

**THE MANAGEMENT OF CHARACTER EDUCATION IN THE  
PIONEERING OF INTERNATIONAL STANDARD SCHOOL  
(A Site Study at state owned Elementary School Cemara Dua Surakarta)**

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## THE MANAGEMENT OF CHARACTER EDUCATION IN THE PIONEERING OF INTERNATIONAL STANDARD SCHOOL

(A Site Study at State Owned Elementary School Cemara Dua Surakarta)

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### **Abstract**

*The purpose of this study was to describe the cultivation of character education and the development of character education at State Owned Elementary School Cemara Dua Surakarta. The findings suggested that instilling material or values of character education was done in three kinds of activities-through learning, school management, and the development of students. The development of character education was implemented into three kinds of activities-the development of instructional programs, the optimizing of the role of principal and teachers in instilling character educational, and the development of parent partnership. The development of instructional program includes the development of teachers as the character model, effective learning, and creating the conducive classroom. The principal always support all components to always do their duties for the successful of the formation of character while teachers give guidance, oversight, and suggestion to students as well as play an active role to assist students' learning difficulties in school. Development of character education in school is through a partnership with parents. One of it is through a POMG form that is held once a month with varying themes.*

**Keywords:** *character education, material, development,*

### **INTRODUCTION**

The existence of a nation is determined by the character they have. Only the nation with a strong character is able to make itself as the nation's dignity and respected by other nations (Dikti, 2009: 2). Therefore, become the nation with a good character is our desire. Actually, the desire to be a nation that has character has long embedded in the nation of Indonesia. The founders of this nation put the desire on the 1945 opening of the second paragraph. The founding fathers realized that only by becoming an independent nation, united,

sovereign, Indonesia becomes the nation with dignity and be respected by other nations.

On the reform era, the desire to build character of nation continued to flare along with the emergence of political euphoria as the dialectic of the collapse of the old regime. The desire to be a democratic nation, free from corruption, collusion and nepotism, respects and obeys the law are some of the desired character of the nation in civic, state and nation. However, the fact shows the opposite phenomenon. Horizontal and vertical conflicts are characterized by violence and unrest appeared everywhere, accompanied by the spirit of regionalism and primordialism that could threaten the nation integration.

Among students, the moral decadence is no less alarming. Crashing behavior ethical, moral and legal from mild to severe are often displayed by students. The habit of cheating on a test or exam still being done. The desire to pass the national exams with the easy way and without any hard work causes them to try to find answers in a unethical way.

Appalling conditions, of course, disturbs all the components of the nation, including the president of the Republic of Indonesia. President Susilo Bambang Yudhoyono looked at the need for character development at this time.

For it is necessary to find the best way to build and develop the human character and Indonesia in order to have a good character, excel and glorious. Appropriate effort for it is through education, because education has a crucial and central role in the development of human potential, including mental potential.

The Law No. 20 of 2003 of National education system has stressed that the national education serves to develop skills and forms the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens and responsible.

However it seems that educational efforts undertaken by the institution and other institutions have not fully directed attention on efforts to achieve national education goals.

Government Regulation No. 17 of 2010 on the Management of Educational Implementation of Article 17 Paragraph (3) states that basic education aimed at building a foundation for the development of potential learners in order to become a human being (a) faithful and devoted to God Almighty, (b) noble personality, (b) knowledgeable, competent, critical, creative, and innovative; (c) healthy, independent, and confident; (d) tolerant, sensitive to social, democratic, and accountable. Accordingly, it is clear that the purpose of education at every level is related to character formation of students.

Facts on the ground show that the lessons that developing nations character such as *Pancasila* and Civic, Religious Education, and Social Sciences more emphasis on cognitive rather than affective and psychomotor aspects. In addition, assessments in subjects related to value education have not been measured the students' personal intact totally.

Student development activities that had held the school is one of the potential media for character education and academic quality improvement for learners. Character education in school is also strongly associated with the management or school management. Management includes the values that need to be instilled, curriculum, learning, assessment, educators and education personnel, and other related components. Thus, the school management is one of the effective mediums in character education in school.

This is also done by state owned Elementary School Cemara Dua Surakarta. This school is one of the pioneering of international standard school in Surakarta. Such accomplishments achieved by students in academic and non academic. As the pioneering of international standard school, this school manages character education to enhance the quality of the learner.

Management is the process of providing guidance, leadership, organization, control, and provision of other facilities to achieve a predetermined goal (Fathoni, 2006: 5).

Character is disposition, temperament, character, or personality of a person that is formed from the internalization of various virtues believed and used as the basis for the perspective, think, act, and act. According to Lickona, character related to the concept of moral knowing, moral feeling, and moral behavior (Zubaidi, 2011: 1).

Character education is a cultivation system of character values to the school citizens which includes the components of knowledge, awareness or volition, and action to implement these values, both to the God Almighty, ourselves, others, environment, and nationality so that become perfect man. Character development is done by a systematic and integrative approach by involving the family, educational units, government, civil society, legislator, media, business, and industry (Handbook of Character Development, 2010).

Based on the above definition, it can be concluded that the management of character education is education that develops the character values on self-learners so that they have value and character as the character themselves, to apply those values in their life, as members of society, and citizens who are religious, nationalist, productive and creative.

Thomas Lickona, explained that in order to develop a character education need to consider the eleven principles to be effective (2004: 53-54).

- 1) *Character education in holds, as starting philosophical principle, that there are widely shared pivotely important, core, ethical values, such as caring, honesty, fairness, responsibility, and respect for self and other.*
- 2) *Character must be comprehensively defined to include thinking feeling, and behavior.*
- 3) *Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of life.*

- 4) *The program environment must be a carrying community.*
- 5) *To develop character children need opportunity for moral action,.*
- 6) *Effective character education includes a meaningful and challenging curriculum that respects all learners and helps them succeed.*
- 7) *Character education should strive to develop intrinsic motivation.*
- 8) *Staff must become a learning and moral community in which all shared responsibility for character education and attempt to adhere to same core values that guide children.*
- 9) *Character education requires moral leadership.*
- 10) *Program must recruit parent and community members as full partners.*
- 11) *Evaluation of character education should assess the character of the program, the staff's functioning as character education and the extent to which the program is effecting children.*

Based on the above principles, it can be understood that in order to develop a character education should be based on a comprehensive and holistic understanding in all relevant role in the learning process.

In order to further strengthen the implementation of character education, it has been identified 18 values derived from religion, *Pancasila*, cultural, and national education goal: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) the spirit of nationality, (11) love the country, (12) rewarding achievement, (13) friendly / communicative , (14) love of peace, (15) joy of reading, (16) care for the environment, (17) social care, and (18) responsibility (Curriculum Center. Development and Education of Culture & Nation's Character: Guidelines for Schools. 2009: 9 - 10).

Cultivation of character education in schools can be done through three approaches-an integrated activity with learning, integrated with the school management, and through student development activities.

On each subject in primary school has actually contained materials relating to character education. Substantive, at least there are two subjects that are directly related to the development of character and noble character, i.e. Religious education and Civic (Puskur, 2011b: 21). Both of these subjects are subjects that are directly introduce the values, and to some extent makes the students care about and internalize the values. Integration of character education in the subjects in Elementary School leads to the internalization of values in everyday behavior through a learning process from the planning stage, implementation, and evaluation.

Some examples of character education activities are integrated with school management, among others: (a) breach of discipline which has implications for the reduction of the value and the punishment / coaching, (b) the provision of waste disposal sites, (c) organizing the canteen honesty, (d) providing a suggestion box, (d) the provision of religious facilities and implementation of worship, for example: *dhuhur* prayer together, (e) *Salim-taklim* (handshake) each morning as students enter the school gate, (f) the management and cleanliness of the classroom by students, and other forms of activities (Dikti, 2010: 26).

Cultivation of character education through the development of students is done by self-development including routine, spontaneous, and exemplary activities, as well as the conditioning.

Successful development of character education of students depends on the active involvement of all parties in carrying out each role and functions, whether educational institutions, families or communities (Turmuzi, 2011a: 4). These three pillars should support each other synergistically. If not supportive, then it would be otherwise, the development of character education students will fail.

In the students development of character education in school, teachers have a strategic position as the main actors (Turmuzi, 2011b: 2). The teacher is a



figure that can be replicated and become an idol for students. Teachers can be a source of inspiration and motivation of learners.

In the context of education system in school to develop character education of students, teachers must be positioned or position themselves on the real substance, namely: a) the teacher is a teacher and educator, which means that in addition to transferring knowledge, also educating and developing the personality of students through interaction doing in class and outside the class; b) teachers should be given full rights in the evaluation process of learning, because the problem of personality or character of students, teachers are the most knowledgeable about the condition and progress; and c) teachers should develop an evaluation system which is focused on the affective aspect, by using essay and interview as the tool and form of evaluation with students.

There were two objectives to be achieved in this study. (1) Describing the characteristics of instilling the character education at State Owned Elementary School Cemara Dua Surakarta. (2) Describing the characteristics of the development of character education at State Owned Elementary School Cemara Dua Surakarta.

## **RESEARCH METHOD**

This study was conducted at state owned Elementary School Cemara Dua Surakarta. The researcher deliberately took the place in this school because it is one of the pioneering international schools in Surakarta.

Techniques of data collection used in depth-interview, observation, and documentation. According to Mantja (as cited by Harsono, 2008: 162), in-depth interviews are directed conversation for collecting ethnographic information. It can be given a meaning as a combination of descriptive questions, structural, and contrast. Informants interviewed are the principal and teachers. The data to be collected from interviews are data about the management of character education in state owned Elementary School Cemara Dua Surakarta.

According to Le Comte (as cited by Mantja, 2008: 52), the observation of participation is a process in which the researcher entered the setting or background or a certain atmosphere in order to make observations about how the event in the setting have a connection. Observations carried out to obtain data on character education management at state owned Elementary School Cemara Dua Surakarta.

Documentation conducted to obtain data that cannot be obtained from interviews and observations. This technique is performed to obtain the data in the form of documents or records regarding the management of character education in state owned Elementary School Cemara Dua Surakarta.

There were three main activities in the data analysis-data reduction, data display and drawing conclusion. Data reduction is a series of activities the selection process, focusing, simplifying, and abstraction (Harsono, 2008: 168). Data reduction is a form of analysis that sharpens, classifies, directs, disposes of unnecessary data and organizes data in such a way that final conclusion can be drawn and verified (Miles and Huberman, 2007: 16).

Data display is intended to discover meaningful patterns and provides the possibility of withdrawal of conclusion and action. Inferences are part of the whole configuration of activity (Miles and Huberman, 2007: 18). These conclusions are also verified during the study period. Conclusion in qualitative research is expected to be a new finding that had not been there.

According to Harsono (2011: 36), to test if the data are valid or not, we usually use triangulation that includes a variety of ways. Triangulation resource, is confronting the three information resource to determine information is valid or no. Triangulation method, is comparing between three method or more to determine the information validity. Confirmation, is reconfirming an interview result, with the same people but different time, usually for the first is interview transcript then the resource person asked to read, and give signature.

Dependability, is way to communicate to the expert who really knows what is observed to test the remainder of an information or more.

Triangulation used in this research is triangulation resource, that is compare and test again the trust degree of an information gained by different time and medium in qualitative research.

## **RESULTS AND DISCUSSION THEORY**

For the subfocuses of instilling character education material at State Owned Elementary School Cemara Dua Surakarta have findings such as instilling of character education is done in three kinds of activities- learning, school management, and the development of students; instilling of character education is done by the school components based on their main tasks; instilling of character education through learning tailored by the instructional material and through various learning activities; instilling of values is done by using varied instructional model and method. each instructional material can be integrated to several character education; one way to instill character education through school management is by establishing school vision and mission; instilling of character education through school management is done in the form of the determination of the order for students, teachers and employees, and implemented in providing infrastructure to support learning activities; the school holds activities to develop students' talent and interest through extracurricular activities; and instilling of character education through the development of students is done by three activities-routine, spontaneous, and exemplary activities.

For the Development of Character Education at State Owned Elementary School Cemara Dua Surakarta have several findings such as development of character education is implemented by three kinds of activities-development of instructional programs, the role of principal and teachers, and development of parent partnership; development of instructional program includes the development of teachers as the character model, effective learning, and creating

of conducive class; the use of cooperative learning shows that the role of teachers in instilling of character education values is done by using instructional model that can train students to be more active in learning, more responsible to task, and the value of cooperation; utilization of the environment as a medium of learning is one means to instill the value of students' environmental awareness; creation of the conducive class to develop students character is done by involving students in the process of learning both inside and outside the classroom; generally, the learning process developed at State Owned Elementary School Cemara Dua Surakarta is democratic, involves students actively in learning activities; one of the role of principal as the manager is realized through the policy of decision-making and involve other schools or citizens; the principal has always encouraged all of the components in order to continue to perform their respective duties for successful formation of character; teachers often do discussion through homeroom guidance activities; teachers provide guidance, oversight, and suggestion to students. They also play an active role to assist students' learning difficulties; development of character education in school is through a partnership with parents. One of it is through POMG (Persatuan Orang Tua Murid dan Guru) form; and POMG carried out once a month with varying themes.

Based on survey result, it is known that character values instilled are suitable with the curriculum of the development of culture education and nation's character. Character values are instilled through three approaches, (1) integrated in the subjects, (2) through school management, (3) through the development of students. Each approach takes form of different activities and there are several character values in an activity that can be instilled to students.

One of the instilling of character education material is through learning. The character education values are instilled based on the instructional material and through several learning activities. In Civic learning with the material of institutions in village and subdistrict structure of government., values that can be

instilled include trustworthy, respect, diligence, responsibility, courage, integrity, caring, fairness and citizenship.

One of the instilling of character education values through learning is by using cooperative learning model and with the learning approach by utilizing environment as the learning source. Through interesting learning activities, have a meaning, and fun, students are expected not only master the material but also have strong character in accordance with the goals of character education itself.

The instilling of character education through Social studies values is done by using varied instructional model and method to enhance students' participation. The social studies material of appreciating the ethnic and cultural diversity in Indonesia contains the values of the characters like the spirit of nationality, patriotism, and love of peace. Meanwhile, through this learning activity, teachers instill values of discipline, respect, fairness, and carefulness.

One of character education values instilled to elementary school students is the appreciation or respect to the natural environment. This activity is done through Science learning. It shows that a lot of character education can be instilled by integrating it to subjects at school.

One way to instill the value of honesty is done through correcting test by cross-correction technique. Correction that has been done by students, then will be corrected again by teachers. Through observation that was done by several teachers toward the result of students' correction, teachers could see the honesty of students. Based on their observation, teachers could convey the value of honesty and responsibility to students and its impact on their lives.

Compared with this study, in a study conducted by Shea (2003), entitled "*Making the Case for Values / Character Education: A Brief Review of the Literature.*" Name of the journal is the Journal of Education. This study discusses character education in the United States. Important educational and psychological theories address the cognitive and moral development of children and adults have formed the basis for most of the values / character education

program or initiative. Comprehensive and holistic programs, involving many partners, showed more effective evidence than either short term or piecemeal approach. Values or character education also has important implications for larger social change, by creating schools as learning communities.

In this research noted that the school's vision contains the cultivation of character education that is producing graduates who excel in performance, faithful and pious, cultured, intelligent, skilled, educated and noble character. It contains the objectives to be achieved by the school that is students with character recognize excellence, the value of religious, cultural, skilled and have character education.

Meanwhile, it can be explained that the school mission aims to produce graduates with high integrity, have the concept of nationalism and cultural of Indonesia. More specifically implied by the mission number 4 is to equip students in terms of character education in accordance with the noble values of national life and culture of Indonesia. It shows that schools develop policies that are used as guidance in the implementation of teaching and learning activities and as a guide in an effort to instill the values of character education.

The instilling of character values through the management of school conducted in a setting for student discipline. It can be informed that student discipline composed of 30 key points that must be adhered to by students. As a discipline, if it is not obeyed there will be a consequence in the form of sanction.

Cultivation of character values through the school management is also done in the form of policy such as the provision of learning support infrastructure includes laboratories, computer connected to the internet, LCD, and so forth. Through the learning infrastructure, it is expected to support the cultivation of the value of character education through learning. To inculcate religious values, for example, the school provides a mosque for students and other school personnel can practice their religion while in school.

One form of cultivation the value of character education through school management takes the form of organization of extracurricular activities. Through talent development activities and interest, it is expected to instill character values to students through various learning activities under the guidance of extracurricular teachers.

Research conducted by Lapsley (2007) entitled "*Teaching Moral Character: Two Strategies for Teacher Education.*" It is a qualitative research with the journal name of International Journal of the Center for Ethical Education. This study evaluated the effort or strategy undertaken by teachers in instilling character value to the student. The strategy used is minimalist and maximalist strategy. A "minimalist" strategy requires teacher educators to make explicit the hidden moral education curriculum and reveal the inextricable linkage between best practice instruction and moral character outcomes. The "maximalist" approach requires pre-service teachers to learn a tool kit of pedagogical strategies that target moral character directly as a curricular goal.

In this study known that one approach to instill the character education is through the development of students- routine activities, spontaneous, and exemplary. In routine activities, the character education values include Islamic moral cultivation, greeting when meeting teachers and entering the room, kissing the hand of teachers and parents, eating and drinking while sitting, personal hygiene, clothing and environment.

One of the regularly activities conducted in the cultivation of character education values is by holding the net Friday movement with a clean and healthy jogging together. Value that can be embedded in the activities of the net Friday is the value of the importance of maintaining cleanliness, caring school environment as well as mutual aids. In these activities, are also described briefly the religious values as the religion of Islam also teaches that cleanliness is half of faith. While on a healthy jogging activities, the value embedded is the value of the importance of maintaining a healthy body and togetherness.

One form of the cultivation of character education values done spontaneously was by giving grant to the victims of natural disaster, humanitarian wallet which subsequently handed over to the Red Cross of Surakarta branch.

Compared with a study conducted by Bailey (2005), entitled "*Clover: Connecting Technology and Character Education Using Personally-Constructed Animated vignettes.*" It is a qualitative study with the journal name is *Journal of Moral Education*. This study provides an overview of iterative design, use, and evaluation of a tool that enables kids to construct animated vignettes expressing personal experiences.

By building, sharing, and responding to vignettes, kids become engaged in reflection and problem solving moral and social issues, activities that build character. By creating their own vignettes, kids are able to acquire and apply technology skills within a learning activity meaningful to them. Results showed that all users were able to build meaningful vignettes. This work connects technology and character education through animated vignettes. By enabling kids to use technology to build vignettes expressing personal experiences, they are able to acquire and practice technology skills and learn about computing concepts within a learning activity that is meaningful to them.

Based on the finding, it is known that the development of character education is done in four kinds of activities- character education curriculum development, learning development, the role of principal and teachers, parents and the development of partnerships. One of the developments of learning programs is manifested in the form of the use of cutting-edge learning model. The use of cooperative learning model suggests that the role of teachers in the cultivation of the values of character education was implemented using a model of learning that can train students to be more active in learning, more responsible for learning tasks and the value of cooperation.



Creation of the conducive classroom to develop students' character was done by involving students in the process of learning both inside and outside the classroom. In learning process, a student was motivated to take an active role in providing opinion and ideas for learning condition runs well. Students who were less active were always given the opportunity to answer questions that was delivered by the teacher.

Compared with the study of Huitt (2010), entitled "*A Holistic View of Education and Schooling: Guiding Students to Develop Capacities, Acquire Virtues, and Provide Service.*" It is a qualitative study with the journal name of *Annual International Conference sponsored by the Athens Institute for Education and Research*. This study confirms that there are several definitions for moral intelligence, most of them revolve around the habits and thought patterns, emotions, intentions, and behaviors related to issues of right and wrong, especially in a social context. There are various kinds of moral character development program starting from the moral quality of the month, for the integration of moral character activities into academic lessons, for all school programs where instruction is focused on the moral character, service learning programs integrated into the curriculum.

In performing his role as the driving force of character education, the principal always encourage all of the components in order to continue to perform their respective duties for the successful formation of character. It looks at the consistence of the principal in motivating teachers, employees, and parents. The principal always remind teachers to monitor students and make an accountability report of the character education on time. Likewise to parents, the principal appeals to parents to work together in developing a character education.

One of the developments of character education in school is through a partnership with parents. One of it is through POMG (Persatuan Orang Tua Murid dan Guru) form. POMG is the formal forum that can bridge the problem or

the development of students and teachers as well as parents that is held once a month. Through this forum, it is expected that the school can deliver the cultivation program of character education values to students and get the full support of parents. Parents can also play an active role in the cultivation value of character education when students are at home because it will support the cultivation of the value that has been done in school.

Compared with the study conducted by Berryhill (2007), entitled "*Comparative Implications of Character Education Programs in Public Schools in Arkansas.*" Name of the journal is *Paper for the International Conference on Civic Education Research*. It is a quantitative research. This study evaluated the effect of school education programs, character education on student behavior and the cultural climate and the implementation of the eleven principles of character. There were measurable differences in the observed assessment of peer behavior in students in PAR schools (school-wide character education implementation) and NONPAR schools (no school-wide character education implementation). The results suggest that the implementation of character education programs in all public schools in Arkansas will produce a higher character scores, or academic value.

## **CONCLUSION**

Instilling material or values of character education is done in three kinds of activities-through learning, school management, and the development of students. Instilling character education values through learning is tailored by the instructional material and activities by using varied instructional model and method. Through the school management, it is done in the form of setting the school vision and mission, organizing extracurricular activities, and providing the instructional infrastructure. And through the development of students, it is done in three activities- routine, spontaneous, and exemplary activities.

The development of character education is implemented in three kinds of activities-the development of instructional programs, the optimizing of the role

of principal and teachers in instilling character educational, and the development of parent partnership. The development of instructional program includes the development of teachers as the character model, effective learning, and creating the conducive classroom. The principal always support all components to always do their duties for the successful of the formation of character while teachers give guidance, oversight, and suggestion to students as well as play an active role to assist students' learning difficulties in school. Development of character education in school is through a partnership with parents. One of it is through a POMG (Persatuan Orang Tua Murid dan Guru) form that is held once a month with varying themes.

There are such recommendations addressed to the principal, teachers and employees of state owned Elementary School Cemara Dua Surakarta. For principal, the cultivation of education values should be enhanced and offset by the monitoring and evaluation of activities carried out so that the results obtained can be properly measured. For teachers, should be able to increase the competence by following the development activities and professional development of teachers that is related to character education. And for school employees, should be able to play an active role in instilling the values of education through student development activities in accordance with their main tasks.

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