

Implementation and Obstacles to Student Character Education at SMAN 1 Anjir Muara

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ABSTRACT

The character can be formed through education, one of the institutions that can carry out character education is the school. One of the means for building student character in schools is through the learning process, school culture, and extracurricular activities. This study aims to describe the implementation of character education for students at SMAN 1 Anjir Muara and find out the obstacles at SMAN 1 Anjir Muara in implementing character education for students. The approach used in this study uses a qualitative descriptive approach. The observation, interview, and documentation techniques were used to collect data obtained from informants or institutions related to this research. To analyze the data in this study used data reduction techniques, data display, and verification. The results of this study state that character education at SMAN 1 Anjir Muara is implemented through integration into learning activities including developing character values in learning tools such as lesson plans; school culture is classified into three types of activities, namely routine, spontaneous, and exemplary activities; and extracurricular activities such as scouting, osis, and PMR. In addition, there are obstacles in the implementation of character education for students at SMAN 1 Anjir Muara, who come from the family environment and technological advances that are not in line with the education implemented in the school environment.

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1. INTRODUCTION

Education in Indonesia is known as the national education system. There are three channels of implementation of informal, formal, and non-formal education. School is called formal education (Aulia & Arpannudin, 2019). School is the main component of a child's life outside the family and environment. How can a school become a virtuous community, where intellectual and moral aspects such as good

judgment, best effort, respect, compassion, honesty, service, and fairness can be achieved in school life (Lickona, 2012a). Schools are generally a place for children to study under the supervision of teachers, as well as a social environment that shapes their character and behavior.

Thus, school institutions play an important role in giving special attention to character education. National Education System Law No. 20 of 2003 stipulates the goals and functions of national education, which states that: The function of national education is to form and develop skills related to education for a decent national life so that students have the opportunity to grow into human beings who believe and fear God Almighty, have good morals noble, experienced, creative and healthy, become independent and good citizens (Nasution, 2018).

By applicable national education standards, to become a benchmark for curriculum development standards and the implementation of learning and assessment in schools. Character education is included in the content that students must teach, master, and achieve in their daily lives. At present the curriculum implemented in schools is K13. The 2013 curriculum is focused on accelerating results and learning processes with a character perspective, which leads to the noble character of students who are intact, integrated, also balanced with standards according to the competence of graduates from each teaching unit (Syaharuddin & Mutiani, 2020).

The essence of educational development is not only to develop intellectuality but also to develop students' personalities, morals, and physical and social skills, in other words, to realize Indonesia as a whole. One of them is by instilling character education in the school environment so that later when they live in their social context, they are more easily accepted and have the potential to become agents of morality in society.

The Ministry of Education and Culture has outlined some of the values of character education which are divided into 18 values as follows: (1) religion, (2) honesty, (3) discipline, (4) hard work, (5) tolerance, (6) creativity, (7) democracy, (8) independence, (9) peace-loving, (10) love of the motherland, (11) nationalism, (12) communicative, (13) curiosity, (14) appreciating achievement, (15) fond of reading, (16) love the environment, (17) social care and (18) responsibility (Nasional, 2010).

SMAN 1 Anjir Muara is a senior high school that aims to build character education for students by using the 2013 curriculum and the independent curriculum where the character of each learner can be a priority for institutions in education. To strengthen the character education of SMAN 1 Anjir Muara students instill various character values that can strengthen the character education of their students. Implementation of character education through the learning process, school culture, and extracurriculars (Mulyasa, 2012). Based on this, character education places more emphasis on the process of habituating good behavior rather than just teaching about right and wrong. Character education must be carried out with the full cooperation and involvement of all school members.

Implementation of character education through the learning process is the teacher integrating character education in learning tools such as lesson plans. Meanwhile, school culture is the atmosphere of school life where teachers, students, counselors, and administrative staff interact with each other and with other members of the school community group (Pradana, 2016). The practice of cultivating character must be considered and applied in educational institutions daily, with the aim that students will gradually get used to it in the future. Implementation of character education for students based on school culture, including routine, spontaneous, and exemplary activities. Furthermore, the implementation of character education through extracurricular activities is an educational activity carried out outside the classroom and outside of class hours. This extracurricular activity is believed to be the right place for students to maximize the development of students potential, talents, interests, personality, abilities, independence, and cooperation optimally to support the achievement of educational goals (Lestari, 2016).

Students are expected to be able to train themselves through the learning process, school culture, and extracurricular activities. So that later students can play a role in community life, in accordance with their capacity as educated individuals. The culture that exists in each school is of course different and must be understood and included in the quality improvement process. Schools must eliminate negative culture and strive to strengthen positive culture.

The problem of cultivating and building character in the field of education does not seem new or foreign to us. It is inseparable from SMAN 1 Anjir Muara, character issues are also often mentioned in discussions there, therefore the school has a goal to develop the character of its students. However, there is no more detailed information about the implementation of the character education program at SMAN 1 Anjir Muara. Therefore the implementation of character education at SMAN 1 Anjir Muara is important to study in more depth because strengthening character education in schools is very important in creating a nation with Pancasila character. This study aims to describe the implementation of character education for students at SMAN 1 Anjir Muara and find out the obstacles at SMAN 1 Anjir Muara in implementing character education for students and find out the obstacles at SMAN 1 Anjir Muara in implementing character education for students.

2. METHOD

In studying character education, researchers used qualitative research with the method used is descriptive method. Descriptive research has the main objective of "giving an overview" using words, accompanied by the presentation of pictures and tables needed in order to provide information and an outline to answer questions such as who, when, where, how, and why related to the implementation of character education for students. at SMAN 1 Anjir Muara. In line with the approach used, the research instrument is the researcher himself who is assisted by interview guidelines that have been prepared and a voice recorder to store the results of interviews with informants. Primary and secondary data are used in this research data source. Observation techniques, interviews, and documentation are used by researchers in collecting data. Then, in data analysis techniques, researchers used data reduction techniques, data display, and data verification. Then to test the validity of the data the researcher used triangulation, member checks, and extended observations. The research subjects selected in this study included school residents who were related to research conducted at SMAN 1 Anjir Muara as shown in the following table of informants.

Table 1. Table of Informants

No	Name	Information
1	Sutiningsih, M.Pd	Principal at SMAN 1 Anjir Muara
2	Kamrani, S.Pd	Deputy Head of Curriculum at SMAN 1 Anjir Muara
3	Khairul Fahmi, S.Pd	Head of Student Affairs at SMAN 1 Anjir Muara
4	Herman Pelani, S.Pd	Class 10 teacher at SMAN 1 Anjir Muara
5	Kartini Aprilianti, S.Pd	Class 11 teacher at SMAN 1 Anjir Muara
6	Hayatunnajah	Grade 10 students at SMAN 1 Anjir Muara
7	Mauliya Rashidah	Grade 11 students at SMAN 1 Anjir Muara

Source: Data Processed by Researcher (2022)

While all the mentioned strategies contribute to the validation of data in qualitative research, it's challenging to pinpoint a single "most important" aspect, as their effectiveness often relies on their combined application. However, if pressed to highlight a critical element, maintaining rigor through triangulation is often considered a cornerstone. Triangulation involves using multiple sources, methods, or researchers to validate findings, offering a more comprehensive and reliable understanding of the research phenomenon. By employing triangulation, researchers can minimize the risk of bias, enhance the credibility of their interpretations, and provide a more robust foundation for their qualitative data. Nevertheless, it's essential to recognize that the strength of qualitative research lies in the synergistic application of various validation strategies, and researchers should carefully

consider and integrate multiple approaches to ensure the overall trustworthiness of their data and findings.

3. RESULTS AND DISCUSSION

Education is a process of maturation and development that occurs as a result of interaction between individuals and the material and social environment, starting from birth throughout their lives (Nugraha et al., 2020). Whereas the Greek term for "character" (meaning "to mark" or "mark") focuses on how to apply moral principles through action or behavior (Zubaedi, 2012). Furthermore, (Lickona, 2012b), affirms good character (components of good character) include, knowing about good things, looking for good things, and doing good deeds such as how to think, feel, and act (p. 82). These three things basically need to be done when a value becomes a virtue, an inner disposition that can be trusted to respond morally well to situations.

On the other hand, Samsuri emphasizes that the term "character" includes at least two things: values and character. A character is a reflection of the value associated with an entity (Unique). As an aspect of a character, the character is a reflection of a person's personality as a whole: psychology, attitude, and behavior (Julaeha, 2019). So, a character is a quality possessed by an object or individual. These traits are original and rooted in the personality of objects or individuals, which can cause them to act, behave, speak, and react to something. Education can be formal or informal to develop character (Putra et al., 2021). School is an institution that contributes to education and instills moral values. Simply put, character education is described as an attempt to influence student behavior.

Perry London said schools at this time had to take the lead in overcoming the psychosocial epidemic that hit the lives of children in society (Lickona, 2012b). Facing the decline in the social structure of life, schools naturally realize that they must try to do something to teach character values. Departing from these definitions, it becomes clear that when we consider what kind of character we want to instill in children, we want them to understand those values, and then act according to what they believe in even if they have to face difficulties and pressures. both internally and externally. In other words, they have an "awareness to force themselves" to realize these values, so that efficiency is created in achieving educational goals, namely creating strong and quality good people.

Character Education for Students at SMAN 1 Anjir Muara

SMAN 1 Anjir Muara is a senior high school that aims to build character education for students by using the 2013 curriculum and the independent curriculum where the character of each student can be a priority for institutions in education. To strengthen the character education of SMAN 1 Anjir Muara students instill various character values that can strengthen the character education of their students.

Character education in schools does not lie in certain subjects but is integrated in a systematic and planned manner. According to (Mulyasa, 2012), the implementation of character education in the school environment is carried out through 1) Integrated learning activities, namely the teacher develops character values in learning tools such as lesson plans; 2) School culture is classified into three types of activities, namely routine, spontaneous, and exemplary activities; and 3) Extracurriculars such as scouts,osis, and PMR.

This is in accordance with what the researchers saw while in the field, namely students carrying out cleaning activities in the classroom and the environment around the school on Friday, April 1, 2022. They did the cleaning working together, some swept the class, cleaned classroom windows, cleaned the schoolyard, and more. Based on the explanation above, the researcher presents research data about the implementation of character education for students at SMAN 1 Anjir Muara using the following observation, interview, and documentation methods.

3.1. Learning Process

One technique that is currently popular is integrating character formation through the learning process into all subjects in schools. This paradigm states that the teacher is a character educator (character educator) (Latifah, 2014). Teachers need to understand various active learning models, methods, and strategies so that learning steps are easy to organize and implement efficiently and accurately. Such a

process allows the teacher to observe and evaluate the ongoing process, especially the character of the students. When researchers asked about incorporating character values in learning, Mr. Khairul Fahmi, S. Pd, pointed out that this was inseparable from the curriculum and lesson plans made by the teacher:

“Embedding Education, that is, if in our place it is like, in religious education and PPKn, we also apply it to every subject, not only specifically in PAI and PPKn”. (Interview, 08 December 2022, 08.51 - 09.00). In addition, Mrs. Kartini Aprilianti, S. Pd also said in her next interview “At the beginning of the rpp, there are activities such as praying and opening greetings”. (Interview, 08 December 2022, 09.21 - 09.30)

Based on interviews and the results of research by researchers, it is known that in making lesson plans the teacher will insert character values and include them in the lesson material. Character values are integrated into learning, such as in Civics learning, students are taught to respect differences of opinion, use polite language, express opinions politely, and so on. Apart from that, in the lesson plan document in the initial activity, there is an activity of praying and opening greetings. Through this RPP, the resulting character values are in the form of character values such as religious, democratic, communicative values, and others.

3.2. School Culture

In implementing character education, schools must optimize various existing resources. To optimize character education in schools, of them is through school culture. The principal of SMAN 1 Anjir Muara also uses existing strategies in his role as the school principal. The principal through this strategy forms a culture in the school by carrying out the duties and functions of a leader.

School culture is a situation in a school where teachers, students, counselors, and administrative staff interact with each other and with other members of the school community group (Pradana, 2016). The practice of cultivating character must be considered and applied in educational institutions on a daily basis, with the aim that students will gradually get used to it in the future.

The importance of instilling character in schools was conveyed by Ms. Sutningsih, M.Pd, as follows: “Character education is now booming, which directs in educating students about how to be polite and so on, also related to self-discipline, for example understanding religion and others. So, now education is being encouraged, namely character because most of the student's character is still very low, this is influenced by gadgets and so on”. (Interview, 08 December 2022, 08.30 - 08.50).

The student self-development program is one way of developing and implementing character education for students based on school culture. There are three categories of activities that can be used to instill character into the school culture: routine, spontaneous, and exemplary activities (Wibowo, 2012). Departing from the above, there are three school programs of SMAN 1 Anjir Muara in implementing character education for its students is through school culture such as:

1) Routine Activities

It is an event that is carried out by students continuously, giving rise to characters that are rooted in the souls of students (Purwanti & Haerudin, 2020). The routines carried out at SMAN 1 Anjir Muara for the application of character education based on the results of the research conducted were divided into three areas, namely daily routines, weekly routines, and annual routines.

- a) Daily routine activities are events that are carried out every day, such as every time they meet with the teacher the students always smile and greet each other and then proceed with kissing each other's hands, there are daily supervisory pickets to check the attendance of students and teachers, Al-Qur'an literacy, midday prayers in congregation, and maintain the cleanliness of the classroom and surrounding areas. Through this routine activity, the resulting character values are in the form of character values such as religious (zuhur prayers in congregation), communicative (greetings, daily picket supervisors to check the presence of teachers and students), and caring for the environment (cleaning the classroom environment and surroundings), and fond of reading (literacy of the Koran).

- b) Weekly routine activities are events that are carried out once a week, such as clean Friday, and taqwa Friday. Through this weekly activity, the resulting character values are in the form of character values such as being religious, socially concerned, and environmentally concerned.
- c) Annual routine activities are events that are carried out every year, including the Birthday of the Prophet and the Ramadhan Islamic Boarding School. Through annual activities such as religious activities carried out by schools, the resulting character values are in the form of character values such as religious values. This is because in the annual religious activities, among others, there are readings originating from the Koran.

2) Spontaneous Activities

Actions taken directly are spontaneous activities. Often, spontaneous activities are combined with incidental activities such as visiting sick friends, helping when school members experience a disaster, participating in social actions, raising funds for disaster management, and issuing reprimands when students make mistakes as a form of conditioning. The results of the interview with Mr. Herman Pelani, S. Pd are as follows:

"There are activities but they are not regularly scheduled, for example when a student's family dies, there is usually a contribution or fee to provide such assistance". (Interview, 08 December 2022, 09.10 - 09.20).

Furthermore, Hayatunnajah, a grade 10 student, also shows spontaneous activities that are usually carried out:

"If there is a fight in the school, the teacher immediately separates the students one by one properly so that there are no more fights". (Interview, 08 December 2022, 09.46 - 09.55)

Based on observations, interviews, and documentation, it was said that the school carried out several spontaneous activities including visiting sick friends, issuing warnings to students who made mistakes, helping when one of the school members experienced a disaster, carrying out social activities such as raising funds for disaster management. Through spontaneous activities that occur in schools, the resulting character values are in the form of character values such as social care. This is because spontaneous activities will bring up an attitude of sensitivity to people's suffering, involvement in good change, selfless help, and tolerance and empathy for people's suffering (Yudhistira & Jaenudin, 2018).

3) Exemplary

Being exemplary, especially in the world of education is an effective and best way to prepare children to be successful in moral, intellectual education and social life. The essence of exemplary is imitation, i.e. imitation of students to teachers; imitation of adults by children; children imitating their parents; imitation of students against teachers; imitation by community members of community leaders. In conclusion, in exemplary, there is a process of imitating (Suhono & Utama, 2017).

Learners who realize that character is important and valuable in life will deliberately imitate that character from educators. Here, the teacher as a role model must set an example in speech and behavior so that students can imitate it directly. This is in line with the presentation of Mrs. Sutiningsih, M. Pd, which is as follows:

"Sometimes they are told about the example of the prophets, for example when they were the master of ceremonies or when all the students were gathered together, or at the commemoration of big days, or during student council activities, at which time examples of figures were given that they could emulate". (Interview, 08 December 2022, 08.30 - 08.50).

Based on the interviews above, exemplary conduct is carried out through ibrah or lessons conveyed by the teacher either when teaching in class or when serving as a ceremonial supervisor. In addition, exemplary behavior can also be applied through the habituation carried out at SMAN 1 Anjir Muara, including the teacher not arriving late, greeting and praying before starting learning activities, the teacher invites students to pick up trash, as well as the teacher also helps pick up trash. Through the example given by the teacher at school, the resulting character values are in the form of character values such as being religious (saying greetings and praying), disciplined (the teacher doesn't come late), social

care (visiting sick friends and raising funds), and caring for the environment (cleaning up the environment school).

3.3. *Extracurricular activities*

Extracurriculars are educational programs that do not have a fixed time allocation in the curriculum. Extracurricular activities function as operational tools (supplements and complements) that must be designed and integrated by educational units into the annual work plan and academic calendar as a complement to the curriculum (Damanik, 2014). Extracurricular activities incorporate the developmental needs of different students; such as differences in attitudes, talents, and creativity.

Researchers present research data on the implementation of character education through extracurricular activities for students at SMAN 1 Anjir Muara based on research conducted by researchers using observation, interview, and documentation methods such as scouts, Student Council, and PMR as follows.

1. Scout

Praja Muda Karana (Scout) means young people who like to work. Scouts are Indonesian citizens who actively participate in scouting education and practice Scout Dharma and Satya (Damanik, 2014). The presence of scout extracurriculars can be described as educational activities carried out outside of face-to-face learning hours. Scouting activities also aim to develop skills, deepen insight, and shape student growth based on their needs (Gazali et al., 2019).

From scout activities, the resulting character values are independent character values gradually. Independent character values are mindsets and behaviors that do not rely on other people to do tasks (Larasati, 2017). Various types of activities are held, such as routine training activities which are carried out every week on Mondays, camping activities which are carried out regularly, and other activities. Of course, this will also support the success of independent character education, because scouting in its implementation requires students to be independent in order to gain success or achieve the desired goals.

2. Student Council

Schools become educational institutions as a medium for students to develop themselves and create strong reasoning by instilling noble values in their character. Every educational organization in schools has the ability to influence student behavior. One of the educational organizations in the school is OSIS (Intra-School Student Organization). OSIS is the only legitimate school student organization forum (Purnama & Salim, 2015). This explanation was clarified from the results of an interview with Mauliya Rasyidah, a Class 11 student regarding the implementation of character education through student council activities such as carrying out weekly dues.

"The contributions for student council cash will later be used if there is a disaster such as a parent dying or a sick friend can be given to them, and also for other student council activities, so this fee is carried out for each class. For a total of around 150-200 thousand each week, however, there is no specific record for the details of the funds". (Interview, 07 March 2023).

The habit of paying contributions every week is implemented through the osis program, which as a community program is able to bring together students who have social concerns. From the osis program, the resulting character values are in the form of social care character values. Social concern is described as an attitude that must be owned by every individual, group, or organization towards other people, society, and their social environment (Mukhtar, 2021). This certainly supports the success of independent character education because osis activities in its implementation require students to be socially responsible.

3. PMR

PMR (Youth Red Cross) is one of the extracurricular programs that try to help students develop positive character. The PMR extracurricular is one of the efforts to develop character education in students, among the activities of PMR members is that PMR members are given first aid knowledge to injured or sick people, making it possible to help people who need help and PMR members are encouraged to help regardless of status and background assisted person (Amalia & Yenni, 2022). This

explanation was clarified by interview findings regarding the implementation of character education through PMR extracurricular activities, as expressed in an interview with Mauliya Rasyida, a Class 11 student, as follows:

“PMR exercises are held every Thursday afternoon, starting at 15.00 WITA. PMR usually carries out activities such as assisting in the smooth running of the Monday morning flag ceremony, to help students who are unconscious or sick”. (Interview, 07 March 2023).

Based on the results of these interviews, PMR activities at SMAN 1 Anjir Muara are held every week, namely on Thursday, for the time at 15.00 WITA. In addition, the activities carried out by PMR members include helping the smooth implementation of the flag ceremony by providing first aid if there are students who are sick during the ceremony. Through PMR activities, the resulting character values are in the form of social care, tolerance, and responsibility character values. This is because in PMR activities there are activities in the form of helping people who need first aid and it is their responsibility as PMR to provide assistance regardless of the status of the person in need.

3.4. Constraints in Character Education for Students at SMAN 1 Anjir Muara

Every character building process will definitely present obstacles or obstacles (Mulyasih, 2021). The school program in implementing character education for students which is carried out through learning process activities, school culture, and extracurriculars, so far has had two obstacles, namely:

1. Family

Each student has different family conditions and does not seem to support the process of instilling character values, because the education that has been grown at school is not continued at home. Various obstacles were faced by schools and teachers when implementing character education for students. The following is the result of an interview with Mrs. Sutiningsih, M. Pd, as the school principal:

“There are a few obstacles, because here students have a family background with a middle to a lower standard of living, besides that parents have low education, meaning that most parents don't go to school. So, starting from childhood they are accustomed to being free so that school slowly accustoms them to cultivating everything with discipline, and responsibility towards themselves slowly and not forced”. (Interview, 08 December 2022, 08.30 - 08.50).

Based on the findings of the interview with the school principal, there are obstacles found in the process of implementing character education, namely with a family background that has middle to lower economic conditions so that parents spend more time working. Coupled with the imbalance between family conditions and education at school, the lack of parental supervision when students are at home. As a result, the lack of attention to children makes them have bad character. Therefore, parents must be involved, and schools must be committed to consistent educational growth so that the implementation of character education runs optimally.

2. Technology Advances

Technology from time to time becomes more sophisticated and rapidly developing. The speed of information and technological sophistication force us to wisely choose and organize gadget content, under the supervision and control of parents and schools so that students' character is not harmed in the future, the following is the result of an interview with Mr. Kamrani, S. Pd:

“Building character in students to care is rather difficult because of various influences, especially technology such as cell phones, and affects their concern for others, interactions are also decreasing due to advances in this technology. That's the obstacle that exists in our school”. (Interview, 08 December 2022, 09.00 – 09.10).

From the results of interviews with Mr. Kamrani as deputy head of the curriculum at the school, teachers face obstacles to implementing character education because technological advances cause a child to tend to have a lazy attitude towards the surrounding environment, such as being individualistic because of the influence of the hand-held cell phones they have. Of course, this will be an obstacle for schools in implementing character education, one of which is the value of social care. Humans are creatures that cannot live alone, every human being certainly needs each other so that interaction is

created. That is why humans are known as social beings, so humans need social awareness. People with high social sensitivity can feel compassion and empathy for others (Nuraeni et al., 2022).

4. CONCLUSION

SMAN 1 Anjir Muara instills several character values that can strengthen the character education of its students. These character values can be implemented by integrating them into learning activities including developing character values in learning tools such as lesson plans; school culture is classified into three types of activities, namely routine, spontaneous, and exemplary activities; and extracurricular activities such as scouting, osis, and PMR. The obstacles to the implementation of character education for students at SMAN 1 Anjir Muara come from the family environment and technological developments that are not in accordance with teaching at school. Therefore, character education places more emphasis on the process of habituating good behavior rather than just teaching about right and wrong. As for the conclusions made by researchers, there are suggestions aimed at future research namely, researchers found that educational institutions and parents of students must work together to improve student personality because students are actually the responsibility of parents and schools. Schools also need to develop character values in students so that they can be used all the time. So that this research can be used as a guideline for further research to examine more deeply and completely the implementation of character education for students in educational institutions.

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