# STRENGTHENING CHARACTER EDUCATION IN VOCATIONAL HIGH SCHOOL

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**ABSTRACT:**
**This research began from the emergence of character problems or character crisis by shifting the students' ethics values in the school. Where the students don't respect teachers and friends, there is brawl among students, even violence occurs in the classroom, this is a threat of disintegration of the nation. The formulation of the problem is how the strengthening strategy of character education. The purpose of this research is to know the strengthening strategy of character education in the school, related to implementation, monitoring evaluation, supporting factors, obstacles and obtained result. The research method used qualitative approach on natural subject or natural setting, by using observation data collection techniques, interviews and documentation, data analysis techniques through data reduction, verification and took a conclusions of processed data. The research was held at SMK 45 and SMK IT NU Saguling, West Bandung. The result of this study. Students become intent on strengthening the character education activities, responsive to social activities in the society, although not all students can implement it yet. The level of discipline is good because students feel shy if they aren't disciplined, the result of the shame cultural, some students who used to come late to be in time even though not all students feel ashamed when coming late. The supporting factors the implementation of the strengthening of character education in the schools is a good strategy from the principal, the committee and a team of the parent class of students. The Obstacle factors, the shame culture is not held in the school yet, not all teachers become a role models in the schools who give good examples for students. Not all teacher become a strong and intelligent character. So that the presence of educators is as a key factor in the learning process, a professional and have a strong and intelligent character must really have atmosphere in the school, because through educators who have strong and intelligent character will create human resources which is a reflection of a nation that has strong and intelligent character, and virtuous morals.**

**KEYWORDS: Strategy, Strengthening Character Education, Vocational School.**

**INTRODUCTION:**
Character building which is an effort to embody the mandate of Pancasila and the Preamble of the 1945 Constitution is motivated by the reality of national problems that are currently developing, shifting ethical values in the life of the nation and state, waning awareness of national cultural values, the threat

of national disintegration, and weakening of national independence. (Source: National Character Book 2010-2025 National Character Development Policy, the current character building program, failed to address student brawls to the root of the problem. This is just a problem around brawls plus other delinquencies such as drugs, alcohol, free sex behavior. , rape and murder, plus many problems that arise regarding the loss of respect for students towards their teachers.

Character education according to Lickona (1992: 5), character education is the deliberate effort to develop virtues that are good for the individual and good for society. This definition refers to conscious, planned efforts to develop good for individuals and society. Character education is aimed at shaping a person's personality through character education which results can be seen in one's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work and so on. According to Lickona this goodness is based on the fact that: 1) human dignity; 2) promote human existence and happiness; 3) provide kindness; 4) human rights and obligations. According to Lickona, the purpose of character education is to understand each other (to help people understand), care about each other, and behave according to ethical values (act upon core ethical values).

Character education is important for strengthening the dimensions of the values of Nationalist character, Integrity, Independent Mutual Cooperation and Religion of students as stated in Presidential Decree No. 87 of 2017. The quality of education is often seen from one side, such as in the dimensions of the ability of teachers in the field. 4 This dimension is only limited to the teacher's appearance in the classroom, while other backgrounds that influence it tend to be neglected. In order to strengthen the position and role of national education, efforts are needed to organize education in various aspects in an effort to improve the quality of education.

**METHOD:**

Character education is important for strengthening the dimensions of the values of Nationalist character, Integrity, Independent Mutual Cooperation and Religion of students as stated in Presidential Decree No. 87 of 2017. The quality of education is often seen from one side, such as in the dimensions of the ability of teachers in the field. 4 This dimension is only limited to the teacher's appearance in the classroom, while other backgrounds that influence it tend to be neglected. In order to strengthen the position and role of national education, efforts are needed to organize education in various aspects in an effort to improve the quality of education.

**RESULTS AND DISCUSSION:**

The results of this study. Students become interested in strengthening character education activities responsive to social activities in society, even though not all students can implement it. The level of discipline is good because students feel ashamed if they are not disciplined, the result of the implementation of the shy culture of some students who usually arrive late becomes on time even though not all students feel ashamed if they come late. The supporting factor for the implementation of strengthening character education in schools is a good strategy from the principal and the committee as well as the parent class association of students. The inhibiting factor is that the culture of shame in the school environment has not been promoted, teachers are not fully or entirely as role models in 6 schools, which shows an example that students need to emulate. Teachers have not all become educators with strong and intelligent

characters. So that the presence of educators as key actors in the learning process, who are professional and have a strong and intelligent character, must not really have an atmosphere at school, because through educators who have strong and intelligent characters human resources will be created which are a reflection of a nation with character strong and smart.

**Strategy for Strengthening Character Education through 5 Main Values:**
a. Religious
b. Nationalist
c. Independent
d. Mutual cooperation
e. Integrity

**Behavior of IT NU Saguling Vocational School Students:**
a. Religious Attitudes (habituation of worship practices every Saturday, practice of funeral prayers, khouf prayers and i'taqo)
b. Nationalist attitude, routine flag ceremony with officials, pledge against drugs
c. Independent attitude, through entrepreneurial activities
d. Gotong Royong (students are involved in community activities of community service at school and outside of school)
e. The honest attitude of students is not cheating

**Behavior of IT NU Saguling Vocational School Students:**
a. Students understand the procedures for practicing worship and its goals
b. Have a high nationalism attitude
c. Having an attitude of not being dependent on others
d. Students are diligent and care for the environment
e. Students have an attitude of responsibility. Graduates of SMK IT NU Saguling

f. There are students who graduated from high school, Nu Saguling, who become the imam of the mosque
g. Students Become the leaders of the majlis ta'lim students and the rest of the graduates have worked in private companies and entrepreneurship

**a. Strategy to strengthen character education in schools:**

Planning through socialization beforehand, the components that are in school, namely the principal, teachers, students, education staff, school committees, and the role of the parent's class association as a control for children's negative behavior. This is done by involving the cooperation of parents who are members of the parent's class association of students, in order to create a mutual symbiosis between schools and parents.

The implementation of strengthening character education, first, the value of religious character, reflects faith in God Almighty which is manifested in the behavior of implementing religious teachings and beliefs by practicing congregational prayer in schools. This religious character value includes three relationship dimensions at once. The value of this religious character is shown in loving behavior and maintaining the integrity of creation. The religious sub-values include love of peace, tolerance, self-confidence, cooperation between religions and beliefs, anti-violence and violence, friendship, sincerity, not imposing one's will, loving the environment.

Second, the value of nationalist character is a way of thinking, behaving and acting that shows loyalty, concern, and high appreciation for the nation's culture, and students do the habit of doing scheduled flag ceremonies, holding exhibitions of traditional clothes and traditional food, Nationalist sub-valuesinclude cultural appreciation. The nation itself,

safeguards the nation's cultural wealth, is willing to sacrifice, excels, and achieves, loves the country, protects the environment, obeys the law, is disciplined, respects the diversity of culture, ethnicity and religion.

Third, the value of independent character is the attitude and behavior of not depending on others and using all energy, thoughts, time to realize expectations, in schools there is the formation of an entrepreneurial spirit through business center training. Sub values, this independent character is fighting power, professional, creative, and courageous and being a lifelong learner.

Fourth, the character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working hand in hand, establishing communication and friendship, providing assistance / assistance to people in need. Activities carried out through social services at schools and providing assistance to victims of natural disasters. The sub-values of mutual cooperation include respect, cooperation, inclusion, commitment to joint decisions, deliberation to reach a consensus, helping out, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes. Fifth, the value of integrity character is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions and work, has commitment and loyalty to human and moral values (moral integrity). This is implemented through the habit of not cheating while studying, having the courage to admit mistakes and accept sanctions. The sub-values of integrity include honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for individual dignity.

The 5 ( five ) dimensions of strengthening character education have indeed been reflected in habituation at school but not all students can understand and implement it, there are still students who cheat during tests, during PTS or UTS, during PAS, this requires more intensive supervision so that no such thing happened. Monitoring of the evaluation of strengthening character education, carried out by the principal of the program on program implementation, then the school supervisor, conducts monitoring every quarter.

b. **Supporting and inhibiting factors for the implementation of a strategy to strengthen character education in schools:**

The supporting factor for the implementation of character education in schools is a good strategy from the principal and the committee as well as the parents class association of students. The principal continues to motivate the school community not to stop providing education, especially in improving the character of students.

The inhibiting factor is that the teacher is not fully or entirely as a role model at school, which shows an example that students need to follow, for example a teacher who comes late, does not say hello . Teachers have not all become educators with strong and intelligent characters. So that the presence of educators as key actors in the learning process, who are professional and have a strong and intelligent character, there must really be an atmosphere at school, because through educators who have strong and intelligent characters human resources will be created which are a reflection of a nation with strong character intelligent, and virtuous, it can be interpreted as not yet exist.

Inhibiting factors in the macro environment, where to implement ordinary character education not all schools can implement it, while what is needed now is an application of character education that has an impact on the formation of a society with good

character, at this time it can be interpreted that the government is only limited to instructions but implements clear programs from the center have not been fully realized in the implementation of strengthening character education so that teachers are still confused in making or implementing programs.

Limited facilities and infrastructure for schools by providing free supplies have resulted in difficulties in the realization of programs in places of worship and other activities. Weak evaluation monitoring, especially from school supervisors.

### c. The results of implementing a strategy to strengthen character education in schools:

Students become interested in strengthening character education activities responsive to social activities in society, even though not all students can implement it. The level of discipline is good because students feel ashamed if they are not disciplined, the result of the implementation of a culture of embarrassment for some students who usually arrive late becomes on time even though not all students feel embarrassed when they come late.

The results of the inculcation of religious attitudes are that there are some graduate students who become religious leaders such as becoming religious teachers or mosque imams, many graduates are absorbed in the work field, the achievements of some students have reached national and international levels in the fields of religion, art, entrepreneurial sports, and other productive skills, capable of entrepreneurship But the maximum results have not been obtained because it is related to several obstacles with limited human resources and supporting tools. Clear guidance support has not yet been provided from the relevant education office.

### d. Strategy Model for Strengthening Character Education in schools:

From the results of research on the principal's strategy in implementing character education in schools, namely through a strategy to strengthen character education which is formed through 5 (five) dimensions of attitude, religious, nationalist, independent, mutual cooperation and integrity, and through the role of the class association of parents of students with control children's negative behavior. This is when viewed from the dimension of character building and there have been additions involving the role of the committee and parents of students who are members of the parents' class association by controlling student negative behavior, then at school character education is a strengthening of character education, according to the Ministry of Education and Culture's directives and instructions. president, but this cannot be realized in a complete programmatic manner , due to the lack of clarity regarding educational strengthening programs that involve the entire education ecosystem in schools.

### CONCLUSION:

Based on the results of the research described above, there are several recommendations with regard to strategies for strengthening character education in schools, namely as follows:

Due to the increasingly degenerated character of the younger generation and the fading of national culture and a sense of nationalism, therefore in schools it is necessary to optimize strategic steps in strengthening character education that can accommodate religious character education and nationalism or nationality.

Optimizing socialization or technical guidance regarding the implementation of strengthening civic education through MGMP,

MKKS, education instructors, supervisors, school principals, school committees, BK teachers, PAI teachers, PKN teachers, and all teachers in implementing strengthening character education through uniform curriculum, programs, syllabus and enforce the rules that have been set.

Increase the monitoring and evaluation of character education in a clear and continuous program.

Optimizing the cohesiveness of the school committee in terms of supervising students during school hours and at home so that character education in the formation of good attitudes at school can be well realized.

In order to examine the implementation of the principal's strategy in implementing character education, character education at the institutional level leads to the formation of school culture, namely the values that underlie behavior, customary traditions, daily habits, and symbols that are practiced by all school members.

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