

Sowiyah

# The Effectiveness of Strengthening Character Education In Boa...

## Sources Overview

# 6%

OVERALL SIMILARITY

|    |  |     |
|----|--|-----|
| 1  | Universitas 17 Agustus 1945 Surabaya on 2021-02-08<br>SUBMITTED WORKS  | 3%  |
| 2  | ojs3.unpatti.ac.id<br>INTERNET   | <1% |
| 3  | Universitas PGRI Semarang on 2020-01-13<br>SUBMITTED WORKS   | <1% |
| 4  | jeltl.org<br>INTERNET  | <1% |
| 5  | Rachmawati Rachmawati, Rina Wijayanti, Era Dewi Kartika. "DEVELOPMENT LEARNING MEDIA OF MATH-CHA TO SUPPORT VOCATIO...<br>CROSSREF               | <1% |
| 6  | Sabungan Sibarani, Nomensen Sinamo. "Implementation of Educational Policy in Indonesia", KnE Social Sciences, 2020<br>CROSSREF                   | <1% |
| 7  | Ainul Huri, Marwanto Marwanto. "Implementation of Model Strengthening Religious Character Education and Nationalists at Muhamm...<br>CROSSREF    | <1% |
| 8  | Hamid Darmadi. "Teachers' Effort to Implement Cultural Education and National Character Values through PPKn in Senior High School...<br>CROSSREF | <1% |
| 9  | Merilee S. Grindle. "One. Policy Content and Context in Implementation", Walter de Gruyter GmbH, 1980<br>CROSSREF                                | <1% |
| 10 | journal.unj.ac.id<br>INTERNET  | <1% |
| 11 | jurnal.unpad.ac.id<br>INTERNET   | <1% |

### Excluded search repositories:

None

### Excluded from document:

Bibliography

### Excluded sources:

www.rsisinternational.org, internet, 29%

# The Effectiveness of Strengthening Character Education In Boarding School

Windi Roni, Irawan Suntoro, Sowiyah

*Department of Educational Management, Universitas Lampung, Indonesia*

**Abstract:** *The Effectiveness Of Strengthening Character Education In Boarding School. Purpose:* This study is to describe: policies, implementation and control in strengthening character education in SMP IT Permata Bunda, Bandar Lampung City. **Method:** used in this research is a qualitative method with a phenomenological design plan. The data collection technique was carried out through observation, interviews, and documentation with ten informants. **Result:** the research shows that policies are implemented through planning and organizing. Implementation process through means of communication, resources, dispositions and organizational structure. Control is carried out through monitoring and evaluation activities obtained from student journal recap data, teacher control sheets and discipline books. Strengthening character education is integrated into three activities, namely learning, extracurricular activities and school culture habituation with indicators of religious character, integrity, cooperation, responsibility and care. **Suggestion:** schools as educational institutions are expected to be able to determine the characteristics of schools in implementing character education policies in shaping the character of students.

**Keywords:** effectiveness, strengthening character education, boarding school.

## I. INTRODUCTION

Currently, character issues have received more attention from the central government. The world of education which is philosophically seen and expected as a tool or forum to educate and shape human character to be better (humanization) has begun to shift. This is due to the lack of readiness of educational actors to keep up with the times that are so fast. Whereas education should be an alternative to overcome and prevent a crisis of national character (Manalu, 2014).

One of the problems that are now becoming a problem in the world of education, especially in Indonesia, is the problem of character education. The failure of character education in schools when learning is only partially oriented to the cognitive aspects and still too emphasizes the cognitive aspects, which are still limited to finding numbers, not students' critical analysis skills of events faced in everyday life (Irsan & Rijal, 2020). If this happens continuously, this could be the reason character education is not able to achieve its goals optimally. This does not mean that cognitive learning is not good, but the implementation of learning in the cognitive aspects must be balanced with the development of two other aspects, namely affective and psychomotor.

Character education can be interpreted as an effort made by school personnel, by involving the role of parents and the community in helping students to have a caring, opinionated and responsible nature (DeRoche & Williams, 2001). Williams further explained that the meaning of the term character education was originally used by the National Commission on Character Education (USA) as a term for solving character problems.

Character is defined as a living mirror that distinguishes humans from animals. Humans without character are humans who have been animalized. A person is said to have a good character if he does not only know about good character, but is also manifested in his daily behavior. Character is a positive quality that a person possesses, which makes him attractive. Character refers to a set of knowledge, attitudes, motivation, behavior and skills (Lickona, 2012).

The success of a person in society is 80% influenced by emotional intelligence and only 20% is determined by intelligence (IQ). In fact, emotional intelligence (including spiritual intelligence) is more likely to be detected from the fact of moral or moral destruction (Goleman, 2019). The inability to manage emotions properly can lead to inability to overcome emotional conflicts experienced so that negative feelings are controlled rather than positive feelings. Students who have problems in their emotional intelligence will have difficulty learning, socializing and cannot control their emotions. Students who have problems can be seen since preschool age and if not handled they will carry over to adolescence. On the other hand, adolescents with high character or emotional intelligence will avoid the problems they face, such as delinquency, fights, drugs, alcohol and free sex.

The Indonesian Ministry of Education and Culture programmed a national character revolution through a program to strengthen character education in schools with the aim of building and equipping students as Indonesia's golden generation in 2045 to face the dynamics of future change (Kemendikbud, 2017). Strengthening character education is an educational policy whose main goal is national education, namely to make human beings with character.

Education policy is a formulation that involves policy makers and part of public policy that regulates education. The results of the formulation are strategic steps of educational institutions which are described from the vision, mission,

goals and objectives of education, in realizing educational goals (Hasbullah, 2015). In policy, the implementation of policies is something that is important, even more important than the policy plan. Policy implementation is a bridge that connects plans with expected policy outcomes (Wahab, 2012).

The policy implementation process links policy objectives and realization with the results of government activities. The success of policy implementation can be analyzed with an implementation model so as not to deviate from the policy formulation. One of them is the Edward III model, the implementation of a policy is determined by four elements, namely communication, resources, bureaucratic attitudes and organizational structure (Akib, 2012). Once policy implementation is successfully implemented, controls are needed to ensure implementation does not deviate from planning.

Control is a system used to ensure that activities within the organization are carried out according to plan. These results are obtained by comparing actual activities with predetermined standards, determining deviations, and taking the necessary evaluation actions to ensure that all organizational resources are used in an effective and efficient manner (Mockler, 2002). Effective is defined as a way to achieve a goal by selecting the right way from several alternatives, while efficiency is defined as a way to achieve a goal with minimal use of resources but maximum results. Thus, policy implementation can be successfully implemented according to the stated objectives.

The location of the observations made in this study, namely SMP IT Permata Bunda, Bandar Lampung City. The school, which was formed by the Daarul Hikmah Lampung foundation, is a school with a boarding school system where students live in dormitories. The boarding school program can have good implications for the character building and independence of students (Anderson, 2005). Because through boarding schools, the lives of students are better monitored so it is hoped that the cultivation of character education is more conducive.

The purpose of this study is to describe policies, implementation and control in strengthening character education. In addition, this research is expected to help education programs in improving the character of students.

#### *Research question*

How the effectiveness of strengthening character education in SMP IT Permata Bunda in Bandar Lampung?

## II. LITERATURE REVIEW

### *Strengthening Character Education*

Strengthening character education is an educational policy with the main objective of national education, namely to make human beings with character and humanize humans. The purpose of strengthening character education is to equip students to face the dynamics of future change and develop a

national education platform that places character education as the main soul by paying attention to the diversity of Indonesian cultures (Kemendikbud, 2017).

Character education is a deliberate (conscious) effort to help humans understand, care for and implement ethical values. In determining the relevant aspects for character education, it cannot be separated from the situation and historical context of the society in which character education will be applied. The essential and main characters that must be instilled in students are honesty, compassion, courage, compassion, self-control, cooperation and hard work (Lickona, 2012). In addition, the main characters in humans that can be used to measure and assess character and behavior are trust, respect, responsibility, justice, care and citizenship (Rahman, 2013). The character values that are implanted in the character education strengthening program, namely religious, nationalist, self-reliance, mutual cooperation and integrity (Kemendikbud, 2017).

Based on the description above, the researcher used the character value indicator as a guide in this study, as follows:

- 1) Religious, namely character values that reflect faith in God, religion and belief, respect religious differences, uphold a tolerant attitude towards the practice of other religions and beliefs, live peacefully with adherents of other religions.
- 2) Integrity, which is a character value that makes him a person who can always be trusted in his words, actions, work, commitment and loyalty to moral values.
- 3) Cooperation, which is a character value that reflects the act of appreciating the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship.
- 4) Responsibility, which is a character value that reflects a sense of responsibility for every word, attitude and action and becomes an example.
- 5) Caring, namely character values that reflect a positive attitude, sympathy, empathy, forgiveness, clever gratitude and gratitude.

### *Education Policy*

Education policy is a formulation that involves policy makers and part of public policy that regulates matters related to education. The results obtained from the formulation of strategic steps of educational institutions are described from the vision, mission, goals and objectives of education, in realizing the goals of education in a society at a specified time. (Hasbullah, 2015).

Educational policy was born from the science of education as a practical science, namely the unity between educational theory and practice. Decisions obtained from policies are the result of basic considerations on the value system and several assessments of situational factors. These considerations are plans that serve as guidelines for making decisions so that

institutional goals can be achieved (Arwildayanto & Sumar, 2018).

#### *Policy Implementation Model*

Implementation is seen broadly as having the meaning of implementation, where various actors, organizations, procedures and techniques work together to carry out policies in an effort to achieve policy goals. Implementation on the other hand is a complex phenomenon which may be understood as a process, output or impact. The success of policy implementation can be analyzed with an implementation model so as not to deviate from the policy formulation. One of them is the Edward III model which is defined by four elements (Akib, 2012), as follows:

- 1) Communication, is the process of delivering information from policy makers to implementers. Information is conveyed to policy actors so that actors can find out, understand what is the content, objectives, direction, policy target group, so that the goals and objectives of the policy can be achieved as expected.
- 2) Resources, including people, equipment and budget.
- 3) Disposition, related to the characteristics possessed by policy actors. Policy implementation will be successful if the implementers know not only what to do, but also the willingness to implement the policy.
- 4) Organizational structure is related to the suitability of the organization implementing the policy implementation. One of the important structural aspects in an organization is a standard operating procedure as a guide for implementing policies.

Meanwhile, the top down approach model formulated by Donald Van Metter and Carl Van Horn, the implementation process is deliberately carried out to achieve high performance in the relationship of various variables. The variables that affect implementation, namely: policy objectives, resources, characteristics of the executor, attitudes of the implementers, communication between organizations and the economic, social and political environment (Winarno, 2007).

In addition, the implementation model is a political and administrative process. This model describes the decision-making process carried out by various actors, which is determined by the program that has been achieved and the interaction of decision makers in the context of administrative politics. The political process can be seen through a decision-making process involving various policy actors, whereas the administrative process is seen through a general process of administrative action that can be investigated at a specific program level (Grindle, 2017).

Some of the policy implementation models described above, in principle, have their respective advantages according to the context in which the policy is implemented, so in this study, the researcher chose the Edward III model as a model for

analyzing the success rate of policy implementation. The main reason for the adoption of the Edward III model is that the four elements in the model can explain comprehensively about policy implementation.

#### *Control*

Control as a system used to plan various activities in order to achieve the organization's vision through a predetermined mission. Based on implementation standards, namely taking the necessary evaluation actions to ensure that all organizational resources are used in an effective and efficient manner (Mockler, 2002).

Meanwhile, evaluation measures can be in the form of making changes to one or more activities within the organization against predetermined standards. In the control process, managers ensure that the resources have carried out the strategy as planned. The control process requires conscious planning (not automatically) and involves interactions between individuals. The control process consists of three steps which include: (a) measuring actual performance; (b) comparing actual performance with standards, and; (c) take managerial action to correct deviations or inadequate standards (Robbins, 2016).

#### *Boarding School*

Boarding schools are educational institutions where students not only learn, but live and live together in educational institutions by combining residence in school institutions that are far from home and family with being taught religion and learning several subjects (Bramston & Patrick, 2007).

This boarding-patterned education is a combination of the public school education system with the pesantren education system where students receive 24-hour education. This educational model offers advantages that are measured in terms of the readiness of students to become faithful and pious people, and are able to live independently in society. In addition, boarding schools can have good implications for improving the quality of learning in schools and character building (Duffell, 2000).

Based on studies in Australia, parents think boarding schools can build character and develop students' independence (Schaverien, 2004). The boarding school literature provides a favorable view of the boarding experience, from a very positive character building perspective.

### III. METHOD

This study uses a qualitative method with a phenomenological approach. Phenomenology is research that tries to explain or uncover concepts or phenomena of experience based on the awareness that occurs in several individuals (Moleong, 2019).

The data collection techniques used in this research are interviews, observation and documentation study, but more importantly will use interview and observation techniques because these techniques can reveal the hidden meaning

behind a visible phenomenon. While the technique of collecting data through documentation is used in order to help, enrich and complement the research data (Yaniawati & Indrawan, 2017).

Data analysis techniques in qualitative research can be analyzed data interactively through four stages, namely data collection, data reduction, data presentation, and drawing conclusions and verification (Moleong, 2019). This stage can be presented in the following table:

Table 1. Stages of Research Data Analysis

| Analysis stage              | Description   |
|-----------------------------|---|
| Data collection             | This process is carried out by collecting data in the form of interviews, observation and documentation.                                      |
| Data reduction              | This process is done by selecting, focus and change data obtained from written records in the field. And coding is done and then categorized. |
| Presentation of data        | This process is carried out by describing the summarized and organized information that can be used to draw conclusions.                      |
| Conclusion and verification | This process is to conclude the results of the descriptions of the data that have been presented.   |

The data analysis model used in this study was developed from an inductive model. Inductive data analysis is the drawing of conclusions that depart from specific facts, to then draw general conclusions (Sugiyono, 2010), as follows:

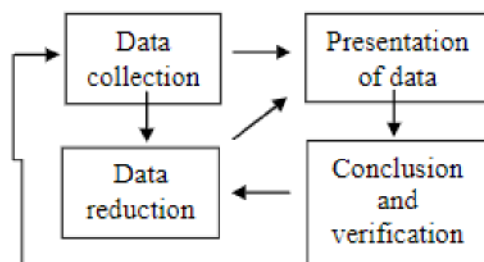


Figure 1. Inductive Model of Data Analysis (Sugiyono, 2010)

IV. RESULTS AND DISCUSSION

*What is the policy of strengthening character education at SMP IT Permata Bunda, Bandar Lampung City?*

Strengthening character education is an educational policy whose main objective is to improve the morals and character of the nation's children through the national education system. Educational policy is the result of considerations based on a value system and on situational factors. These considerations are plans that serve as guidelines for making decisions, so that institutional goals can be achieved (Arwildayanto & Sumar, 2018).

Policies for strengthening character education are implemented through planning and organizing. Planning is carried out at the beginning of each new school year through coordination meetings and programming involving all teachers. Meanwhile, organizing is the division of duties and authorities, which is an activity to determine the type of work carried out, as follows: (a) The division of teacher duties in learning, based on the educational qualifications possessed by the teacher. The conformity of educational qualifications with the responsibility of teachers in learning is expected to be able to internalize character values into learning developed through learning implementation plans and learning media; (b) The division of tasks in extracurricular activities is a recruitment process in determining activity supervisors based on qualifications. Extracurricular activity coach functions as a guide and guidance for talents and interests of students outside the academic field, and; (c) The division of tasks in school cultural habituation activities is the duty of teachers in supervising school cultural habituation activities. For example, in the morning greetings activities carried out in the morning to welcome students.

*How is the implementation of the policy of strengthening character education at SMP IT Permata Bunda, Bandar Lampung City?*

The policy implementation process links the objectives and plans to produce policy implementation. Policy implementation is a bridge that connects plans with expected policy outcomes. In order to determine the success of policy implementation, the Edward III model is used, which is determined by four elements (Akib, 2012), as follows:

- 1) Communication, is the process of delivering information (socialization) of the character education program carried out at the start of the new school year meeting.
- 2) Resources, including:
  - 3) Human resources (teachers, foster caregivers and extracurricular coaches).
  - 4) Budget resources (school operational assistance funds).
  - 5) Equipment sources (classrooms, mosques, dining rooms, laundry, boarding schools, audio systems, projectors, sports fields and libraries).
- 6) Position, is the commitment of teachers and guardians as executors and supervisors of the character education strengthening program with the aim of minimizing violations committed by students.
- 7) Organizational structure, character education strengthening program development team formed by the principal.

Meanwhile, strengthening character education is integrated into learning activities, extracurricular activities and the refraction of school culture. The character values are instilled through: (1) religious, character values that reflect faith in God, religion and uphold tolerance, instilled through

congregational prayer and murojaah activities; (2) integrity, the character values that underlie the behavior of students in an effort to make themselves as people who can always be trusted in their actions, inculcated in flag ceremony activities; (3) cooperation, character values that reflect working hand in hand to solve problems, instilled through cleaning the bedroom at the boarding school; (4) responsibility, character values that have a sense of responsibility for every attitude and action, instilled by teaching students to take care of laundry independently; and (5) care, positive character values, sympathy and empathy, are instilled in healthy and clean Friday activities, which aim to foster a sense of care for the surrounding environment.

*How to control the implementation of policies to strengthen character education at SMP IT Permata Bunda, Bandar Lampung City?*

Control is a system used to plan various activities in order to achieve the organization's vision through a predetermined mission by implementing and monitoring the implementation of the activity plan. The results of implementation with the aim of comparing actual activities with predetermined standards, determining deviations, and taking necessary evaluation actions to ensure that all organizational resources are used in an effective and efficient manner (Mockler, 2002).

In determining the deviation obtained from the identification of inhibiting and supporting factors. As for the inhibiting factors, namely the various elementary school backgrounds of students, the commitment of parents and students who are still low. Meanwhile, the supporting factors are adequate infrastructure, adequate funding, and a conducive environment. Meanwhile, the evaluation action is carried out by forming a program development team that is tasked with monitoring the implementation of the program, eliminating inefficient school programs and evaluating student activities obtained from student journal recap data, teacher control sheets and discipline books.

## V. CONCLUSIONS AND SUGGESTION

### *Conclusion*

Policies for character education are implemented through planning and organizing. Based on the level of success of policy implementation obtained from (1) communication, through socialization of character education programs; (2) resources, including human resources, budget and equipment; (3) disposition, is the commitment of the teacher and foster care provider as program implementer and supervisor; and (4) organizational structure, is a development team for character education programs. Meanwhile, strengthening character education is integrated into three activities, namely learning, extracurricular activities and familiarizing school culture with the values of religious character, integrity, cooperation, responsibility and care. In addition, the process of controlling policy implementation is carried out by determining inhibiting and supporting factors, as well as evaluating student activities in the character education strengthening program obtained

from student journal recap data, teacher control sheets and discipline books.

### *Suggestion*

Strengthening character education is an effort to foster good habits and behavior of students through stages starting from being taught, accustomed to, being trained consistently, becoming habits, so that character is formed. Schools as educational institutions are expected to be able to determine the characteristics of schools in implementing character education policies in shaping the character of students.

## REFERENCES

- [1] Akib, H. (2012). Implementasi kebijakan: Apa, mengapa dan bagaimana. 1(1), 1-11.
- [2] Anderson, E. W. (2005). Residential and boarding education and care for young people: A model for good practice, Psychology Press.
- [3] Arwildayanto, A. S. & Sumar. (2018). Analisis Kebijakan Pendidikan: Kajian Teoretis, Eksploratif, dan Aplikatif, Bandung: Cendekia Press.
- [4] Bramston, P., & Patrick. (2007). Rural adolescents experiencing an urban transition. 15(4), 247-251.
- [5] DeRoche, & Williams. (2001). Educating hearts and minds: A comprehensive character education framework, Corwin Press.
- [6] Duffell, N. (2000). The making of them: The British attitude to children and the boarding school system, Lone Arrow Press.
- [7] Goleman, D. (2019). Emotional Intelligence. PT Gramedia Pustaka Utama. Jakarta.
- [8] Grindle, M. S. (2017). Politics and policy implementation in the Third World, Princeton University Press.
- [9] Hasbullah. (2015). Kebijakan Pendidikan dalam Perspektif teori, aplikasi dan kondisi objektif di Indonesia.
- [10] Irsan, I., & Rijal. (2020). Implementasi Pendidikan Karakter Disiplin Siswa Di Sekolah Dasar Kota Baubau. 5(1), 10-16.
- [11] Kemendikbud. (2017). Konsep dan Pedoman Penguatan Pendidikan Karakter. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Jakarta.
- [12] Lickona, T. (2012). Character matters (Persoalan karakter): Bagaimana membantu anak mengembangkan penilaian yang baik, integritas, dan kebajikan penting lainnya. Bumi Aksara. Jakarta.
- [13] Manalu, J. (2014). Pendidikan Karakter terhadap Pembentukan Perilaku Mahasiswa (Studi Kasus Proses Pendidikan Karakter dalam HMJ Sosiolog Universitas Mulaarman Kalimantan Timur). 2(4), 26-38.
- [14] Mockler, R. (2002). Using the arts to acquire and enhance management skills. 26(5), 574-585.
- [15] Moleong, L. J. (2019). Metodologi penelitian kualitatif. PT Remaja Rosdakarya. Bandung.
- [16] Rahman, H. B. (2013). Rekonstruksi Paradigma Pendidikan Untuk Memperkuat Karakter Bangsa Melalui Implementasi Kurikulum 2013. Universitas Lampung.
- [17] Robbins, S. P. (2016). Organizational behavior. Pearson Education. New Jersey.
- [18] Schaverien, J. (2004). Boarding school: the trauma of the 'privileged' child. 49(5), 683-705.
- [19] Sugiyono, S. (2010). Metode penelitian kuantitatif dan kualitatif dan R&D. Alfabeta Bandung.
- [20] Wahab, & Budi. (2012). Analisis Kebijakan Dar i Fo rmul asi ke I mple ment asi Kebijakan Negara.
- [21] Winarno, B. (2007). Kebijakan publik: Teori dan proses.
- [22] Yanawati, I., & Indrawan. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, Pembangunan, dan Pendidikan.