

Character Education In Developing Students At Sma Negeri 6 Palembang

Sry Mulyati^{1*} Happy Fitria² Achmad Wahidy²

¹SMA Negeri 5 Palembang

²Universitas PGRI Palembang

*Corresponding Author. Email: 01sry10mulyati76@gmail.com

Abstract

This research aims to identify and describe the implementation of character education in developing students at SMA Negeri 6 Palembang. This research is a qualitative descriptive study with a phenomenological study approach. Sources of data were obtained from the principal, deputy principal of the IMTAQ school, teachers and students. Data collection used was observation, interviews, and documentation. The results showed that the implementation of character education in developing students at SMA Negeri 6 Palembang was integrated into imtaq activities, namely online morning tausiah, online men and women's affairs activities, which achieved good results. Success can be seen from the attitudes and behavior of students as reflected on the results of the observation sheet in the form of religious attitudes, honesty, discipline and independence. The average achievement score of students' answers on the behavior "Becoming a Habit, or Cultured" is 69%, the scores of students on the "Starting to Develop" behavior are 30%, while the scores of students on the behavior "Starting to be seen" are 8% and "Not Seen" 0 %.

Keywords: *Education, Character, Students*

INTRODUCTION

The purpose of education which has been formulated in Law Number 20 of 2003 concerning the National Education System articles 1 and 3, education is a conscious, planned effort in creating an atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, personality, intelligence , noble character, self-control, skills needed in society, nation and state [1].

Disintegration of the nation's morals and becoming acute, corruption is increasingly rampant. Based on the Corruption Perceptions Index or (IPK), Indonesia's ranking has significantly increased, which is in 111th place out of 180 corruption countries surveyed for its IPK by Transparency International (TI). The educated unemployment is worrying (high school, vocational and tertiary education graduates), poverty that reaches 40 million and continues to grow. This is as stated by the Central Statistics Agency (BPS) [2].

The latest data for 2018, reported from tempo.co (12/9/2018) KPAI stated that brawl cases in Indonesia increased by 1.1 percent throughout 2018. KPAI Education Commissioner Retno Ustiyanti said in 2017, the number of brawl cases was only 12 , 9 percent, but increased to 14 percent in 2018. With the rampant cases of misconduct and the character of the nation's children, it is necessary to raise awareness for not only educators and the government, but also the awareness of the Indonesian people to implement good behavior and instill good character for Indonesian children. Moral degradation is still a challenge in Indonesia's education world today. Even though character education has been implanted in schools, the free sex, consumption of alcoholic beverages, drugs, abortion practices, and student brawl has even increased every year [3]

In addition, now the world is faced with a global problem, namely the Corona Virus Disease (COVID-19) or better known as the Corona Virus. The Covid-19 outbreak in Indonesia has spread to various regions. The government enforces social distancing and imposes Large-Scale Social Restrictions (PSBB) to break the chain of spreading covid-19. The social distancing policy has an impact on almost all sectors of life, including the education sector.

Through Circular Number 36962 / MPK.A / HK / 2020, the Minister of Education and Culture, Nadiem Anwar Makarim on behalf of the government decided to move the face-to-face learning process into online learning.

During the online learning period at home, Teachers at SMA Negeri 6 Palembang in general continued to apply character education to students. Even with the various obstacles faced. Technology is not entirely capable of making distance learning easier to implement. How online learning remains focused on character education. The implementation of character education actually concerns all components of education, starting from the government as the policy maker of the national education system, managerial school principals, teacher competence, infrastructure, curriculum and support from the community. Teachers are expected with personal competence to implement character education at SMA Negeri 6 Palembang, so that they become individuals who are faithful and devoted and have noble character.

Online learning requires educators to be able to innovate in implementing learning. Learning should be designed to bring students to cognitive value recognition, affective value appreciation, and finally to real value practice. Thus everything that is learned must contain character education. Implementation of character education in online learning that educators can do by planning interesting lessons, in order to arouse the curiosity of students [4].

Argued that moral education in schools is carried out by all stakeholders in schools with the aim of forming students to have high moral, noble character, so that later it is useful for the nation and state [5]. However, of all school components, the one who plays the most important role in the success of character-based education programs in schools is the teacher because the main task of teachers according to Law no. 14 of 2005, is to educate, teach, guide, direct, train, assess, and evaluate students.

Character is not formed instantly, but must be trained seriously and proportionately in order to achieve ideal form and strength. In order to be more effective, character education should be developed through an integrated and comprehensive approach. The effectiveness of character education does not always have to be done by adding a separate program, but through the transformation of culture and life in the school environment. Through character education, all are committed to developing students into whole individuals who internalize virtue (know and want) and are accustomed to realizing these virtues in everyday life [6].

Based on the above background, in order to develop students to be better, especially at SMA Negeri 6 Palembang, the researcher felt the need to further investigate "Character Education in Developing Students at SMA Negeri 6 Palembang".

METHODS

This research is a descriptive study using a qualitative approach. This research aims to identify and describe the implementation of character education in developing students. This research was conducted at SMA Negeri 6 Palembang. Data collection techniques used in this research was interviews, observation, and documentation. An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question [7]. Interviews are used to collect data or information related to various policies implemented by schools in implementing character education. Observations were made to observe the implementation of character education in developing students. Documentation is used to obtain data about IMTAQ activities within the framework of character development of students, self-development activities, organizational structure, workforce conditions, IMTAQ activity programs, students and class conditions. To obtain data that can be scientifically accounted for, in this research, the validity of the data was examined. In this research, the technique of checking the validity of the data used was the triangulation technique.

RESULTS AND DISCUSSION

SMA Negeri 6 Palembang was designated as a Religious Model School by getting a national award for the 2nd place in the SMA level for organizing Religious Activities / Imtaq

based on the Decree of the Minister of Religion of the Republic of Indonesia No. 561 Dated December 31, 2003 and lastly confirmed by Decree of the Mayor of Palembang No. 58.a January 2010 as a Local Leading School Based on Imtaq.

Vision of SMA Negeri 6 Palembang: Excellence in Faith, Islamic Science and Culture with an Environmental Viewpoint. Vision indicators, namely

- 1) Excellent in academic achievement
- 2) Excellent in the competition to enter Favorite State Universities
- 3) Excellent in extracurricular achievements
- 4) Excellent in wiyata mandala
- 5) Excellent in personality
- 6) Excellent in religious practice.

To achieve the vision of SMA Negeri 6 Palembang, it is necessary to carry out a mission in the form of long-term activities with clear directions. The missions of SMA Negeri 6 Palembang are as follows:

- 1) Growing and intensifying the appreciation and practice of religious teachings in everyday life
- 2) Carrying out learning and guidance effectively, creatively and meaningfully
- 3) Carrying out self-development activities through intracurricular, co-curricular and extracurricular activities
- 4) Creating a green, beautiful, comfortable and pleasant environment
- 5) Forming the character of students in a conducive environment.

Based on the results of research, the application of character education at SMA Negeri 6 Palembang is integrated into school activity programs. The character education application program in the form of IMTAQ activities during the Covid-19 pandemic was still carried out even though only a few activities could be carried out online. The IMTAQ activities that can be still carried out at SMA Negeri 6 Palembang are as follows:

Online Morning Tausiah

During the online learning period, the morning tausiah is held online via IGTV ROHISUKHUWAH06 and the ESQ DigiWorld via Zoom Meeting. The implementation time is from 07.10 to 07.25 WIB, the technical implementation is guided by the ESQ DigiWorld tutor. This online morning Tausiah must be followed by all students in class X, XI and XII. At each grade level there are different days, Monday for class X, Tuesday for class XI and Wednesday for class XII. Because the number of students is more than 1000 people, the number of participants is divided into three sessions. The Zoom Meeting Room link for ESQ will be sent by the person in charge on the day of implementation before the event starts. All students are expected to have entered the zoom meeting room before the start time.

The results of the researchers' observations showed that online morning Tausiah was carried out at each grade level supervised by the teacher or homeroom teacher. This is done so that tausiah activities can run on time. At the time of implementing the tausiah, students fill in the absent link that is distributed in the zoom meeting chat. After completing the tausiah activity, all students are required to summarize the ESQ material that has been delivered by the presenters and then collect it through the PAI lesson Schoology in the "TUGAS" folder. Based on the researcher's observations, the online morning tausiah activity at SMA Negeri 6 Palembang is very thick with religious values and also develops the value of discipline, honesty and independence.

Online Men and Women's Affairs

The imtaq activity of men and women's affairs is one of the weekly programs carried out online with a zoom meeting. Women's affairs activities are carried out on Friday afternoon when male students perform Friday prayers while men's affairs are carried out after male students have finished carrying out Friday prayers. Women's affairs activities are held from 11.45 to 13.00 WIB, when male students carry out Friday prayers. While the men's

affairsactivities are carried out at 14.30 to 16.00 WIB. These men and women's affairsactivities must be followed by students of class X and XI, with Rohis and Alumni tutors.

The results of the researchers' observations showed that the men and women's affairsactivities were carried out with spiritual tutors and alumni were still supervised by waka Imtaq and PAI teachers. The zoom meeting link is shared one hour before the event. The material provided by the tutor is in the form of aqidah, worship, social interaction, Islamic law and so on. The method used uses lectures, questions and answers and discussions. At the time of implementing men and women's affairsactivities, students fill in the absent link that is distributed in chat zoom meetings. Based on the observations made by the researchers, the activities at SMA Negeri 6 Palembang are very interactive with religious, disciplined, and independent values.

The values that are integrated in the activities of tausih morning, online men and women's affairsactivities at SMA Negeri 6 Palembang are religious, honest, disciplined and independent. Religious value can be seen in praying and reading the newspaper before the activity starts and praying after the activity is led by one person in charge of the activity. Meanwhile the teacher reminds students to carry out worship. This is in accordance with the indicators of character development for religious values which states that one form of religious value activity is praying before and after lessons and teachers reminding students to carry out worship [8].

The value of disciplinary character in morning tausih, onlinemen and women's affairsactivities at SMA Negeri 6 Palembang is being on time to participate in activities, wearing school uniforms, filling in attendance links and collecting summary assignments on time. This is in accordance with the indicators of character development for the value of discipline [9], which states that the form of implementing disciplinary value activities is to record the attendance of students, teachers and students on time to attend school activities according to a predetermined schedule, as well as teachers, employees and students dress neatly.

The results of the interviews (Wednesday, November 18, 2020) stated that online morning tausiah, men and women's affairs can see honest values when working on a summary task, not a copy and paste result from a friend. This is in accordance with the indicators of character development for honest values, namely the prohibition of students from cheating and imitating their friends' homework [10].

The implementation of independent values in the online morning tausiah and online men and women's affairs (Interview Wednesday, 18 November 2020), was seen when the person in charge of the program, namely Rohis Ukhuwah SMA Negeri 6 Palembang, prepared a schedule of imtaq activities every week, link zoom meetings, shared the link to the WA group of students who take part in online morning tausiah and online men and women's affairs as well as to waka imtaq. This is in accordance with the description of the development of an independent value character according, that is, it is not easy to depend on others in completing tasks [11].

To show the success of the implementation of character education in SMA Negeri 6 Palembang, researchers also provided observation sheets to students to strengthen the validity of the research results. This success can be seen in the attitudes and behavior of students which are reflected in the results of the observation sheet in the form of religious, honest, disciplined and independent values. The average achievement score of students' answers on behavior "Becoming a Habit, or Cultured" is 69%, the score of students' answers on the behavior "Starting to Develop" is 30%, the score of students' answers on the behavior "Begins to Look" 8%, and the score of the participants' answers students in "Not Seen" behavior 0%. Seeing the results of the observation sheet above, the implementation of character education was successful. Judging from the value conversion. The average score achievement of students' answers to the behavior "Becoming a Habit, or Cultured" is 69%, categorized as good [12].

Based on the above discussion, it is possible to implement character education through programmed activities in schools. Well programmed activities are not only developing the

personalities and talents of students, according to their respective interests and abilities, but also strengthening the personality of students to avoid efforts and negative influences from the surrounding environment, which in turn prepares students to become citizens. A society with noble character and character.

In terms of implementing character education in developing students, the participation of students' parents is very important, especially during the Covid-19 pandemic, because providing support and cooperation can contribute to the success of school programs. This is realized because the character formation and character that most dominantly affects the personality of students is family. For this reason, it is necessary to have good cooperation between the school and the families of students, so that a synergic character education process occurs between character education at school and character education for the parents of students at home.

CONCLUSION

The results of research conducted by researchers have shown that the implementation of character education in developing students at SMA Negeri 6 Palembang has been going well. There is collaboration between the school and the school committee and parents or guardians of students in implementing character education, so that the obstacles to implementing character education during the Covid-19 pandemic can be resolved properly.

This success can be seen from the attitudes and behavior of students which are reflected in the results of the observation sheet in the form of religious, honest, disciplined and independent attitudes, the average score achievement of students' answers to the behavior "Becoming a Habit, or Cultured" 69%, the score of the students' answers on the behavior "Starting to develop" 30%, the score of students' answers on the behavior "Starting to be seen" 8%, and the score for the answers of students on the behavior "Not Seen" 0%. Seeing the results of the observation sheet above, the implementation of character education was successful.

REFERENCES

- [1] Kristiawan, M., Maryanti, N., & Happy, F. (2019). Membangun Karakter Peserta Didik Melalui Green School di SMK Negeri 2 Muara Enim. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 210.
- [2] Kesuma, D., & Johar. (2018). *Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah*. Bandung: PT. Remaja Rosdakarya.
- [3] Hidayat, & Suryana. (2018). Menggagas Pendidikan Islam: Meluruskan Paradigma Pendidikan di Indonesia. *Pendidikan Islam Indonesia*, 75-91.
- [4] Chairiyah. (2014). Pendidikan Karakter Dalam Dunia Pendidikan. *Jurnal Literasi*.
- [5] Pertiwi, I. (2020, Mei 28). *lppm.unpan*. Retrieved Oktober 21, 2020, from <http://lppm.unpan.ac.id/2020/05/28/implementasi-pendidikan-karakter-saat-wabah-covid-19/>.
- [6] Zulhijrah. (2015). Implementasi Pendidikan Karakter di Sekolah. *Jurnal Tadrib*.
- [7] Moleong, L. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- [8] Wiyani, N. A. (2012). *Manajemen Pendidikan Karakter: Konsep dan Implementasinya di Sekolah*. Yogyakarta: Pedagogia.
- [9] Kemendiknas. (2010). *Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum.
- [10] Wiyani, N. A. (2012). *Manajemen Pendidikan Karakter: Konsep dan Implementasinya di Sekolah*. Yogyakarta: Pedagogia.
- [11] Kemendiknas. (2010). *Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum.
- [12] Tampubolon, S. (2014). *Penelitian Tindakan Kelas*. Jakarta: Erlangga.