Dynamics of Strengthening Character Education for Students at SMA Negeri 1 Aikmel East Lombok

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Abstract

This study aims to analyze how the planning, implementation, and evaluation process on strengthening the character education of students at SMAN 1 Aikmel, East Lombok. This research uses a qualitative approach, with a descriptive qualitative type. The research site was at SMAN 1 Aikmel, East Lombok, with the subject of the research being the principal and the research informants being the student affairs and teachers. While the data collection technique uses observation, interview and documentation techniques, the data validation technique is carried out by triangulation, namely the triangulation technique of data sources and methods, then the data analysis technique is carried out in several stages, namely data collection, data reduction, data display and conclusions drawing or verifying. The results of this study obtained an overview that: first, planning has been carried out as best as possible starting from the program planning meeting of goal formulation, strategy preparation, policy determination, procedure mapping, and program improvement involving all components of the school, deputy principal for curriculum, student affairs, infrastructure, public relations, treasurer, educators and education staff and school committees.; Second, the implementation of strengthening the character of students runs well through organizing activities and actions focusing on the character values of students; Third, the evaluation of the process of strengthening students' character education through activities to supervise the implementation of activities, reflect, analyze and follow up.

Keywords:
dynamics; high school students; strengthening character education

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana proses perencanaan, pelaksanaan, dan evaluasi pada penguatan pendidikan karakter peserta didik di SMAN 1 Aikmel Lombok Timur. Penelitian ini menggunakan pendekatan kualitatif, dengan tipe kualitatif deskriptif. Lokasi penelitian di SMAN 1 Aikmel Lombok Timur dengan subjek penelitian adalah kepala sekolah dan informan penelitian adalah bagian kesiswaan dan guru. Sedangkan teknik pengumpulan data menggunakan teknik observasi, wawancara dan dokumentasi, teknik keabsahan data dilakukan dengan triangulasi yaitu teknik triangulasi sumber data dan metode, kemudian teknik analisis data dilakukan dengan beberapa tahap yaitu pengumpulan data, reduksi data, display data dan penarikan kesimpulan atau

verifying. Hasil penelitian ini memperoleh gambaran bahwa: pertama, perencanaan sudah dilaksanakan sebaik-baiknya mulai dari rapat perencanaan program perumusan tujuan, penyusunan strategi, penetapan kebijakan, pemetaan prosedur, dan perbaikan program dengan melibatkan seluruh komponen sekolah, wakil kepala sekolah bidang kurikulum, kesiswaan, sarana prasarana, hubungan masyarakat, bendahara, pendidik dan tenaga kependidikan serta komite sekolah. Kedua, pelaksanaan penguatan karakter peserta didik berjalan dengan baik melalui penyelenggaraan kegiatan dan tindakan yang berfokus pada nilai-nilai karakter peserta didik; Ketiga, evaluasi proses penguatan pendidikan karakter peserta didik melalui kegiatan supervisi pelaksanaan kegiatan, refleksi, analisis dan tindak lanjut.

Introduction

Education plays an important role in the progress of a nation. The progress of a nation is determined by the quality of its education. The objectives of National Education according to the National Education System Law Number 20 of 2003, article 3 are: Developing the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Dewi & Alam, 2020).). If this educational goal is achieved, it will produce people who can advance and prosper this nation. Education not only forms intelligent Indonesian people, but also has personality or character. Thus the ultimate goal of education is to form human beings with character. A good character makes a person resilient and steadfast in facing trials and can live life perfectly (Kulkarni & Karim, 2022). The stability of a person's life depends on character. Character makes individuals mature, responsible, and productive (Kurniawan, 2016).

Along with the rapid development of technology in the era of globalization, it has slowly but surely eroded the character values of the Indonesian nation. There is a character crisis marked by increasing promiscuity, increasing rates of violence against children and adolescents, crimes against friends, juvenile delinquency, cheating, drug abuse, pornography, rape, robbery, bullying and brawls. The consequences are quite serious and can no longer be considered a simple problem, because the action has led to criminal acts. The behavior of adults is also the same, happy with conflict and violence or brawls, rampant corruption, and infidelity (Zubaedi, 2015).

The emergence of various deviations, even moral crises among teenagers or students cannot be separated from various factors, including: first, the weak grip of religion. When a person's grip on religious teachings is released, then the control power that is within him is lost. Second, ineffective moral development is carried out by households, schools and communities. So far, moral development in children has mostly been done by asking children to memorize formulas about good and bad, so that children are raised without knowing morals. Children are not accustomed to instilling and cultivating behavior and morals that are considered good. Third, the strong current of materialistic, hedonistic and secularist culture (Mannan, 2017).

This moral crisis condition indicates that religious and moral knowledge obtained in schools has not yet influenced changes in the behavior of Indonesian people. The learning process still tends to teach moral and character education only in theory and does not prepare students to respond to and face real life. According to Ali Ibrahim Akbar as quoted by Asmani (2012), educational practices in Indonesia tend to be oriented towards hard skill-based education (technical skills), which is more about developing Intelligence quotient (IQ). Meanwhile, soft skills contained in emotional intelligence (EQ) and spiritual intelligence (SQ) still receive less emphasis. Learning at various levels of education places more emphasis on the cognitive domain (Rahmawati, Ahmad, & Suriansyah, 2019; Aritonang dan Poniman, 2023).

Considering the importance of character education, it has become a fundamental need and ideal of the Indonesian nation, which is known as a religious and civilized nation. In this case, the government regulates it in the National Education System Law. It explicitly states that "national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2010).

The implementation of character education in schools still needs improvement. The implementation of character education in educational units in East Lombok is still far from the ideal expectations and the essential function of education as mandated by laws and regulations. The curriculum components that are the basis and basic guidelines for the implementation of formal education including character education do not yet have an adequate curriculum to implement character education (Tohri et.al., 2022). In order for the implementation of character education in schools to be optimal, effective and efficient, effective and efficient management activities are also needed. Character education management is a means for schools to achieve character education goals. This management is only a means, while the success or failure of character education in schools depends on the principal as a leader, school residents, government, and stakeholders education (Galorio et.al., 2024).

Management activities this includes how schools make plans, organize, and mobilize all professional human resources in the form of competent teachers and employees to manage the school, supported by existing facilities and infrastructure as well as a sufficient budget and support from the surrounding community. A management function that cannot be abandoned is control over all planning and implementation of work programs. The management carried out must be able to answer the challenges of the times and must not appear to be left behind by modernity. This management requires good human resources in its management. Educational managers must understand and be aware of it. Without good management, the character education process will not run as expected (Qutni, Kristiawan, & Fitriani, 2021; Martinez & Partin, 2023).

Based on the results of the author's observations, the implementation of character education has not been optimal in encouraging the achievement of character education strengthening programs for heterogeneous students. Based on information from one of the BP/BK teachers, many problems were found related to the morals or ethics of students, including (1) Discipline problems in the classroom. Teachers still encounter students who show disrespect to teachers during the learning

process. (2) Problems of student concern for teachers. In some cases, students do not say good morning/good afternoon to teachers who are late to class. (3) Students ignore the teacher's warnings to tidy up their hair and wear clothes. (4) Students are late entering the school environment in the morning when classes begin learning. (5) Not all students obey the school rules or regulations that have been agreed upon by the school as the organizer of the education process, the school committee and parents or guardians of students. In general, the behavior of students of SMA Negeri Aikmel that was observed showed good character behavior, including discipline in carrying out learning in class, reading the Qur'an before starting the learning process in class, performing obligatory prayers in congregation properly, maintaining eating and drinking manners for both students and teachers and employees and maintaining environmental cleanliness. SMA Negeri 1 Aikmel also contributed a lot to academic and non-academic achievements, academics, and was very enthusiastic from the community. This is proven by the enthusiasm of the community to enter the school is very large.

Several studies related to character education have been conducted by Dahliyana (2017), Dalyono & Lestariningsih (2017), Ariandy (2019), Indarwati (2020), and Komara (2018). In general, these studies explain the general condition of character education in schools and elementary schools. These studies do not discuss the dynamics of character education in high schools specifically as part of the construction of character education that is to be analyzed. Therefore, this study presents an explanation related to the dynamics of character education in high schools.

Referring to the background description above, the purpose of the research in this paper is to explain the planning, strengthening, and analyzing the evaluation of character education for students of SMA Negeri 1 Aikmel Lombok Timur. The important contribution of this research is related to the construction and dynamics of the implementation of strengthening character education for students of SMA Negeri 1 Aikmel Lombok Timur.

Research Method

This type of research uses qualitative methods. This research is included in the field research category. This paper uses a qualitative-descriptive method that aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually, and in groups (Sukmadinata, 2007; Fadli, 2021). Qualitative research is used to obtain in-depth data, data that contains meaning, meaning is real data, definite data, and is a value behind the visible data (Sugioyono, 2013). This paper is qualitative research in the field of education, trying to describe the phenomenon of learning activities and curriculum implementation at various types, levels, and educational units. The phenomenon of educational activities studied in this paper is the implementation of character education in East Lombok senior high school (Tohri et.al., 2022)

The research subjects in this study were people (informants) such as principals, teachers, vice principals, and students. Data sources in this research are grouped into two, namely primary data sources and secondary data sources. The data collection techniques used in this study are observation, interview and documentation techniques. In this study, the data will be analyzed interactively and continuously until the data is saturated. Activities in data analysis follow the flow model proposed

by Miles and Huberman (Sugiyono, 2011), namely data reduction, data display and conclusion drawing/verification. Data analysis in this study is a process of systematically searching and compiling data obtained from interviews, observations, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by oneself and others (Sugiyono, 2013). Then interpreted in the meaning of providing significant meaning to the results of the analysis, explaining the pattern of description, and looking for relationships between the dimensions of description (Moleong, 2017).

Result and Discussion
Character Education Planning at SMA Negeri 1 Aikmel

In order to achieve national education goals, the government through Permendikbud no. 23 of 2015 is trying to find alternatives in responding to global changes by Strengthening Character Education (PPK). Strengthening Character Education is an education policy whose main objective is to implement President Joko Widodo - Jusuf Kalla's Nawacita in the national education system. This PPK policy is integrated into the National Mental Revolution Movement (GNRM), namely changing the way of thinking, behaving, and acting for the better (Khamam, 2022). The main values of PPK are religious, nationalist, independent, mutual cooperation, and integrity. PPK aims to build and equip students as the golden generation of Indonesia in 2045 to face the dynamics of change in the future, develop a national education platform that places character education as the main soul by paying attention to the diversity of Indonesian culture and revitalizing and strengthening the potential and competence of the education ecosystem. These values want to be instilled and practiced through the national education system so that they are known, understood, and applied in all aspects of life in schools and in society (Yuningsih, 2019).

Strengthening character education was born out of awareness of the increasingly complex and uncertain challenges of the future, but at the same time seeing that there is much hope for the future of the nation. This requires educational institutions to prepare students scientifically and personally, in the form of individuals who are strong in moral/character values, both spiritual and scientific. Schools are expected to be able to become a pleasant learning park for students, teachers, and employees. In schools, character education must take place in the form of positive habits and behavior. To restore the school's true function, namely as a place to develop good character, strategic and effective steps are needed by the school through habituation, learning activities, student activities and school management (Kemdikbud, 2016).

Understanding character education as an effort to help people to have intelligent, disciplined, competitive and religious character qualities through training, habituation, and coaching. This understanding is focused on the formulation of the school's vision that has been set. The vision shows the direction and purpose of the school's organization. To achieve the vision, the school formulates its mission and concrete steps and appropriate programs and provides a positive impact according to the institution's ideals.

SMA Negeri 1 Aikmel has shown its commitment to developing and integrating character education into the teaching and coaching process for students. However, in an effort to implement character education, schools must really plan character education more maturely. Proper planning is needed to easily achieve goals, stated the function of planning as: a) activities that explain and detail the goals to be achieved; b) providing a guideline and determining activities to be carried out; c) obtaining the best and most efficient resource standards; d) being a reference for members of the organization in carrying out activities; e) providing limits of authority and responsibility for implementers: f) monitoring and measuring various successes intensively.

Based on the presentation of Koesoema (2012) and Khan (2010) as stated in the theoretical description, a synthesis can be put forward regarding several steps that need to be considered and taken into account to be implemented in compiling a character education plan, as follows: a) ensure first through socialization, seminars, or workshops that all school residents have the same perception and understanding of character education; b) identify a number of character values to be achieved (school vision); c) formulate clear and measurable indicators to achieve the character values that have been set (school mission).

Implementation of Character Education at SMA Negeri 1 Aikmel

The role of national character education is increasingly felt due to the emergence of problems that occur in all lines of life in the country, starting from corruption cases, to the many findings of juvenile delinquency that are increasingly widespread, many parties consider that education is the root of all problems that are currently occurring. Various educational concepts have been tried in the education curriculum in Indonesia, the concept of character education is one of the concepts that is now being intensively socialized (Marzuki, 2014).

National character education in schools is currently declining , Several subjects that are believed to be related to the development of national character, such as Pancasila Moral Education (PMP), Citizenship Education, Islamic Religious Education and Character Education related to the development of noble morals, are trapped in providing cognitive religious knowledge. These various subjects are replaced by subjects related to the development of scientific and technological insight and skills that are directed at producing intelligent and skilled people with strong hard skills, but are not balanced by subjects related to national character education that are directed at strengthening soft skills, such as honesty, tolerance, humanism, egalitarianism, politeness, hard work, discipline, friendship, and so on. Koesoema (2012) emphasized that "social demands and the desire to maintain self-esteem in the eyes of peers have encouraged cheating to become commonplace and mandatory, and fast-paced values have replaced honesty values". Not only cheating, but other deviant behaviors such as free association, smoking at school, drinking alcohol and drugs, getting involved in fights, getting pregnant out of wedlock, watching pornographic films, and other behaviors that threaten to damage the development of basic values, are problems or challenges that haunt adolescent relationships.

Field data findings show that SMA Negeri 1 Aikmel has long implemented character education before the Character Education Strengthening Movement (PPK) was intensively echoed by the government of President Joko Widodo through Presidential Regulation No. 87 of 2017, having good character education activities,

this can be seen from various forms of activities that refer to the Implementation of Character Strengthening Education (PPK) in Schools, which include: 1) implementation of class-based character strengthening education; 2) implementation of school-based character strengthening education; 3) implementation of community-based character strengthening education; and 4) implementation of character strengthening education in extracurricular activities.

The results of the initial observations above were confirmed by the Principal's statement through informal interviews conducted by the researcher. The principal emphasized that SMA Negeri 1 Aikmel is a school that places great emphasis on character education, even long before the government voiced the urgency of character education. This is motivated by the vision and mission of SMA Negeri 1 Aikmel, a strong religious and disciplined character. The Principal added that all school residents are emphasized to strive to internalize and realize this respect value. However, the Principal admitted that in the midst of efforts to implement character education in this school, there are several fundamental problems, namely first, not all students come from a harmonious family environment. Many of them come from broken homes, or have problematic parents. Thus, compensation tends towards negative aspects such as absenteeism, lateness, insubordination, etc. often done by students just to seek attention. A conducive family environment can maintain the continuity of character education emphasized in schools. On the other hand, a problematic family environment can cause a breakdown in the socialization and internalization of the values that students receive at school.

The next managerial process is to implement what has been planned. The implementation of character education at SMAN 1 Aikmel can be categorized into several types of school activities as follows:

a. Implementation of Class-Based Character Education

The implementation of class-based character education that takes place in this school occurs through non-thematic and non-instructional instructional domains. First, the non-thematic instructional domain, namely the implementation of character education is integrated into the learning process. Each subject teacher has determined a number of character values that students want to achieve and how to achieve them. For example, in the subject of arts and culture, the teacher has determined that students can develop cooperation values in their class. The method used by the teacher is to facilitate students with group discussions.

Second, the non-instructional realm. Schools implement character education through guardianship assistance called academic mentors (PA). Each student has a PA teacher. In addition to providing academic advice, PA teachers also help students develop intelligent, independent, disciplined and Christian moral personalities.

b. Implementation of character education based on school culture

SMA Negeri 1 Aikmel seeks to integrate the implementation of character education with a school culture that is structural, police, and democratic. First, the moment of structural character education, namely the implementation of integrated character education in school regulations, and job descriptions for each position and position. In relation to the implementation of character education, one task or responsibility that must be carried out is that every party, regardless of their position or duties and responsibilities, must be a role model or example for students.

Second, the moment of police character education. Schools integrate the implementation of character education through curriculum policies (as stated in the KTSP document), acceptance of new students, and etiquette of socializing the habit of greeting older people or each other. In addition, with habituation, students have enough time and space to develop their character through practice and habituation. Third, the moment of democratic education. There are several moments outside the classroom that are a means of developing student character, namely the simultaneous election of OSIS. Fourth, the moment of self-development education through guidance and counseling (BK) activities and extracurricular activities in various fields, such as art, sports, study clubs, religion, and so on.

Evaluation of Strengthening Character Education of Students at SMA Negeri 1 Aikmel

In general, the challenges of character education in the 21st century are currently in a worrying state. This can be shown by, among others, the increasing practice of law violations, such as drug abuse, having sex outside of marriage, corruption, collusion and nepotism, brawls between classes, social conflicts, thuggery, acts of violence, murder and so on. Such conditions make human life increasingly uncomfortable, cause anxiety and fear, and are increasingly worrying about the future of the nation. The use of high technology in the form of computers and digital technology is sometimes not in accordance with the needs to provoke deviant behavior in human character. Meanwhile, the emergence of new colonialism in the field of culture has caused moral degradation or shock culture, especially among the younger generation. Pragmatic, transactional, hedonistic, materialistic and secularistic life patterns and views cause people's hearts to become hard, less interested in spiritual values and tend to follow a lifestyle and taste that indulges lust, and to get all that can justify any means such as selling themselves, and so on (Nurlaili & Naufal, 2022).

Related to the challenges above, the implementation of character education in an educational unit also experiences problems and challenges. One of the challenges faced by schools in developing character education reinforcement is evaluation or assessment. Questions that often arise include what is the nature and purpose of character education assessment? who is authorized to assess? What are the assessment indicators? How to assess character education? and so on. In this section it is emphasized that character education evaluation is an activity to measure the extent to which character education programs are implemented according to the planning made and to what extent the programs succeed in developing the character of students and other school residents?

SMA Negeri 1 Aikmel, the evaluation was first carried out by the principal together with the board of teachers in a routine meeting at the beginning of the new academic year, quarterly, semesterly and annually. From the evaluation meeting, a number of supporting and inhibiting factors were found. The quality of student input is seen as a factor that supports the implementation of the process of strengthening student character education in schools. Academic and personality quality are priorities in recruiting new students. Their mentality is ready to be guided and fostered. Likewise, with high learning motivation, it only needs to be given a little encouragement to maintain it.

The second supporting factor is adequate facilities and infrastructure. Character education will be sustainable and can guarantee the smoothness of students to study diligently. Here they can be monitored and follow intensive coaching both from the function of adequate facilities and infrastructure, as well as from teachers who serve as caregivers (extracurricular, intracurricular and homeroom teachers). Consistency and consequence in handling discipline are supporting factors that are no less important. School regulations (as well as facilities) are guidelines for monitoring student attitudes and behavior.

Through an evaluation of the strengthening of character education for students carried out by the principal together with the board of teachers and staff, it was realized that so far the inhibiting factors include the low commitment and understanding of some teachers and staff in character education such as providing good examples, minimal parental involvement in controlling the family environment, and limited supporting facilities and infrastructure for character education. This causes confusion and decreased motivation of students, so that some break the rules, behave negatively, and experience incomplete learning (Soraya, 2020).

Evaluation of character education at SMA Negeri 1 Aikmel also takes place during the learning process in the classroom. Teachers observe and record in journals about the development of students' attitudes and behaviors during the learning process. Students who show good behavior or in accordance with the expected character values receive additional appreciation in the form of grades at the end of the semester. Meanwhile, students who show negative behavior, are uncooperative during the learning process, receive guidance in the form of verbal warnings, sanctions based on school regulations from teachers and BP/BK.

Kemendiknas (2011) emphasized that the purpose of evaluation is to conduct direct observation and guidance on the achievement of character education made by the school, so that the obstacles faced can be seen to be discussed and solutions sought to overcome them. So far, the efforts that have been made by the school to overcome obstacles in character education are by continuing to remind and provide guidance on character values emphasized by the school, both through teacher meetings, guidance at flag ceremonies and roll calls, and even at meetings with parents of students.

Character education evaluation needs to be carried out in a targeted manner so that schools get the right recommendations to improve the quality of character education strengthening programs in the future. Koesoema (2012) states that the targets of character education evaluation consist of four things, namely (1) evaluation of programs that have been implemented, (2) evaluation of institutional structures that include improvements to systems and job descriptions, (3) individual evaluations that are personal in nature, 4) community evaluations concerning relations between students, students and teachers, parents and teachers, or schools and the community.

In order to evaluate character education, schools need to consider the following things (Koesoema, 2012), the attitudes required for the evaluation process are openness, honesty, and a willingness to practice continuously. Evaluation of character education must meet the following criteria: 2) behavioral and action criteria (not understanding, knowledge or spoken words), 3) moral value criteria, whether an action is good or bad, 4) performance criteria or educational performance (realization of values believed or experienced through real actions, active and productive

participation), 5) vision and mission as performance criteria (the school culture that is created).

Conclusion

       Character education planning at SMA Negeri 1 Aikmel is made by the principal involving teachers through a meeting at the beginning of the school year. The meeting will produce a plan for the school's program activities for one school year. Also determined through this meeting is the division of tasks and responsibilities along with the details of the tasks. Character education planning is based on the values of national character and frames several core values to be used as institutional characters as stated in the student report cards, namely discipline, cleanliness, health, responsibility, politeness, self-confidence, competitiveness, social relations, honesty and religious implementation. Furthermore, character education planning is integrated into all subjects, so teachers need to create a learning atmosphere that encourages students to develop their character. Character education planning in schools also includes supporting facilities and infrastructure. What is planned in schools applies simultaneously in the school environment.

       Character education at SMA Negeri 1 Aikmel is implemented by integrating it into the structure and content of the curriculum, student development programs, which include self-development through counseling and extracurricular activities, morning assembly, and the OSIS program. The school develops a conducive school culture, so that students can internalize and apply character values through practice and habituation, both in and outside the school environment. The intended school culture includes greeting, dressing neatly, having the same haircut and style, being polite in speaking, being disciplined, and actively participating in learning and extracurricular activities. There are parties who coordinate with each other in implementing character education, namely the homeroom teacher, Counseling, and the principal. In addition, violations of school regulations are handled by involving all related parties. Coordination is built strongly and consistently to maintain order in the school environment.

       Evaluation of character education at SMA Negeri 1 Aikmel is carried out by the principal and the board of teachers through routine monthly, quarterly, semester, and annual meetings. The evaluation method used is observation and teacher journals. In order to measure the development of student character during the learning process, teachers of each subject formulate their own indicators. Students who show behavior that is in accordance with what the teacher expects, get additional points in the affective domain which are accumulated in the semester learning outcome assessment. Meanwhile, students who show inappropriate behavior receive direct coaching by the teacher concerned, and if there is no change, it is recommended to be handled by the Guidance and Counseling teacher. From the results of the evaluation of student character education, the school found supporting and inhibiting factors. The supporting factors are good quality student input , availability of adequate facilities, coordination between teachers, and consistency in enforcing school rules or regulations and the school environment. Furthermore, the inhibiting factors found by the school are as follows: not all teachers have a high commitment to being role models in good character, some students still like to break the rules, some parents have not shown good cooperation in enforcing student discipline, perceptions about the implementation of student character education vary,

and from the students' side, the inhibiting factor is the students' family environment such as divorced parents and students who live with grandparents.

Character education with all its advantages and disadvantages in planning, implementation, and assessment still has strong relevance in building the character of students according to the mandate of the constitution, even though there are changes in education policies and curriculum. Therefore, similar research is important to be conducted in other schools, both those of the same level, the same type, and those that are not, throughout East Lombok Regency, so that its products and outputs can be widely disseminated.

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