likes to read,

(16) Environmental Care, (17) Social Care, and (18) Responsibility.

3. RESEARCH METHODS

The place used as an object is SMP Negeri 10 Sampit, Kotawaringin Timur Regency, Central Kalimantan Province. This research was conducted in January- April 2019.

The research approach used in this research is descriptive qualitative. Qualitative research is a qualitative method used to understand phenomena that are occurring naturally (natural) in conditions that are happening naturally (Patton in Rulam Ahmadi, 2014: 15).

The subjects in this study were 202 students of SMP Negeri 10 Sampit. Suharsimi Arikunto [1] sets limits on the subject of research as objects, things, or people where data for the research variable is attached and is at issue.

Data collection methods used were interviews and observation. Interviews were conducted directly with related parties, namely the Head of the 10 Sampit Public Middle School, Islamic Subject Teachers, the Head of the Library, and the students of SMP Negeri 10 Sampit. Observations were made to observe the behavior of 10 Sampit Middle School students.

In this study, the main instrument is the researcher himself, because the researcher determines and sets the focus of the study, collects data sources, chooses data sources, and makes conclusions on his findings (Sugiyono, 2015: 59-60). This study uses the Triangulation of sources.

4. RESEARCH RESULTS AND DISCUSSION

SMP Negeri 10 Sampit is the only junior high school in Bapeang and this school was built with community participation at the joint initiative of the Australian and Indonesian Governments through the Block Grant Program for Building New Schools in the 2006 fiscal year, and the start of new student admissions in 2007 SMP Negeri 10 Sampit has 15 teachers and 202 students.

SMP Negeri 10 Sampit has the following vision and mission:

Vision:

The realization of students who have noble, intelligent, and character.

Mission:

- 1) Implement the curriculum by applying learning models and competency-based assessments and character.
- 2) Increase the practice of religious teachings and moral ethics, become a source of wisdom in acting.
- 3) Develop students' achievements through effective extracurricular and extracurricular activities and characterization.
- 4) The realization of a clean, healthy, beautiful, shady, and green school environment.

Facilities and infrastructure of SMP Negeri 10 Sampit are quite good. The location of the school far from the highway and far from the residents' villages makes the school atmosphere calm, comfortable, and away from vehicle noise.

Based on the results of interviews with the four informants it was found that:

- 1) Informing the religious values of students of SMPN 10 Sampit, the school organized several activities such as Duha prayer in congregation, prayers dhuhur congregation, celebrating religious holidays such as berqurban during Eid al-Adha and commemorate birthday of the prophet Muhammad, then the student turns to lead pray every morning when the line in the schoolyard according to their respective beliefs, and the holding of activities should be every Monday.
- 2) In shaping the honest values of student of SMP Negeri 10 Sampit, the school teaches students to always be honest in the good deeds supervised by the teacher or outside the supervision of the teacher.
- 3) In shaping the tolerance values of students of SMPN 10 Sampit, the school invites all students to participate in religious holidays, when dhuhur prayers in congregations of students of different religions respect and do not interfere with their friends carrying out worship, and students are taught to always respect differences in every student whether ethnic, racial, or religious, and students live side by side in the school environment.
- 4) Informing the discipline value of students of SMP Negeri 10 Sampit, schools require students to follow school rules, one of which is tidying their clothes when attending the flag ceremony and is required to use school attributes in full order. But some children don't follow the school rules, such as clothes that are taken out, shoes that are scattered in front of the class, and students also sometimes don't wear shoes when they leave the classroom during recess.
- 5) In shaping the value of the hard work of SMP Negeri 10 Sampit students, students are always taught to always do their assignments or obligations seriously. For grade 7 and grade 8 students are required to take part in scout extracurricular activities and for class 9 to focus on facing the national examination. But often a constraint, due to scouting it every Friday, before the students follow the scouting of male students are required to pray Friday d ah ulu, clean the body before Friday prayers. But after Friday prayers sometimes some students do not return to school to join the Boy Scouts.
- 6) In shaping the creative value of SMP Negeri 10 Sampit students, students are taught to be creative by carrying out the tasks of the art teacher making key chains from flannel cloths and miniature houses from ice cream sticks, decorating the classroom to make it look interesting and not being bored when studying in class.
- 7) In shaping the creative value of SMP Negeri 10 Sampit students, students are taught to carry out routine tasks that become their respective responsibilities (environmental cleanliness, class picket)
- 8) In shaping the democratic values of SMP Negeri 10 Sampit students, the school held some activities such as: holding student council elections, class leaders, the inauguration of management, health care, leadership cadre training.
- 9) In shaping the value of students 'curiosity at SMP Negeri 10 Sampit, the school holds literacy every Thursday to form students' curiosity about something but only a few students are going to the library and their lack of student curiosity about something especially about lessons.
- 10) In shaping the value of the national spirit of students of SMP Negeri 10 Sampit, students take turns becoming flag ceremony officers and carrying out flag ceremonies every Monday, singing compulsory songs every morning in class.
- 11) In shaping the value of the love of the homeland of students of SMP Negeri 10 Sampit, holding a flag ceremony every Monday, respecting the local language, respecting the Indonesian language, and valuing culture.
- 12) In shaping the value of appreciating the achievements of students of SMP Negeri 10 Sampit, students are taught to always share the togetherness between those who succeed and those who have not succeeded in an activity. for example, if a friend wins in a competition then his friend's success is not only felt by the winner but the other students are happy by congratulating his friend who won the race.
- 13) Informing friendly/communicative values of SMP Negeri 10 Sampit students, students are taught to speak politely, not to disturb their friends of different ethnicity, religion, or race, and not to use harsh words when joking.
- 14) Informing friendly/communicative values of SMP Negeri 10 Sampit students, students are taught to behave well and be friendly with other students, and students are also taught to communicate well with other students, and students are not noisy with other students.
- 15) In shaping the value of reading fond of students of SMP Negeri 10 Sampit, schools provide literacy activities and give rewards/prizes to students who frequently visit the library, read the most books in the library and borrow the most books in the library, but that still cannot increase reading interest student.
- 16) In shaping the value of environmental care for students of SMP Negeri 10 Sampit, students are invited to plant trees, nurture and plant flowers in the school environment and clean the classroom or outside the classroom
- 17) In establishing the value of caring social student SMP Negeri 10 Sampit, the school invites children to contribute money to areas affected by the earthquake and tsunami in P pestle, not only outside the region are in the city are also students accounted see Perti disaster in the city of S ampit yesterday the fire broke out, but the school also invited children to donate. Then the

school also teaches students to always care for fellow friends, if there are sick people should be visited.

- 18) In shaping the social care value of SMP Negeri 10 Sampit students, students are taught to do their tasks and obligations seriously, such as carrying out assignments given by the teacher with full responsibility, cleaning the classroom, and keeping the environment clean.

The inhibiting factor in the cultivation of character education in SMP Negeri 10 Sampit is that the literacy of the books is still lacking (fiction and nonfiction), it still needs a lot of resources, the ammunition for ammma is lacking, only the teacher holds the amma juice while the student does not, so must take notes on the board while the time needed is only 1 hour so that the time is reduced only for writing on the board, then the lack of awareness of students in obeying school rules. Based on the table, it can be seen that only fourteen values of character education are embedded in the students of SMP Negeri 10 Sampit, namely religious, honest, tolerance, creative, independent, democratic, national spirit, love of the motherland, respect for achievement, friendship / communicative, peace-loving, environmental care, social care, and responsibility. This is by the results of relevant research, such as research conducted previously by Achmad Achsan Zainul Mafakhir Shaleh, Syarif Hidayatullah State Islamic University Jakarta student with the title "Character Education Strategy in Al-Syukro Ciputat Islamic Middle School, South Tangerang, the results of his research showed that the Character Education Strategy at Al-Syukro Ciputat Islamic Middle School succeeded in instilling good character in students through various character education strategies, namely conditioning the school environment, integrating character values into the learning process, extracurricular activities, and social activities.

Table 1. The result of observation

No	Character Value	Done	
		Yes	No
1	Religious	√	
2	Honest	√	
3	Tolerance	√	
4	Discipline		√
5	Hard work		√
6	Creative	√	
7	Mandiri	√	
8	Democratic	√	
9	Curiosity		√
10	Spirit of nationality	√	
11	Love the country	√	
12	Appreciate Achievement	√	
13	Friendly/communicative	√	
14	Love peace	√	
15	Like to read		√
16	Environmental care	√	
17	Social care	√	
18	Responsible	√	

Other research was conducted by Andit Wahyu Nugroho from the Muhammadiyah University of Surakarta in 2018 with the title "Management of Learning Independent Character Education in Social Sciences Learning in 1 Tawangsari Junior High School ", the results of his research showed that the implementation of character education for learning independence in social studies learning in SMP was carried out by integrating it into the structure and content of the curriculum, student coaching programs, integrating the character of independence in social studies subjects seen from the activity of opening and closing the lesson with prayer by one of the students. The evaluation of character education in junior high schools is carried out by the principal and the board of teachers through regular monthly, quarterly, semester, and annual meetings. Furthermore, research conducted by Diah Yuniardi from Syarif Hidayatullah State Islamic University Jakarta in 2015 with the title "Implementation of Character Education in Social Sciences Learning in Ciputat 1 PGRI Middle School ". The results of his research showed that character education at Ciputat 1 Junior High School was not optimal. In the implementation of learning to apply the twelve-character values of the eighteen character values contained in the guidelines for the development of character education issued by the Ministry of National Education. find that our methods need to spend more time than Feng et al. and cost grows with the model size. But compared with acquirement of optimization in Tables 1 and 2, the cost is acceptable in Table 1.

5. CONCLUSION

Based on the results of research and discussion that has been described previously, it can be concluded that; (1) there are fourteen character values embedded in SMP Negeri 10 Sampit students out of the eighteen character values that have been formulated by the Ministry of National Education namely religious, honest, tolerance, creative, independent, democratic, national spirit, love of the motherland, respect achievement, friendly / communicative, peace-loving, environmental care, social care, and responsibility , (2) inhibiting factors in the implementation of character education are 2, the first from within the students themselves and the second from inadequate school facilities, (3) Efforts made by the SMP Negeri 10 Sampit in carrying out character education are by holding a number of mandatory programs or activities for students of the SMP Negeri 10 Sampit namely the first every Monday the Tadarus Al-Qur'an is held, on Tuesday the special hour of sports is held for Tuesday students in developing their interests and talents, Wednesday holding independent assignments, where all the tasks of the teacher are completed n during self-service hours so that students do not have homework at home, Thursday is literacy where students are devoted to reading books in the library and giving gifts to students who fall into three categories, namely the most library visitors, most book readers and

most book borrowers, then on Friday an extracurricular was held, namely Boy Scouts.

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