

Evaluation of Character Based Learning In SMK Negeri 1 Salam

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Abstract

The purpose of this study is to evaluate the planning, implementation, and results of character-based learning in vocational schools. The research was carried out at SMK Negeri 1 Salam, Agricultural Product Processing Agribusiness Expertise Competence. The research design uses a quantitative descriptive approach. The sample was taken at the Agribusiness Expertise Processing Competence Skills that are productive subject teachers and students of class X, XI, and XII. The research instrument uses documentation and questionnaire / questionnaire. Data analysis is done by looking for mean and percentage. The results showed that the implementation of character-based learning in SMK Negeri 1 Salam was in the good category, which can be seen from: (1) learning planning, (2) learning implementation, and (3) learning outcomes.

Keywords: *SMK, learning, character.*

Background

The implementation of learning is a step taken from learning planning that cannot be separated from the planning of learning that has been made. The purpose of learning is to understand the benefits of students who use Bloom in three domains, namely cognitive, psychomotor, and affective. From each of these domains, they return to a number of categories and sub-categories that are typically (multilevel), ranging from simple behavior to the most complex behavior (Wikipedia, 2012). Knirk and Gustafson in Sagala (2005), revealed that learning is any activity designed by the teacher to help the performance and abilities that exist in a functioning process in the teaching process.

Planning is nothing but an activity to determine goals that will be directed to ways to achieve these goals. Is the process of determining the goals or objectives that want to be done and can be done and what is needed to achieve that goal as efficiently as possible. Actuating is the most important learning function. The implementation of learning is the operationalization of learning planning, inseparable from the planning of learning that has been made. Activities for disclosure of information carried out during the period, people need to know the results or achievements that have been achieved by

the educator also by students. According to Dimiyati and Mudjiono (2010), revealing the process as something that can be used to determine something (goals, activities, decisions, processes, processes, people, objects, and others) based on certain criteria. Evaluation of learning outcomes produces information about how much student acquisition in achieving goals determined by Dimiyati and Mudjiono (2010).

In Samani and Hariyanto (2011), individual characters are inspired by the precepts of Pancasila, which are developed from the book *Character Development Master Design*

Bangsa 2010-2025 (Government of the Republic of Indonesia, 2010), among others, can be stated as follows: (1) characters originating from the heart, among others: believers and fearful, grateful, honest, trustworthy, fair, orderly, patient, disciplined, obey the rules, be responsible, empathize, have compassion (compassion), dare to take risks, never give up, respect the environment, be willing to sacrifice and be patriotic; (2) characters derived from thinking include smart, critical, creative, innovative, analytical, curious (curriculum, intellectual intelligence), productive, science-oriented, and reflective; (3) characters originating from sports / kinesthetics include clean and healthy, sporty, tough, reliable, enduring, friendly, cooperative, determinative, competitive, cheerful, resilient, and persistent; (4) characters originating from taste and intention include humanity, mutual respect, mutual love, mutual cooperation, togetherness, friendliness, caring, respect, tolerance, nationalism, cosmopolitan (global), prioritizing the public interest, loving the country (patriotic), proud of using Indonesian language and products, dynamic, hard work and work ethic.

Character is interpreted as a basic value that builds a person's personal, formed both because of the influence of heredity and environmental influences, which distinguishes it from other people, and is manifested in attitudes and behavior in everyday life (Samani and Hariyanto, 2011). According to Soe (2011), character is innate, heart, soul, personality, character, behavior, personality, character, temperament, and character which are not sudden events that occur instantly without the need for habituation.

Planting characters requires a long process and practice, which in children can be done at home and / or at school. Character planting should start from an early age by doing good habits in children. The habits instilled by parents will be carried away by the child and will affect their character. In addition to planting done at home, characters must also be planted in the school. Character education in schools is generally in the form of rules and sanctions that must be obeyed by students. Provision of rules and supervision of their implementation and explanations of the significance of characters that are expected to foster a sense of discipline in students.

Talking about the character of students in school can not be separated from the discussion about the problem of negative behavior of students, which in recent times seems to be very worrying among adolescent students such as free sex, involvement in drugs, and various actions that lead to other criminals (Soe, 2011). In the internal environment of the school, violations of various rules and school rules are still often

found, from minor violations to serious violations. Such as truant cases, fights, cheating, bullying, theft and other forms of behavioral irregularities (Jalal, 2011). This happens because of the lack of good / positive character formation in students through the family environment and the educational process in the school environment. Thus to prevent or overcome negative behavior, the application of character education is needed, especially in the formal / school environment.

Salam 1 State Vocational School is one of the schools that has carried out character-based learning since the 2012/2013 school year. SMK Negeri 1 Salam at the beginning of its establishment was named STM Pertanian Salam which is the oldest agricultural technology school in Magelang. This school was established at the request of the Magelang Regional Government in 1976. In accordance with the vision and mission of SMK 1 Salam, namely, the vision of "the realization of religious, independent and accomplished human resources and mission" to provide education and training in agriculture capable produce independent and future-oriented human resources ", SMK Negeri 1 Salam promotes character-based learning to achieve that goal. Therefore, the researcher intends to evaluate the implementation of character-based learning in SMK 1 Salam with the aim of knowing the planning, implementation and results of character-based learning in Agricultural Product Processing Agribusiness Competency.

In accordance with observations made before the study, Salam 1 State Vocational School was the first Vocational High School in Magelang District to carry out character-based learning. The implementation of character-based learning at SMK Negeri 1 Salam still needs more attention to produce character-based learning as desired. Seeing the importance of the implementation of character learning to support the school's vision and mission, it really needs research to find out the location of the problems in the learning process in order to improve the quality of character learning.

From the explanation above, the research objectives can be formulated to evaluate the planning, implementation and evaluation of character-based learning outcomes in Agricultural Product Processing Agribusiness Competence Skills 1 in the hope that it can become a reference in order to perfect the character-based learning process so that learning objectives can be achieved well.

Research Methodology

This research includes descriptive research with a quantitative approach. The researcher does not manipulate or provide certain treatments for the object of research, all activities or events run as they are. The researcher only evaluates character-based learning at SMK Negeri 1 Salam, Agricultural Product Processing Agribusiness Competence Skills consisting of Agriculture Product Agribusiness Teacher and Student Competence Skills.

From the data of SMK Negeri 1 Salam 2018/2019 Agricultural Product Processing Agribusiness Competency Skills the population is 420 with 396 students and 24 teachers. The sampling technique used is random sampling or random sampling.

Thus the researcher gives the same rights to each subject to get the chance to be chosen as a sample (Arikunto, 2010).

The research instrument uses documentation and questionnaires / questionnaires. Documentation is used to evaluate learning planning by looking at documents such as syllabus, lesson plans, character learning media, and learning resources. While the questionnaire / questionnaire is used to evaluate the implementation and learning outcomes. Questionnaires / questionnaires were developed from research indicators through instrument validity testing. This validity test includes test validity of the construct. Instruments that have been constructed in accordance with the aspects to be measured are then consulted with experts. Testing the validity of the instrument associated with the items in the questionnaire so that it actually measures what should be measured from the variables studied, the researcher uses the Pearson correlation formula between the scores of each statement and the total score of the items. Test the validity of the instrument is done by utilizing the program package in Microsoft Office Excel 2007 applications. Data analysis is done by looking for the mean, percentage, and descriptive analysis.

Findings and Discussion

Based on the results obtained by documentation techniques at SMK Negeri 1 Salam on Agricultural Product Agribusiness Skills Competence, character learning planning has been seen from the syllabus that has included competency standards, basic competencies, indicators, learning materials, learning activities, assessment, time allocation, resources learning, and about the characters that will be assessed in the learning process in the classroom.

Before carrying out classroom learning and practice, teachers at 1 Salam National Vocational School, especially Agricultural Product Processing Agribusiness Competency Skills, have prepared RPP for the subjects to be taught. The details of the RPP include basic competencies in which it is adjusted to the existing competency standards, then there are indicators which are a description of basic competencies. In indicators there is the development of character behavior and the development of students' social behavior. Other components such as learning material, time allocation, learning methods, steps of learning activities, media and sources of learning, assessment, and questions along with assessment rubrics.

In terms of character learning media here, it includes documentation of researchers who take pictures of writings or slogans that teach students to grow student character. The source of character learning at 1 Salam Vocational High School is from books about character and material from attending seminars and training teachers about planning character learning.

The implementation of character-based learning with a general score of 2.96 and the highest score is 3.30 while the lowest score is 2.60. The implementation of character-based learning in State Vocational Schools 1 Greeting Agricultural Product

Processing Agribusiness Competency Skills is included in the good category. Whereas the evaluation of character-based learning results with a general score of 2.81 and the highest score is 3.20 while the lowest score is 2.45. Thus the evaluation of the implementation of character-based learning in the State Vocational School 1 Greeting Agricultural Product Processing Agribusiness Competency Skills is included in the good category.

Based on the results of the analysis of learning planning already included in the good category in character-based learning planning. This can be seen from the syllabus which contains competency standards, basic competencies, indicators, learning materials, learning activities, assessment, time allocation, learning resources, and about the characters to be assessed in learning activities. However, according to the book *Concept and Character Education Model* by Samani and Hariyanto (2011) about the composition of character syllabus, the syllabus at SMK Negeri 1 Salam, especially the Agricultural Product Processing Agribusiness Competency Skill only changes its placement format. For example, according to Samani and Hariyanto (2011), character values are in the column after the indicator, so the character is judged according to the indicators, while in the syllabus at SMK Negeri 1 Salam, especially Agricultural Product Agribusiness Skills Competence, the character value in the last column contains character values include the whole indicator.

Viewed from the Learning Implementation Plan (RPP) including the good category because it is in accordance with the RPP writing guidelines which include basic competencies and in which it is adjusted to existing competency standards, then there are indicators which are a description of basic competencies. In indicators there is the development of character behavior and the development of students' social behavior. Then other components such as learning material, time allocation, learning methods, steps of learning activities, media and sources of learning, assessment, and questions along with assessment rubrics. According to the book *Concept and Character Education Model* by Samani and Hariyanto (2011), regarding the guideline for character-based RPP preparation, character values are found in the learning steps, so that each detail of activities contains desired character values while RPP in Salam 1 SMK especially this Agriculture Product Processing Agribusiness Competence Characteristics are found in indicators whose character values include the entire indicator.

Judging from the character learning media, there are many media such as writing or slogans that teach students to grow student character. According to Degeng (1989), the availability of media is very important to stimulate student learning activities. The media is in the class and the points that are seen every day by students. It is expected that students will get used to doing something in accordance with the messages conveyed on the media provided.

The source of character learning at SMK Negeri 1 Salam, especially Agricultural Product Processing Agribusiness Competence Skills, is from books about character and material from attending seminars and training teachers about planning character learning. This is in accordance with Dimiyati and Mudjiono in Sagala (2005), giving a

formula that learning is programmed teacher activity in instructional design, to make students learn actively, which emphasizes the provision of learning resources.

From the explanation above, it can be concluded that character-based learning planning in Salam 1 State Vocational School, especially Agricultural Product Processing Agribusiness Competence Competency is included in the good category even though there are few deficiencies in the learning planning process, it is because the teaching staff is approaching retirement age so that it affects planning process.

The implementation of learning falls into the good category, with details: (1) the teacher opens the lesson by praying and gives motivation to enter the good category, (2) the application of values / characters in the learning process falls into the good category, (3) the teacher uses a variety of learning methods including in the good category, (4) the teacher conveys the material clearly and precisely theoretically in the good category, (5) mastery of teacher competence in providing subject matter included in the good category, (6) language use, time management, self-confidence, and appearance is included in the good category, and (7) the teacher closes the lesson that contains the teacher closing the teaching and learning activities by concluding the learning outcomes, the teacher closes the teaching and learning activities by giving assignments, the teacher closes the learning activities by praying including good categories.

Thus, the implementation of character-based learning in Salam 1 State Vocational School, especially Agricultural Product Agribusiness Expertise Competence is in a good category, although there are some teachers who are sometimes separated from the provisions of character learning, such as teachers sometimes praying before and after carrying out the learning process teaching, that is because in SMK Negeri 1 Salam all students have performed prayers during the morning before the lesson begins and afternoon after the lesson is finished or at the time before going home from school. Viewed from the planting of characters in the learning process of the teacher sometimes directly focused on the subject matter without instilling character education in their students. This should receive more attention to improve the quality of character-based learning. In addition, overall, it must be reviewed in terms of implementing character-based learning to improve character quality that is more than just good.

From the results of the analysis it can be seen that character values include: (1) students behave according to the religious teachings adhered to according to adolescent development included in good categories, (2) students develop themselves optimally by utilizing their own strengths and correcting their deficiencies included in the category well, (3) students show an attitude of confidence and are responsible for behavior, deeds, and work including good categories, (4) students participate in enforcing social rules in good category, (5) students respect the diversity of religions, nations, tribes, races, and socio-economic groups in the global scope are included in the good category, (6) students construct and apply information and knowledge logically, critically, creatively, and innovatively into good categories, (7) students demonstrate logical, critical thinking skills, creative, and innovative in decision making included in the good category, (8) students demonstrate ability developing a learning culture for self

empowerment in a good category, (9) students show a competitive attitude and sportsmanship to get the best results including good categories, (10) students show the ability to analyze and solve complex problems including good categories even though there are disadvantaged students to do it, but overall it can be said to be good, (11) students show the ability to analyze natural and social symptoms included in the good category, although there are some students who are less able to analyze natural phenomena, (12) students use the environment productively and responsibly are included in the good category, (13) students participate in life democratic society, nation, and state in the context of the Unitary State of the Republic of Indonesia including good categories, (14) students express themselves through arts and cultural activities included in good categories, (15) students appreciate works of art and culture including good categories, (16) students produce creative works, both individuals and groups are included in the good category, (17) students maintain health and safety, physical fitness, and environmental hygiene are included in the good category, (18) students communicate verbally and written effectively and politely included in the category well, (19) students understand the rights and obligations of others and others in community association is included in the good category, (20) students appreciate differences of opinion and empathize with others including good categories, (21) students show systematic and aesthetic reading and writing skills including good categories, (22) students show listening skills, reading, writing, and speaking in Indonesian and English including good categories, although there are some students who only sometimes show these skills in English, (23) students master the skills and entrepreneurship program competencies both to meet the demands of the workplace and to attend education high according to vocational level including good categories.

Conclusion and Suggestions

Based on the results of the research and description of the research that has been done, it can be concluded that: (1) character-based learning planning in 1 Salam National Vocational School, especially Agricultural Product Processing Agribusiness Competence Competencies is included in the good category, (2) the implementation of character-based learning in Salam 1 Vocational School, especially Agricultural Product Processing Agribusiness Competence including good categories, and (3) evaluation of character-based learning outcomes at 1 Salam National Vocational School, especially Agriculture Products Agribusiness Skills Competence including good categories.

Based on the findings of this study, there are a number of suggestions that can be expected to improve planning, implementation and evaluation of character-based learning outcomes at Salam 1 State Vocational School. As for the first suggestion, for teaching teachers, character-based learning planning needs improvements in accordance with the concept and model of character education for perfect the learning process, so that learning objectives are achieved. In the implementation of character-based learning teachers are expected to further enhance the application of values / characters in the teaching and learning process, motivate students and use varied learning methods. In

this study, the results of character-based learning are in a good category, so the teacher must improve the quality of the implementation of learning to get excellent student character. Second, for the school, to familiarize students with character behavior it is recommended to make the rules more stringent. In addition to maximizing the implementation of character-based learning it is advisable to more often hold training on character-based learning to teachers at SMK Negeri 1 Salam. Finally, for further researchers, it is recommended to take samples in all fields of expertise, so as to get a picture of the character of all students at SMK Negeri 1 Salam.

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