

Character Education Strengthening in Vocational School

Yuyun Yuniarsih*
FISIP Sangga Buana University YPKP
Bandung, Indonesia
Email: yuyunyuniarsih79@gmail.com

*Corresponding Author

Abstract: This research is motivated, character building which is an effort to realize the mandate of the Pancasila and the Preamble to the 1945 Constitution is motivated by the reality of national issues that are developing at this time, the shifting of ethical values in national and state life, waning awareness of the nation's cultural values, the threat of national disintegration, and the weakening of the nation's independence. The purpose of this study was to determine the Strengthening of Character Education in Vocational Schools (PPK), the method used was descriptive with a qualitative approach to explore matters related to KDP as a detail. The results of the research, the results of the study, students became intensified in strengthening activities character education is responsive to social activities in the community, although not all students can implement it. The level of discipline is good because students feel ashamed if they are not disciplined, the results of the cultural shyness forward some students who usually arrive late become on time waau not all students feel embarrassed when they come late. As a result of inculcating religious attitudes there are some graduate students who become religious leaders such as religious clerics or mosque priests, many graduates are absorbed in the field of work, some students achieve national and international achievements in the fields of religion, arts, entrepreneurial sports, and other productive skills, capable of entrepreneurship. But the maximum results cannot yet be obtained because it is related to several obstacles with limited human resources and supporting tools. Clear guidance support has not yet been provided by the relevant education authorities. The conclusion, from the results of research on the principal's strategy in implementing character education in schools, namely through the strategy of strengthening character education which was formed through 5 (five) dimensions of attitude, religious, nationalist, independent, mutual cooperation and integrity, and through the role of parents' class community students by controlling the negative behavior of children. This is when seen from the dimensions of character formation and there has

been an increase by involving the role of committees and parents of students who are members of the parents' class community by controlling negative student behavior, so at the school the character education is already a strengthening of character education, according to the direction of the Ministry of Education and Culture and instructions president, but this has not yet been realized in a full programmatic way, related to the lack of clarity regarding an education strengthening program that involves the entire education ecosystem in schools.

Keywords: Five Dimensions, Strengthening, Character, Education

1. Introduction

Character development which is an effort to realize the mandate of the Pancasila and the Preamble to the 1945 Constitution is motivated by the reality of national issues that are developing at this time, the shifting of ethical values in the life of the nation and state, waning awareness of national cultural values, the threat of nation disintegration, and the weakening of national independence. The current character building program, failed to address student brawls to the root of the problem. This is only a problem around brawl coupled with other delinquency such as drugs, alcohol, free sex behavior , rape and murder, plus many problems that arise regarding the loss of student respect for his teacher [1].

1.1. Heoretical Foundations

According to Mulyasa [2] in the midst of the problems and hustle and bustle of national life, which is colored by various deviations from the nature of life actually

character education is seen as an alternative way out of the problem. Understanding the strategy according to Hunger [3], Strategy is a comprehensive planning formulation of how the company will achieve its mission and objectives. The formulation of the strategy consists of mission, objectives, strategies, policies. Implementation of the strategy includes programs, budgets, and procedures, while evaluating and controlling the existence of reports, financing and valuation.

Character education according to Lickona [4], character education is the deliberate effort to develop virtues that are good for the individual and good for society. This understanding refers to a conscious, planned effort to develop the good for individuals and society. Character education is intended to shape one's personality through character education whose results are seen in one's actual actions, which are good behavior, honesty, responsibility, respect for other people's rights, hard work and so on. According to Lickona this kindness is based on the fact that: 1) human dignity; 2) promote human existence and happiness; 3) provide kindness; 4) human rights and obligations. The purpose of character education according to Lickona is mutual understanding (to help people understand), care for each other (care about), and behave according to ethical values (act upon core ethical value).

1.2. Research Objectives

- 1.2.1. Knowing the plan to strengthen character education at Saguling NU IT Vocational School and Lembang 45 Vocational School.
- 1.2.2. Knowing the implementation of character education strengthening at Saguling NU IT Vocational School and Lembang 45 Vocational School.
- 1.2.3. Determine the results of the implementation of the strategy of strengthening character education in Saguling NU IT Vocational School and Lembang 45 Vocational School.

2. Research Methods

The approach used is descriptive and comprehensive, both related to an activity, and the problem Jhon W. Creswell [5] states that: the emphasis of a qualitative approach to the process is not on results or products. Likewise Moleong's opinion [6] that: essentially a qualitative approach as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. interviews, and documentation, for the purpose of analysis, because according to Moleong [7] that: researchers themselves or with the help of others are the main data collection tools. Qualitative data analysis is a process of collecting data and analyzing data and information obtained from various sources of interviews and observations during the study. According to Nazir [8] Data analysis is: "grouping, making a sequence, manipulating, and abbreviating data so that it is easy to read". Based on this understanding, after field data has been collected, in analyzing the data, steps are taken to examine all data collected from various sources, namely from SMK IT NU and even from SMK 45 Lembang.

3. Discussion

Planning through socialization in advance, on the components that are in the school, namely the principal, teachers, students, education personnel, school committees, and the role of the parents' class community as a control of negative children's behavior. This is done by involving cooperation with parents who are members of the parents' class community, so that there is a symbiosis of mutualism between schools and parents.

The implementation of the strengthening of character education, the First Value of religious character, reflects the faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs that are carried out by refracting prayer in congregation at school. This religious character value includes three



dimensions of the relationship at once, this religious character value is shown in loving and maintaining the integrity of creation. Religious sub-values include peace, tolerance, self-confidence, cooperation between religions and faiths, antibuli and violence, friendship, sincerity, not forcing the will, loving the environment.

Second, the value of nationalist character is a way of thinking, behaving and acting that shows loyalty, care, and high appreciation of the nation's culture, students do the habit of doing scheduled flags, holding exhibitions of traditional clothes and traditional foods, nationalist sub values include cultural appreciation the nation itself, safeguarding the nation's cultural wealth, willing to sacrifice, excel, and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion.

Third, the value of independent character is an attitude and behavior that does not depend on others and uses all energy, thoughts, time to realize expectations, at the school there is the formation of an entrepreneurial spirit through business center training. Sub value, this independent character is fighting spirit, professional, creative, courage and becomes a lifelong learner.

Fourth, the value of the character of mutual cooperation reflects the act of appreciating the spirit of cooperation and working hand in hand, establishing communication and friendship, providing assistance / assistance to people in need. Activities are carried out through social services at schools and providing assistance to victims of natural disasters. The mutual cooperation sub-values include respect, cooperation, inclusiveness, commitment to joint decisions, consensus agreement, help-help, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes.

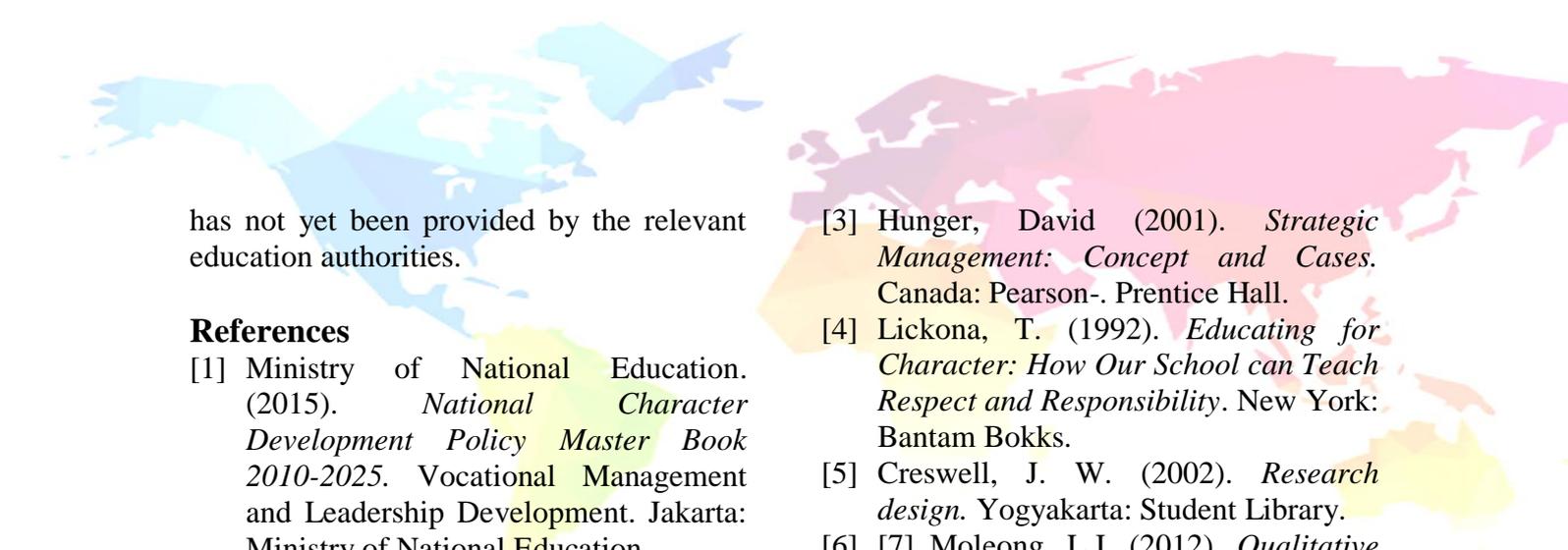
Fifth, the value of integrity character is the value that underlies behavior based on efforts to make oneself a person who can

always be trusted in words, actions, and work, has commitment and loyalty to human values and morals (moral integrity). Implemented through habituation activities not cheating while studying, dare to admit mistakes and receive sanctions. Integrity sub-values include honesty, love for truth, loyalty, moral commitment, anti-corruption, justice, responsibility, example, and respect for individual dignity.

The 5 (five) dimensions of strengthening the character education have indeed been reflected in habituation in schools but not all students can understand and implement, there are still students who cheat during tests, during PTS or UTS, during PAS, this requires more intensive supervision so nothing like that happened. Monitoring the evaluation of strengthening of character education, carried out starting by the principal of the program implementation, then the school supervisor, conducting monitoring every quarter.

4. Conclusions

Students become intent towards the activities of strengthening character education responsive to social activities in the community, although not all students can implement this. The level of discipline is good because students feel ashamed if they are not disciplined, the results of the cultural shyness forward some students who usually arrive late become on time wauu not all students feel embarrassed when they come late. As a result of inculcating religious attitudes there are some graduate students who become religious leaders such as religious clerics or mosque priests, many graduates are absorbed in the field of work, some students achieve national and international achievements in the fields of religion, arts, entrepreneurial sports, and other productive skills, capable of entrepreneurship. But the maximum results cannot yet be obtained because it is related to several obstacles with limited human resources and supporting tools. Clear guidance support



has not yet been provided by the relevant education authorities.

References

- [1] Ministry of National Education. (2015). *National Character Development Policy Master Book 2010-2025*. Vocational Management and Leadership Development. Jakarta: Ministry of National Education.
- [2] Mulyasa, E. (2014). *Management of Character Education*. Bandung: PT. Teen Rosdakarya
- [3] Hunger, David (2001). *Strategic Management: Concept and Cases*. Canada: Pearson-. Prentice Hall.
- [4] Lickona, T. (1992). *Educating for Character: How Our School can Teach Respect and Responsibility*. New York: Bantam Bokks.
- [5] Creswell, J. W. (2002). *Research design*. Yogyakarta: Student Library.
- [6] [7] Moleong, L.J. (2012). *Qualitative Research Methodology*. Bandung: Youth Rosda Karya
- [8] Nazir. (2011). *Research method*. Ghalia Indonesia: Bogor.