

The Implementation Of Character Education Policy At Junior High Schools And Islamic Junior High Schools In Pacitan

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Abstract

Indonesia as a sovereignty and independence country under goes a moral decadence. Some schools and campuses are as the area for fighting, quarreling, and criminal actions. Therefore, it must be found a good solution to build and develop the people character of Indonesia, so they will have good characters. The potential effort is by education, it can be as the education achievement because education has an important role and as the central of people potential development, it includes the mental potency.

The objectives or the purposes of the research are describing the implementation of character education policy at Junior High Schools (SMP) and Islamic Junior High Schools (MTs) in Pacitan Sub District. They are about: (1) Character education planning, (2) the socialization of character education, (3) the application of character education values, (4) monitoring and evaluation in the implementation of character education.

This research uses qualitative approach and descriptive analysis method by case study. The sampling techniques are by (1) deeply interview, (2) participative observation, and (3) documentation or document study. The interviewees are getting by purposive sampling technique. The data are words, notes, reports, and documents which gotten from the head master, the vice of head master, the teachers, and the students at State Junior High School of Pacitan (MTsN Pacitan) and the State Junior High School 1 of Pacitan (SMPN 1 Pacitan), in Pacitan. The technique of data analyzing is narrative descriptive by using Miles and Huberman model, such as: data reduction, data display, and the conclusion.

The research results show that (1) the planning activity in character education based on vision, mission, and the schools' purposes involve the teachers, students, and the school committees, and then it will be the headmaster's program; (2) the socialization is done by the headmaster and the teachers. The targets of the socialization are all of the school's members and committees by some activities and some written ways; (3) the internalization of character education values uses semi-comprehensive approach, they are: (1) by integrated subjects, and (2) extra curricular programs; (4) monitoring and evaluation in the character education implementation are: (1) participation management system (it involves all of the school's components), (2) by academic way (students' report). The other research result, the proponent factors of the policy are: (1) the transformational and democratic leading ways, (2) the commitment of the school's members, (3) structure and infrastructure, (4) the efficiency of the school's committees. The aspect of inconsistent and low understanding of the students and the students' parents are the obstruction in the character education implementation.

The research results inform that the contribution of the school's members and committees should be optimal; so the purposes of the character education can be achieved. The moral implementation should be reflected in the pointed subject or by comprehensive approach, so the purposes can be achieved effectively. The roles of the counseling teachers and homeroom teachers should be optimal to handle the obstructions.

Key words: policy, implementation, education, character

1. Introduction

Since the Indonesia Independence Day, the governments loudly reverberate the country with the character values in it. It is as the requirement of a country to have a status among the others. The status or prestige of Indonesia is as the obsession in the conceptual and applicative draft. The leaders at the time wrote the obsession on the “*Pembukaan UUD 1945*” paragraph 2. “.....*mengantarkan rakyat Indonesia ke depan pintu gerbang kemerdekaan Negara Indonesia yang merdeka, bersatu, berdaulat, adil dan makmur...*”. It means as the Indonesian high desires to get a freedom country in wealthy. The founders of this country sure that only the independence country which has good sovereignty, fair, and prosperous will have a prestige or rang among the others.

In the process to be an independence and sovereignty country, the Indonesians undergo the decadence moral era. Some schools and campuses are as the area for fighting, quarreling, and moreover the criminal actions. Some students engage in a gang fight by using chemistry. It is the unusual phenomenon as the description of the increased javelin delinquency (megapolitan.compas.com). The Rezha’s research (www.academia.edu), some of the javelin delinquencies are such as; racing on the highway, aggressing to other people, fighting among the other friends, carrying away, lying to the others, having conflicts with the laws, and so on. The causal factors of the javelin delinquencies are such as; their families, their environment, and their personality.

The conditions are being problems to many people. That is why; it should be found a good solution to build peoples’ character, so the Indonesian peoples will have good character. The potential way is by using educational sectors, it can be as the education achievement because education has an important role and as the central of people potential development, it includes the mental potency. Suprijono (2009: 5), he said that the learning achievements are behaviors, values, knowledge, attitudes, appreciations, and habits. The learning achievement can be influenced by internal and external factors.

Khan (2010: 11) ha said that the problems in achieving the learning achievements are such as; (1) financial problem, (2) learning problems, (3) the health problems, (4) personal problems, (5) family problems, (6) the religion and moral problems. Some conditions in the learning situation are having low concentration, learning enthusiasm, emotional quotation, personal smartness, and responding some problems too slowly. By education, it is expected the transformation which can build positive characters. Ki Hajar Dewantara said that education as the way to improve peoples’ moral values, intellectual, and children personalities (Tim, 2010: 3).

Character is the way of thinking and peoples’ behaviors for living and cooperating in their environment or society. The person who has good character is being able in making decision and having high responsibilities. On its application, the character building is the priority of the Indonesia government policy. Character education is the basic in implementing the vision in national building, namely: creating a society in high moral value, etic codes, high culture, and based on “*Pancasila*”. Education of character is the education which developing the Indonesian cultures and moral values to the students, so they will have high moral values and implement them in their society as the religious, honest, discipline, nationalist, productive, and creative citizens.

One of the functions of national education in “*Undang-Undang No 20 Th 2003*” about the system of national education 2003 section 3 is developing the ability and building character, in creating prestigious society. The National Education Ministry has developed grand design of character education for every line, stage, and kind of education unit as the conceptual and operational references in the character education implementation. Character education can be integrated in the every subject. The education material which is related to the moral values should be taught explicitly related to the daily activities.

Related to the case, the educators, such as the teachers and the lecturers have Elfindri and friends (2010: 12-15), they said (1) the students will be able to get the information related to the teaching methods of the teachers or lecturers; (2) the teachers or lecturers should be able to be a model in moral values to the students. The application of the value is usually known as the soft skills, the soft skills are taught to the students beside the intellectual skill. In this condition, the teachers and lecturers should give positive responds by finding or creating up to date methods to ease the students in learning something; (3) a teacher or lecturer makes a research for educational purposes in deeply studying of science, and for the dissemination in public service. In this stage, the developmental and application knowledge and technology are created.

Related to the reference draft of character education (2010: 9), character configuration in the total contexts of psychology and socio-cultural processes, can be divided into four processes, they are: spiritual and emotional development, intellectual development, physical and kinesthetic development, and affective and creativity development. The four processes, holistically and coherently are having connections and completing each others in the character building by implementing the high values. The coherence concept of four psychological processes can be shown as follow.

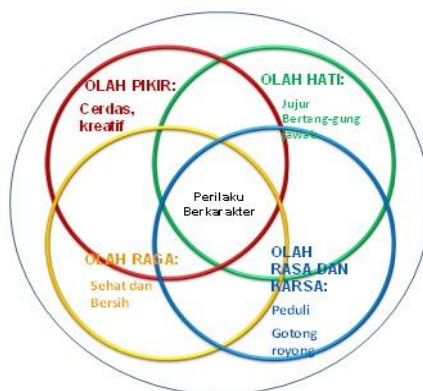


Figure 1. Character Coheren

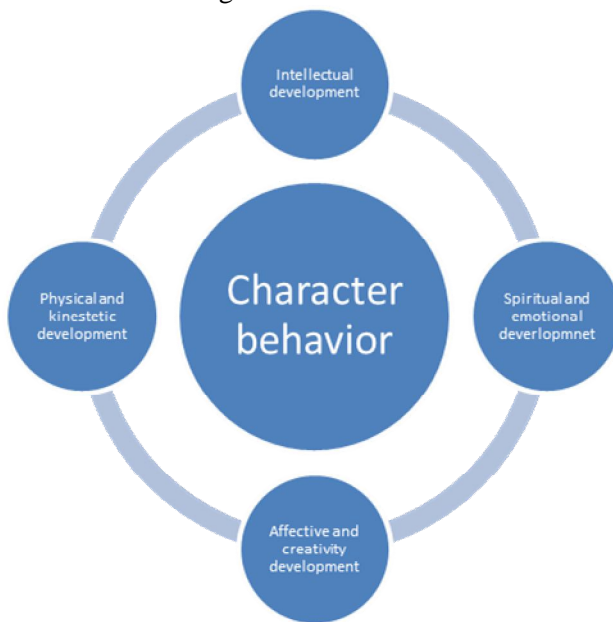


Figure 2. The character coherence

The implementation of character education in the education in the stage of education unit not only based on the government instructions but also generally, it becomes the vision mission and purposes in education implementation. The character education process is done in three pillars or education, namely schools, family, and society. In the school context, an education unit must be a place for initiating, revising, cultivating, and perfecting the character education process. In the functions, the teachers have important roles as facilitator, motivator, and educator for the students. In this proses, the teachers make an integration of character education in the learning activities. Related to the strategic of character education, (Hidayatullah, 2010: 39), it can be done by modeling, discipline teaching, accustoming, and creating conducive, integrative, situation, and the internalization.

The objective of the research is describing the policy of the implementation of character education in SMP and MTs in Pacitan sub district. This research will describe about: (1) character education planning, (2)

character education socialization, (3) the application of character education values, (4) the monitoring and evaluation in the process of character education.

2. Research Methodology

2.1 Kinds of the Research

This research uses the qualitative approach by descriptive analysis method and in case study draft. Qualitative research is the research which it has a purpose understanding the phenomena of the research subjects holistically, and describing it in the words and sentences in the special context by using some methods (Moloeng, 2009: 6). Case study approach is used for generally understanding the implementation of character education in SMP and MTs in Pacitan sub district, Pacitan regency. According to Muhadjir, (1996: 42), he said that a case study is exploring, and making a descriptive conclusion about the research subjects". In the case study, the common situation is very important. The researcher is as the observer; he studies the processes naturally and makes some notes, analysis, interpretation, and conclusions related to the subjects in the research.

2.2. Time and Place of the Research

This research was done in MTsN Pacitan and SMPN 1 Pacitan in the odd semester of 2013/2014 academic year. The research proses was about 5 (five) months, that is in August until December 2013.

2.3. The Research Subjects

The subjects of the research are two headmasters, two vice of headmasters, four teachers, six students and the research was done at two places. The sampling technique is using the purposive sampling. It means that in deciding the samples were based on some special purposes, for achieving the research purposes (Sukardi, 2008: 64).

2.4. The Research Procedures

This research was done step by step, namely: (1) planning, it includes the research proposal, instruments of the research, the references, and preparing some related notes; (2) taking the permission; (3) deciding the research subjects; (4) making participative observation, deep-interview, and studying some documents; (5) analyzing the data; (6) making a conclusion and reporting the research results.

2.5. The Research Instruments and the Technique of Taking the Data

In taking the data, the researcher uses documentation, observation, interview, and documentation techniques. In his research, he uses the observation sheets about the teachers and students activities in the teaching and learning process. He makes a participative observation. The observation was done naturally to the teachers, based on the character or moral values, and related to the lesson plan. The second way is by a deep-interview. The interview about the moral values implementation was done un-structurally for getting information about the research subjects. The third way is by documentation technique. It was about the research subjects' names, pictures, photos, and so on which were related to the implementation of character education and the research.

2.6. The Technique of Analyzing the Data

The technique of analysis data used is narrative descriptive by using Miles and Hoberman (1984). (Sugiyono, 2012: 337), he said that the activities in qualitative data analysis are done interactively and continually until reaching the oversaturated culmination. The analysis activities include the data reduction, data display, and conclusion drawing or verification. The validity is based on trusted rank, shifted degree, dependence degree, and the certainty. Test credibility is done by taking extension observation, improving the application, and triangulation (Sugiyono, 2012: 368). The extension observation is done to recheck the data. The researcher makes a deeper research to take the trusted data. In getting the trusted data, the observation is done accurately and systematically. And then, the triangulation is used to recheck the data by some resources, some ways, and some times. Therefore, there are some triangulations, such as: resources

triangulation, triangulation of the technique for taking the data, and the time triangulation. The triangulation is used to increase the data validity too.

3. The Research Results And Discussion

3.1. The Profiles of the Research Places

MTsN Pacitan is one of the three MTsNs in Pacitan regency. It is located in 0,5 km at the south-east of the Pacitan downtown. The good support of the students' parents makes the school as one of the excellent schools in Pacitan which has Islamic basic. The students' behaviors are also supporting the opinion. The vision of MTsN Pacitan is "*Kompetitif, Santun, dan Islami*". It means that the students should have a competition to do good things, they should have good manners, and they should show the Islamic characters. The mission of MTs N Pacitan is "*Mengembangkan kemampuan dasar dan pengalaman iptek, imtaq, budi pekerti serta wawasan kebangsaan dan demokrasi*". The MTsN Pacitan is as equal as SMP on its level but it has an Islamic basic.

SMPN 1 Pacitan is located in the downtown. It is one of the excellent schools in Pacitan. Its vision is being able in global competitions in the academic qualities in sports, cultures, and religious sectors. The missions of the school are: (1) realizing a situation or condition of the school in cool, beautiful, clean, peaceful, orderly, and friendly atmospheres, (2) inculcating the environment through the environmental education or conservation program, (3) using the environment as a learning resource, (4) realizing a caring attitude to overcome the environmental pollution, (5) realizing the concern for the prevention to the environmental damages. SMPN 1 Pacitan is one of the favorite schools in Pacitan. It has gotten many achievements and it is as "*Adi Wiyata*" school that has implemented the go green program.

3.2. The Character Education Planning

The character education planning activities in MTs N pacitan and SMPN1 Pacitan based on the vision, mission and objectives of the schools, involving the teachers, students and school committee, and then, it will be a program or decision of the principals / headmasters. Empowering the teachers and school committees in the preparation of the implementation of character education provision is supporting the success of its implementation. The normal and reasonable requirements in the process of formulating education policy have also been fulfilled; they are accumulation, articulation, and accommodation. The theory used in the formulation is the Trans active theory; it is emphasizing the individual dignity and upholding the interests of each people. The individual desires, needs, and values actually studied one by one and asked to be together in the formulation of the policy. The accumulation process is done through sharing, open discussion about the problems related to the rising the juvenile delinquency or moral decadence that occurred among some subjects. It is delivered through the school committee meeting. The articulation is done in the form of policy formulation that it can direct the educational unit to be able to resolve the issues. The accommodation step is the agreement and the supports from the schools' members, committee, and the students' parents to work together in realizing the character education.

3.3. The Socialization of Character Education

The socialization of the character education implementation is done by the principals and the teachers. The socialization goals or targets are all members of the school and the school committee. The principal uses some activities as the ways of socialization; the activities include a flag ceremony, teaching and learning process, by the teachers, the extra and intra -curricular activities through the guidance of the counselors and coaches, through the committee meetings, and the meetings with the students' parents. The written socialization is done by banner, slogan, and hanging the institution rules at the strategic places.

3.4. The Application of the Character Education Values

The strategies of the character education implementation policy need to be implemented logically and systematically. There are two approaches in the process of character education, namely (1) the character that is positioned as a separate subject; (2) the character which is built-in in every subject (Irianto, 2010: 384). The research findings from two educational units, equally applied both ways, ie the integration in each subject, it means that not positioned as a separate subject. The application of character values , started by the

prioritization of core values for the school, and the method which is used for the internalization of character education values using the semi-comprehensive approach, namely: (1) by integrated subjects, (2) extra-curricular program. Teachers have not taught the character education curriculum comprehensively which it includes the concept, theory, methodology, and application of each subject or field of study. However, in general, all of the components of the two education units show a very good effort in the internalization of character education.

First, the integrated subjects in MTsN Pacitan performed on all subjects, both the faith-based, and the general subjects. It is evidenced by the preparation of lesson plan (RPP) which shall contain the components of “the characters to be expected” for each instructional design which is approved by the headmaster before being applied. The results of the observations in SMPN1 Pacitan, the lesson plan preparation must include a component of “attitude” that must be raised and applied in every teaching and learning process in all areas of study.

Second, the internalization activity on intra-curricular activities in MTsN Pacitan is through habituation memorizing “*surat-surat pendek*” of the Holy Qur’an at 06:45 to 07:00 AM every morning, the “*Duhur*” prayer in congregation, and the rote of “*Asmaul Husna*” every 15 minutes before the curfew. In the extra-curricular activities, the character education is done through some activities based on the intellectual development and soft skills, the arts, sport: (1) the guidance of reading the Holy Qur’an, (2) “*Murottal*” (reading the Holy Qur’an in art), (3) “*Muhadloroh*” (the Islamic dance), (4) arts, (5) sports, (6) youth red cross, (7) scout, and (8) course of computer. Furthermore, the data in SMPN1 Pacitan shows the different extra-curricular activities such as: (1) scouts, (2) juvenile red cross, (3) football, (4) marching band, (5) theater, (6) music, (7) the safety police school, (8) music, (9) the science Olympiad, (10) the tennis court, (11) journalism, (12) teenagers scientific works, (13) volleyball, (14) badminton, (15) table tennis, (16) chess, (17) dance, (18) literature, (19) painting, (20) basketball, (21) martial arts, (22) the mosque Moslem youths “*Remas*”, (23) the art of reading the Holy Qur’an, and (24) the bridge. The both education units also ask for reading through the use of the school library as the learning resource.

3.5. The Monitoring and Evaluation in the Character Education Implementation

The monitoring and evaluation of the implementation of the character education carried out in two ways, namely: (1) the participation management system (involving all components of the school), (2) through the academic assessment (report cards). First, the management participation is done through monitoring and evaluation activities by the parties, in this case, the management of school leadership implemented for realizing the programs to be as same as on the targets. The two leaders of both educational units where the study taken places, and based on the interviews, they were stating that had been conducting the monitoring and evaluation in the implementation of character education through controlling the syllabus, lesson plans, and how is the implementations of it. The monitoring and evaluation are also intended to identify any obstacles encountered in its implementation. It is done by the schools’ headmaster to the teachers at the meeting. Whereas on the part of the teachers, the monitoring and evaluation on the implementation of the character education through the daily observation to the learners. Related to the respondents, which were conducted through a direct assessment, in the assessment rubric during the learning process and it is compared with the outside classroom activities. The understanding of the character education values have the assessment indicators, such as: (1) religious, (2) work hard, (3) tolerance, (4) loving the homeland, (5) creative, (6) unity in diversity, (7) discipline, (8) to be honest and fair, (9) self, (10) democracy, (11) curiosity, (12) appreciating the achievements, (13) communicative / friendly, (14) loving peace, (15) likes to read, (16) care for the environment, (17) social care, (18) the responsibility. Based on interviews with students as the respondents, they stated that the character education is always applied by all teachers of subjects and at the extra-curricular activities, and at the time when the activity of habituation. The teachers are as the models to students, such as in discipline, rigor, hygiene care, cooperation, hard work, and others. The respondents from MTsN Pacitan and SMP N 1 Pacitan feel the benefits of the character education which is shown through their achievements in many Olympiads both in academic and non-academic.

The research findings indicate several supporting factors and the obstacles in the implementation of the character education at both schools. The supporting factors are: (1) the transformational and democratic

leadership style, (2) the commitment of the schools' members , (3) their structures and infra-structures/ facilities , (4) the empowerment of the school committee . The application of the transformational leadership is as stated by the Sun, (2009: 344). The term "transformational leadership" has been used for instrumental purposes, in the teaching process, it is as a model of the best leadership or it is effective for the organizational effectiveness or educational change. It is including the improving motivation and morality both in the leaders and followers and the increasing of the operating results. The democratic leadership is shown by the involvement of various stakeholders in formulating policy and its implementation so that it becomes a shared responsibility to achieve the success. The commitment of the school community is including the supporting elements of the headmaster, teachers, and students to accept the rules of the implementation of character education in teaching and learning activities, and extra-curricular activities. The teachers are discipline in preparing some devices based on the teaching and learning process, and providing the exemplary character educations in everyday behaviors. And then, the elements of learners, they are obedient and orderly running on the schools' rules, and they are respected to accept sanctions if they make an applicable outside of the rule conditions. On the aspects of infrastructure, the two education units are able to provide the infrastructure that supports the learning conditions to be conducive and good in the teaching and learning activities as well as the soft skills development activities. The school committees give the fact positive support to the school, in the form of moral and material contributions. The students' parents support the school programs both in academic and non-academic aspects and they have an obsession that their children will be excellent.

The inhibiting factors were found in two educational units are the lack of consistency and understanding of the learners and parents in implementing the character education. The interviews results show that the students do not show the character completely yet. It means that the character indicators must be shown, and there are several indicators that have not appeared , eg the students have demonstrated an attitude of discipline in entering the class , keeping the cleaning , completing the task with a responsibility , and the others but they are still lacking in ethical manners to young teachers or to their parents . The students tend to still be lacking of respect to the practitioner teacher. In this case, the evaluative school policies are still enforcing the rules in giving advices, warnings or a sanction based on the certain considerations. Related to the parents, the data documentation shows that the students are from diverse background of families / parents, jobs, level of education, level of economy, culture and so on. Thus, it is still encountered uneven understanding about the students' parents. It is found in the students, especially whose parents are in good financial terms, so the students tend to be less of independent, less of thrifty, less of hard working in achieving something, and so on. The evaluative policies which are implemented by the schools are giving the same treatment to every student though from different backgrounds. Furthermore, the role of counseling and guidance unit and homeroom should be optimized to overcome the existed obstacles.

4. THE CONCLUSION AND SUGGESTION

4.1. The Conclusion

The character education planning activities in MTsN Pacitan and SMPN1 Pacitan based on the vision, mission, and objectives of the school, involving the teachers, the students, and the committees. The empowering teachers and school committees in preparing the provisions of character education implementation are supporting the success of its implementation through the process of accumulation, articulation, to accommodation. The theory used in the formulation is the Trans active theory, emphasizing the individual dignity and upholding the interests of each person. The socialization of the implementation of character education is done by the principals and the teachers. The socialization goals are all communities of the school and the school committee. The principal utilizes some activities as a form of the socialization, the activities include a flag ceremony, while the teaching and learning process, through the teachers, while the extra and intra -curricular activities, through the tutor and coach, and through the committee meetings, and the meetings with the students' parents . The implementation of the character education is integrated in every subject; it means that it is not positioned as a separate subject. The application of character values , starting with the prioritization of core values for schools , and the method used for the internalization of the character education values is the semi - comprehensive approach , namely : (1) through the integration of all subjects (integrated subjects) , and (2) the extra-curricular programs . The monitoring and evaluation of the

implementation of the character education are carried out in two ways , namely : (1) participation management system (involving all components of the school) , (2) through the academic assessment (report cards) . The supporting factors in the character education policy implementation are : (1) the transformational and democratic leadership styles, (2) the commitment of the school communities , (3) the infrastructure , (4) the empowerment of the school committee . On the other hand, the lack of the consistency and understanding aspects of the learners and the students' parents become the obstacles in implementing the character education.

4.2. The Suggestion

The results of this study are recommending that the contribution of the school community and the school committee should be optimized, so that the implementation of character education in both schools can achieve the planned destination. The implementation of the morality needs should be applied in the character that is positioned as a separate subject or a comprehensive approach; it will get more effective achievement on the objectives. The roles of the counseling and guidance, and the unit homeroom need to be optimized in order to overcome the existed obstacles.

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