
Analysis for Strengthening Community-Based Character Education

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ABSTRACT

The purpose of this study was to analyze Community Based Character Education in schools. Strengthening character education is an educational program to strengthen students' character through harmonization of hearts, taste, thought and sports with the support of public involvement and collaboration between schools, families and communities. Education requires support from the community, both in the form of providing facilities, social systems, culture, etc., because here the community is positioned as a subsystem that contributes to the successful implementation of the educational process. The method used in this study is a descriptive method of problem-oriented analysis. Descriptive analysis of problem-oriented analysis to reveal and understand the realities that occur in the field as they are, intensively, deeply, in detail, and comprehensively. Data collection uses interviews, observation, and documentation. Data analysis uses interactive analysis with stages of data reduction, data presentation, and conclusion drawing. Test the validity of the data using technical triangulation and source triangulation.

Based on the results of interviews, observation and documentation shows that the relationship between the school and the community in implementing the Strengthening character education program has not been ideal. The compilation of community-based strengthening character education programs does not involve the role of the community optimally to contribute to the education process in schools. Therefore the school needs to develop strengthening character education programs that are suitable with the objectives, needs and resources of the surrounding community.

KEYWORDS: *strengthening character education, community*

INTRODUCTION

Negative behaviors that occur among adolescents lately are thought to be the impact of the fading of concern for ethical education among parents, the community, and the educational environment. School as one of the bases of formal education has an important role in seeking character building as the main goal of learning success. The mandate of the National Education Law No. 20 of 2003 article 3 which states that National Education functions to develop the ability and character and dignified national civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledge, capable, creative, independent and a democratic and responsible citizen. It becomes a reference that learning activities are not only aimed at forming intelligent human beings but also human beings with character.

Character as a set of values that lead to a system, which underlies the thoughts, attitudes, and behaviors that are displayed (Philips, 2008). Character as a good character is a trait that students must possess to produce quality resources. With good character students will have the ability to collaborate and work with the surrounding environment. Based on the results of research conducted by Cheung, C.K. and Lee Te Ye entitled "Improving Social Competence Through Character Education" shows that character education has a significant impact on students' social abilities. Strengthening good characters taught in school will be a provision for students to carry out life in society.

Renewal of the curriculum carried out by the government is an effort to strengthen character education in the learning and teaching process. Learning activities in schools must seek the process of planting good values that can be followed by students. Understanding of the importance of this character must be understood by all parties in order to create harmonization of education both in the family environment, Research carried out by Pane, M.M. & Patriana, Rina, entitled "The Significance of Environmental Contents in Character Education for Quality of Life" shows that the environment will influence the development of student competencies. Modifications and learning innovations that exist in the community environment will affect the ability of students to solve problems. This means that the educational environment will contribute to the formation of competencies both cognitive and attitude.

Efforts to develop character education continue to be carried out by the government by involving the entire educational environment, both families, communities, and schools. The Character Education Strengthening Program is a real form of implementing these efforts. The role of the community in education contained in article 54 paragraph (1) of the National Education System Law No.20 of 2003 that the participation of the community in education includes the participation of individuals, groups, families, organizations, professions, and community organizations in implementing and controlling quality in units education. Community and school relations is a process of communication between schools and communities to improve community understanding of needs, educational activities, and encourage interest and cooperation for the community in improving and developing schools. Character values that appear in student exchange activities, namely pious and creative, friendly and caring for social and environmental (Hermawan, 2017).

Strengthening Character Education is an educational program in schools to strengthen students' character through harmonization of heart, taste, thought and sports with the support of public involvement and collaboration between schools, families and communities that are part of the National Revolutionary Mental Movement which wants to encourage all stakeholders to make a paradigm change, namely changes in mindset and ways of acting, in managing schools.

Therefore in this effort, the strengthening of community-based character education activities carried out in schools is expected to provide habituation of character building values which are then realized in the form of research activities entitled "Analysis of Strengthening Community-Based Character Education in Schools". This research is expected to be able to make a real contribution both in the form of understanding the related concepts and their forms of application. It is hoped that the results of this study will be able to provide guidance in the application of Strengthening Character Education, especially community-based.

LITERATURE REVIEW

Overview of Character

Character is interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of family, society, nation and state. Good character is an individual who can make decisions and is ready to account for any consequences and decisions. Characters can be considered as values of human behavior that relate to God Almighty, self, fellow human beings, environment and nationality manifested in thoughts, attitudes, words, and actions based on religious norms, law, karmic order, culture, customs and aesthetics.

Whereas according to the Big Dictionary of Indonesian Language the characters are psychological traits, ahlak or character that distinguish someone from others. Thus characters are unique values both imprinted in themselves and manifested in behavior (Samani & Hariyanto, 2011). A person's behavior in the process of development and formation is influenced by two factors, namely environmental factors and congenital factors. Education is part of environmental factors that have an important role in character building (Komalasari, 2017)

Overview of Character Education

The simple definition of character education is anything positive that the teacher does and influences the character of the students he teaches. Character education is a conscious and earnest effort from a teacher to teach values to his students. Character education can also be defined as education that develops the noble character of students by practicing and teaching moral values and decision making that relate to relationships with humans and in relation to their God. Education is a human process, it can be said that the demand for education is the formation of competencies in students (regardless of whether the current curriculum is still being used or replaced, but the formation of competencies is a must). For this reason, improvements need to be made in the practice of learning in schools, including the practice of assessment.

The education curriculum in Indonesia is now being heavily focused on character education. This becomes a bright spot for education to have more character in each individual. The emergence of a character education curriculum that is always integrated into every subject certainly cannot be separated from various problems. The government's concern about the character of the nation's people who have indicated damage is a major factor in the holding of this curriculum. The existence of character education is expected to be able to restore the spirit of nationalism in the form of a sense of nationalism in students. the existence of attitudes and behaviors of children who have more character, honesty, have integrity which is a reflection of national culture, and act in courtesy and courtesy in everyday life (Rohman, 2012).

Character education is interpreted as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about what we want for children, it is clear that we want to be able to judge what is right, care about what is right, and then do what they believe to be right, even in the event face of pressure from without and temptation from within" (Elkind (2004). Further explained that character education is everything that teachers do, which is able to influence the character of students. Teachers help

shape the character of students. This includes exemplary how the teacher's behavior, the way the teacher talks or delivers the material, how the teacher tolerates, and various other related things.

Character education is an effort to help students understand, care, and behave according to applicable ethical values. Further explained that character education is everything that teachers do, which is able to influence the character of students (Elkind & Freddy, 2004).

In the learning process in schools, students are not only judged by intelligence but in activities carried out by students as well. One assessment of student activity is authentic assessment. In this case the teacher is able to know the character and abilities of students in various ways within the scope of learning. Authentic assessment is a matter that needs to be known by the teacher and teacher must be able to identify each activity carried out by students, because authentic assessment basically has a purpose or purpose for the development of students. The teacher must also make data containing authentic assessment of students. In addition, the teacher is expected to know the strategies or ways to develop character assessments and develop character assessment models based on authentic judgment.

Overview of Community Based Character Education

Community-based education is education designed by the community to teach the community so that they are empowered, in the sense of having the power to build themselves which is certainly through interaction with their environment. Thus the concept of community-based education includes: from the community, by the community and for the community (Sihombing, 2001). Education from the community means that education is the answer to what the community needs. Community education means that society is an active actor or subject of education, not just an object of education. Education for the community means that the community is included in all programs designed to answer their needs (Sumpeno, 2009).

Based on the above concept, it can be seen that community-based character education is education managed by the community, both formal and informal by utilizing existing facilities emphasizing the importance of community participation which aims to instill good values and character, so as to be able to answer community needs.

The Character Education Strengthening Movement besides being a continuation and continuity of the National Character Education National Movement in 2010 is also an integral part of Nawacita. In this case item 8 Nawacita: National Character Revolution and Mental Revolution Movement in education that want to encourage all stakeholders to make a paradigm change, namely changes in mindset and ways of acting, in managing schools. For this reason, the PPK Movement places character values as the deepest dimension of education that cultivates and civilizes education actors. There are five main values of interrelated characters that form a value network that needs to be developed as a priority.

DISCUSSION

Research Result Analysis

Strengthening community-based character education is analyzed through four analytical themes, namely collaboration between schools and the community, collaboration between schools and community communities, continuity of engagement between schools and communities /non-

governmental organization, appropriateness of community-based Strengthening character education programs with school vision and mission, community-based Strengthening character education suitability and environmental conditions, and the development of aspects of ethics, kinesthetic, literacy, and aesthetics. The basis of the theme is described as an indicator of research which later became an instrument in the activities of interviews, observation, and documentation.

The three data collection techniques support each other to strengthen the truth and accuracy of data. The initial technique used by researchers is interviews, then documented, and after that to test the accuracy of the data confirmation is done by observation or confirmation and confirmation between sources and techniques. The results of interviews, observations, and documentation are real results obtained from research informants, such as principals, teachers, assistants, extracurricular coaches, and community leaders. The following is the analysis of the results of data collection research on strengthening community-based character education in Bandar Lampung State Middle School.

Theme	Indicators	Results of interviews, observation and documentation
Collaboration between schools and the community	Relations between schools and the surrounding community	<i>The relationship between the school and the community is harmonious. Principals and some often communicate with local residents regarding school programs and policies.</i>
	Community involvement with school programs	<i>So far the involvement of the community is only at certain events carried out by the school, including joint opening, qurban, and commemoration of independence day.</i>
	Participation in the process of character education in School	<i>The surrounding community has not been involved in character education programs or programs in schools</i>
Collaboration between schools and the community	School Relations with the community community	<i>The school has a good relationship with several communities or organizations that are of course directly involved with the school program, including the dance studio "Yudistira", karate, and alumni.</i>
	The involvement of the community in implementing the strengthening character education program.	<i>Schools involve the community for self-development activities (extracurricular) activities, of course, self-development activities are also efforts to strengthen character education.</i>
	Community community program at school	<i>Programs that have been carried out by non-governmental organization such as counseling and socialization about the dangers of drugs by the National Narcotics Agency, and activities from academics in the form of community service</i>

		<i>programs. But these activities are also not programmed activities. The implementation is tentative.</i>
Continuity of Engagement Between Schools and non-governmental organization / Communities	Implementation of community-based strengthening character education program	<i>The implementation of the Strengthening character education program has been implemented since 2016 along with the implementation of the 2013 curriculum. However, understanding character-based Strengthening character education is still not as ideal as contained in the guidelines. The school is still trying to empower the community to participate in building the character of school students.</i>
	Community-based strengthening character education development	<i>strengthening character education program development is still limited to the interests of self-development. Some community involvement has not touched on programmed activities or special programs for character strengthening</i>
	Constraints from community-based strengthening character education activities carried out in schools	<i>Constraints in implementing community-based strengthening character education activities have not maximized activities that empower communities, school management as the basis of the community also only focuses on academic activities.</i>
	Characteristics of Community-based strengthening character education activities	<i>We have not found the characteristics of strengthening character education carried out in schools</i>
Suitability of Community-based strengthening character education with School Vision and Mission	Implementation of the school's vision and mission	<i>The school's vision and mission has been carried out as much as possible. Among other activities that seek to increase the value of the National Examination, excel in various fields, especially in the activities in the field of arts and sports maximally by involving the community.</i>
	Community participation in supporting the school's vision and mission	<i>The community in general has not been involved as a whole with activities related to the school's vision and mission</i>
	The role of the community / community in realizing the vision and mission	<i>The role of non-governmental organization in supporting the vision and mission is more on students' self-development through extracurricular activities</i>
Community-based strengthening character	The suitability of the strengthening character education program implemented in schools	<i>So far in our opinion it has not been adjusted to the school conditions</i>

education conformity with needs and environmental conditions	The strengthening character education program implemented in schools is based on the needs of students	<i>The strengthening character education program implemented in it has been prepared based on the needs of students</i>
	strengthening character education carried out is arranged based on student needs	<i>The strengthening character education program implemented in it has been prepared based on the needs of students</i>
	strengthening character education carried out was prepared based on the local wisdom of the region	<i>The strengthening character education program implemented in this area has not been compiled based on the local wisdom. Schools have not designed character activities that can accommodate the potential of local wisdom</i>
Development of the Aspect of the Heart (Ethics)	Implementation of a community-based strengthening character education program on the Ethics aspect. What character values are developed	<i>Community based strengthening character education on the Ethics aspect is implemented in the form of spiritual activities (Rohis) involving community religious leaders. This activity is routinely carried out as a form of habituation to reinforce good character What character values are developed from the heart care program, including religious, honest, social care, and tolerance</i>
Development of the Sports (Kinesthetic) Aspect	Implementation of community-based strengthening character education programs on the Kinesthetic aspects. What character values are developed from the sports program	<i>The community-based strengthening character education program on Kinesthetic aspects is implemented in the form of sports weekday activities between schools and the community, and involves the karate community to train extracurricular karate. What character values are developed from sports programs are the values of sportsmanship, respect for achievement, hard work, peace of mind, discipline, and honesty.</i>
Development of the Aspect of Thinking (Literacy)	Implementation of community-based strengthening character education programs on aspects of Literacy. What character values are developed from the program of thought	<i>Community-based strengthening character education in the Literacy aspect is implemented in the form of KIR activities involving researchers and educational academics. This activity is routinely carried out every year in the form of competitions. What character values are developed from the program if thought is communication, curiosity, hard work, love to read, appreciate achievement, diligent, and thorough.</i>

<p>Development of Aspects of Innovation (Aesthetics)</p>	<p>Implementation of community-based strengthening character education programs on aesthetic aspects. What character values are developed from the Karsa program</p>	<p><i>Community-based strengthening character education in the aesthetic aspect is implemented in the form of cultural arts activities and art workshops involving the dance and cultural communities. This activity is carried out routinely to train extracurriculars.</i> <i>What character values are developed from the initiative program are discipline, honesty, caring about culture, love for the country, national spirit</i></p>
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Collaboration of Community and SMP Negeri 26 Bandar Lampung

Based on the results of interviews, observation and documentation shows that the results of the relationship between the school and the community are harmonious. Principals and some often communicate with local residents regarding school programs and policies. The results of the interview with the headmaster said that "We are intensely communicating with the community in the school environment." Relationships that show friendly behavior between the school and the surrounding community have an impact on the cooperation of community members in activities carried out at school. In line with this, the relationship between the school and the community with the community and non-governmental organization also went well. The results of the analysis and observations with the Principal stated that "Schools have good relationships with several communities or organizations that are of course directly involved with school programs, including dance studios" Yudistira ", karate, and alumni. Schools involve the community for self-development activities (extracurricular) activities, of course, self-development activities are also efforts to strengthen character education. Programs that have been carried out by non-governmental organization such as counseling and socialization about the dangers of drugs by the National Narcotics Agency, and activities from academics in the form of community service programs. But these activities are also not programmed activities. The implementation is tentative "

The involvement of the surrounding community and non-governmental organization in activities at the school so far community involvement is only at certain events carried out by the school, including opening joints, qurban, and commemorating independence. The surrounding community has not been involved in character education programs or programs in schools. The implementation of the strengthening character education program has been implemented since 2016 along with the implementation of the 2013 curriculum. However, understanding character-based strengthening character education is still not as ideal as contained in the guidelines. The school is still trying to empower the community to participate in building the character of school students. strengthening character education program development is still limited to the interests of self-development. Some community involvement has not touched on programmed activities or special programs for character strengthening.

The community-based strengthening character education activities have not been maximally explained due to several obstacles. According to extracurricular advisors "The obstacle in implementing community-based strengthening character education activities is that schools have not maximized activities that empower the community, the school committee as the basis of the

community also only focuses on academic activities. We have not found the characteristics of strengthening character education P carried out in schools. " The strengthening character education program launched at school is still limited to school residents, and has not intensively utilized the KKG, MGMP and school committee forums.

Suitability Of Community-Based Strengthening Character Education With School Vision And Mission

The school's vision and mission has been carried out as much as possible. School activities and programs that are cyclical, co-curricular, and extracurricular are based on the goals and vision of the school. Strengthening character education carried out by the school has also fulfilled the spirit of the vision and mission. Based on the results of the interview, the Teacher stated that "School programs that have been implemented in accordance with the vision and mission include activities that seek to increase the value of the National Examination, excel in various fields, especially in activities in the arts and sports maximally by involving the community. The community in general has not been involved as a whole with activities related to the school's vision and mission. The role of non-governmental organization in supporting the vision and mission is more on students' self-development through extracurricular activities "

In general, the nuances of strengthening character education contained in the vision include students who are able to have a religious attitude, be independent, scientific, honest, and responsible. As a strategic step to fulfill this vision, monthly school meetings often socialize the strengthening character education program. Generally the target of the school in the implementation of the strengthening character education program is the education of character values that have been implemented so far and have been integrated in extracurricular activities developed by schools, including sports, arts, scouts and religious activities, but the teacher's ability is still not optimal in strengthening character education, there are still teachers who are actually trapped in putting forward the substance of the material or the content of extracurricular activities compared to the character values that must be formed through these activities.

Nilai-nilai ini ingin ditanamkan dan dipraktikkan melalui sistem pendidikan nasional agar diketahui, dipahami, dan diterapkan di seluruh sendi kehidupan di sekolah dan di masyarakat. PPK lahir karena kesadaran akan tantangan ke depan yang semakin kompleks dan tidak pasti, namun sekaligus melihat ada banyak harapan bagi masa depan bangsa. Hal ini menuntut lembaga pendidikan untuk mempersiapkan siswasecara keilmuan dan kepribadian, berupa individu-individu yang kokoh dalam nilai-nilai moral, spiritual dan keilmuan. Memahami latar belakang, urgensi, dan konsep dasar PPK menjadi sangat penting bagi kepala sekolah agar dapat menerapkannya sesuai dengan konteks pendidikan di daerah masing-masing.

Community-based Strengthening Character Education conformity with needs and environmental conditions

It has been explained previously that sociologically, SMP Negeri 26 Bandar Lampung is in a diverse community environment, both from cultural conditions and from social status conditions. Culturally the community in the school consists of the majority of Javanese and Lampung tribes, some of which are Sundanese and Padang. This condition is in line with the student data, the majority of which are residents of the environment around the school. Economically, the

community in the school environment is a resident who works as a resident, most of whom are farmers, TNI and civil servants.

The implementation of the strengthening character education program should adjust to the environmental conditions of the community around the school. The program that has been carried out by the school is difficult to meet the needs of the surrounding environment. Based on the results of interviews with the school principal stated that "So far according to us we have not adjusted to the school conditions. The strengthening character education program implemented in it has been prepared based on the needs of students. The strengthening character education program implemented in it has been prepared based on the needs of students. The strengthening character education program implemented in this area has not been compiled based on the local wisdom. The school has not designed character activities that can accommodate the potential of local wisdom "

The concept of community-based strengthening character education should be that education education can be managed jointly by the community with the school by utilizing existing facilities in the community and emphasizing the importance of community participation in each learning activity and aims to answer the needs of the community. The community must be able to realize participants who are intelligent, skilled, independent and have competitiveness by conducting learning programs that suit the needs of the community.

Program Development is in accordance with the Development of Character Values

The development of values taught in school is certainly good values that will be useful for students' lives. These values have useful goals that can be accepted by most people where students are able to understand, pervade, and do these values (Lickona, 2012).

Development of the Aspect of the Heart (Ethics)

Community-based PPK on the Ethics aspect was implemented in Bandar Lampung Middle School 26 in the form of spiritual activities (Rohis) involving community religious leaders. The involvement of figures is a form of community participation to participate in providing education (morals) to students. This activity is routinely carried out as a form of student habituation reinforcing good character. Character values developed from the heart care program include religion, honesty, social care, and tolerance.

Development of the Sports (Kinesthetic) Aspect

The community-based strengthening character education program on Kinesthetic aspects in Bandar Lampung Middle School 26 is implemented in the form of sports weekday activities between schools and communities, and involves the karate community to train extracurricular karate. This competition shows that there is a relationship and support between the community and the school. What character values are developed from sports programs are the values of sportsmanship, respect for achievement, hard work, peace of mind, discipline, and honesty.

Development of the Aspect of Thinking (Literacy)

Community-based strengthening character education in the Literacy aspect is implemented in the form of KIR activities involving researchers and educational academics. This activity is routinely carried out every year in the form of competitions. What character values are developed from the

program if thought is communication, curiosity, hard work, love to read, appreciate achievement, diligent, and thorough.

Development of the Aspect of Innovation (Aesthetics)

Community-based strengthening character education in the aesthetic aspect is implemented in the form of cultural arts activities and art workshops involving the dance and cultural communities. This activity is carried out routinely to train extra curriculums. What character values are developed from the initiative program are discipline, honesty, caring about culture, love for the country, national spirit.

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