

Character Education Management in Senior High School 6 of Yogyakarta

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Abstract—This research aims to describe the management of character education in SMA Negeri 6 Yogyakarta. This research uses a qualitative approach with descriptive methods. Subjects in this study were the principal, vice principals, teachers, students, and parents of students. The location of this research was carried out at Yogyakarta 6 Public High School. Data collection using the method of observation, interviews, and documentation. The results showed that: (1) management of character education in SMA 6 Yogyakarta was elaborated using the George Terry model (POAC) and formed a model of character education management in SMA 6 Yogyakarta which aimed to minimize the level of juvenile delinquency in SMA Negeri 6 Yogyakarta, and (2) The character values instilled are: religious, national, independent, mutual cooperation, and integrity. These character values are manifested in various activity programs in SMA Negeri 6 Yogyakarta.

Keywords—educational management; character education; main values of character

I. INTRODUCTION

Character education has now become a central issue that is often discussed at the education level. Character education is moral education, which includes cognitive, emotional, and action aspects [1]. The government through related institutions (schools) does make the issue of character education a priority, because character is one of the important pillars in national life [2]. The Presidential Instruction is implemented by holding character education at every level of education, for example elementary schools, junior high schools and senior high schools and in tertiary institutions. This is relevant because it is based on the grand design of national development in 2020 where Indonesia faces the challenges of the era of decentralization and globalization. [3]. Character education is needed for students in developing good character, attention, actions based on character values [4].

The government began aggressively conducting character education in each school in 2010, but Yogyakarta State High School 6 has taken longer to carry out character education in schools, before character education is intensified by the government. The implementation of character education in SMA 6 Yogyakarta always experiences improvement and innovation in every program. Character education in schools aims to improve the character of students in SMA 6 Yogyakarta. This is because in about 1980 until about 2005, Yogyakarta 6 Public High School was known as a 'school

brawl'. In that year student fights often occur every year. Therefore, Yogyakarta 6 Public High Schools always try to improve the quality of education and the quality of Yogyakarta 6 Public High Schools so that people are interested and want to go to Yogyakarta 6 Public High Schools. Various efforts undertaken by Yogyakarta 6 Public High Schools in improving the quality of their schools are by conducting character education for school residents, as well as innovating in their character education programs.

A. Educational Management

Management is a series of activities that start from the activities of planning, organizing, directing, and controlling by involving the human resources in an organization to achieve a desired goal [5]. The management function most often used is the management function in the opinion of George Terry. George Terry expressed the opinion that the management function consists of planning, organizing, actuating, and controlling or more popular abbreviated as POAC.

B. Character Education

The Ministry of Education and Culture's policy as one of the manifestations of the National Mental Revolution Movement that has been proclaimed by the President of the Republic of Indonesia, character education is at the heart and the axis in the implementation of national education in Indonesia, both at primary and secondary levels of education. The keys to the success of character education [6] are: a) planned learning, b) students apply character values, c) teachers understand the concept of character education, d) character education programs supported by all stakeholders, and e) create a conducive climate that supports implementation character education in schools.

Character education that has been carried out in Indonesia prioritizes 18 main values, namely religious, honest, tolerance, discipline, hard work, creative, independent, democracy, curiosity, national spirit, love of the motherland, respect for achievement, friendship or communicative, love for peace, love to read, care about the environment, care about social, and responsibility. Strengthening Character Education crystallizes 18 main values of character education into 5 main values strengthening character education as follows [7]:

a. Religious reflects the faith in God Almighty which is manifested through the behavior of implementing religious

teachings that are embraced, respecting religious differences, upholding tolerance of other religions and beliefs, and living in harmony and peace with followers of other religions and beliefs.

b. Nationalists are attitudes that show loyalty, care and respect for national languages; the physical, social, cultural, economic and political environment of the nation; and placing the interests of the nation above self and group interests.

c. Independent is an attitude that shows not depend on others and utilizes energy, thoughts, time to realize hopes, dreams, and ideals.

d. Mutual cooperation reflects the act of appreciating the spirit of cooperation and working together to solve joint problems; happy to hang out and be friendly with others; and provide assistance to those who are poor, marginalized and in need of help.

e. Integrity is a behavior that is based on efforts to make oneself trustworthy, and has a commitment and loyalty to human values and moral integrity.

Character education programs for elementary schools include the integration of characters into the curriculum [8], [9]; integration of existing subjects, maintenance of intellectual priorities [10]; self-development, and local content [11]. Integration of the main values of character education in elementary schools is done through learning activities in the classroom, school environment, and participation of surrounding communities. These main values are religious values, nationalism values, independence values, mutual cooperation values, and integrity values [12].

II. METHODS

The research method used in this study is the method of description of data obtained and synchronized with existing theories. Data collection techniques through interviews with interview instruments and observation guides. Data collection was carried out for one month in the presence of researchers in schools.

Analysis of the data used in this study is the analysis of interview data and observations developed in two dimensions, namely: management of character education carried out by the school and the implementation of integrated school activities with the values of the main characters.

The management of character education used in SMA 6 Yogyakarta is to use the management functions introduced by George Terry, namely: planning, organizing, actuating, and controlling. Activities at Yogyakarta 6 Public High School were carried out in an integrated manner with the main character values set out in the National Mental Revolution Movement Policy developed by the President of the Republic of Indonesia, Joko Widodo. The main character values are: religious, nationalist, independent, mutual cooperation, and integrity.

III. RESULTS AND DISCUSSION

A. *Character Education Management in Senior High School 6 of Yogyakarta*

1) *Planning*

Planning is a series of activities to determine the activities to be carried out in an organization [13]. Planning is the result of the previous year's program evaluation and suggestions and input from all parties considered [14]. In line with the definition of planning above, Yogyakarta 6 Public High Schools have carried out plans in the management of character education management in schools. The planning of character education programs in Yogyakarta 6 Public High Schools is carried out through compulsory meetings between the school and parents of students which are held in each new school year, the meeting is held four times. Planning for character education programs is carried out at the first meeting each year.

The meeting in the context of planning the character education program was attended by the Principal, Deputy Principal, Teacher, and Student's Parents. This is in line with what was delivered by Kuan Chen Tsai [15] namely that policies related to character education must be held to realize character education in schools. Parents and teachers as stakeholders must join this program to encourage students to realize these good values in life. The results of the meeting resulted in a character education program that would be held in Yogyakarta 6 Public High School for a year. The purpose of making a character education program in Yogyakarta 6 Public High School is one form of school concern and desire to go towards a better direction, especially to improve school quality.

2) *Organizing*

Organizing is an effort to integrate all resources owned by an organization to realize educational goals [16]. The implementation of character education programs involves various implementing parties. Some implementing parties include the school principal, deputy headmaster, teachers, parents and students (through student organizations in schools). The principal gives delegation and authority to the teacher to run the character education program at the school. Teachers at Yogyakarta 6 Public High School implement character education programs with school-based, class-based, and subject-based references. School-based character education programs are implemented for all school members through activities carried out by schools to meet the values of the main characters (religious, nationalist, independent, mutual cooperation, and integrity).

Class-based character education programs are implemented by teachers for students to teach or instill the values of the main characters in the classroom and subject-based character education programs are prepared by teachers in lesson plans. The learning plan prepared by the teacher already contains the values of the main characters. The principal gives additional tasks to parents to help instill character education when students are at home. It aims to make students accustomed to good behavior in accordance with the values of the main characters, both at school and at home. The principal also encourages students through the OSIS to arrange an OSIS program that is integrated with the main character values, so

that all program activities in the school are integrated with the character values.

3) *Actuating*

Planning and organizing without being implemented only become discourse, therefore the planning and organizing of actuating activities need to be held. Actuating is explained as the implementation of activities that have been planned and organized to achieve organizational or educational goals. The implementation of character education in Yogyakarta 6 Public High School involves various resources. The resources in question are human resources and resources in the form of school infrastructure. Human resources are the principal, vice principals, teachers, employees, students, and parents of students. In addition to human resources, infrastructure resources are also prepared to support the character education program at SMA Negeri 6 Yogyakarta. Resources in the form of infrastructure include LCDs, projectors, school parks, trash bins that are adapted to the type of trash, honest canteens and other infrastructure.

The implementation of character education in Yogyakarta 6 Public High School is done openly and always wants to make changes and development in the character education program so that the character education program in Yogyakarta 6 Public High School is getting better and can achieve the goals that have been formulated. The strategy implemented by the school is so that all school members understand and have character values that are instilled through several programs that are run. Some of the programs run by Yogyakarta 6 Public High School are mentoring, *imtaq*, literacy, caring for the environment, morning greetings, turning off the engine in the morning, responsibility for the class park and so on. This is an effort made by Yogyakarta 6 Public High School so that students and all school members have moral actions. As stated by Thomas Lickona that in character has three components, namely moral knowledge, moral feelings, and moral action [17]. The implementation of the character education program at Yogyakarta 6 Public High School is in accordance with the components described by Thomas Lickona, namely first students are given moral knowledge through good habits taught by the teacher, then students have moral feelings that are manifested through the desire of students to do good habits then the moral action is realized with students implementing the good habits that have been taught.

4) *Controlling*

Controlling is oriented and focuses on organizational goals, planning activities that have been formulated, and the implementation of these activities. Supervision seeks to correct errors in the implementation of activities, check whether the activities carried out have achieved the desired results, and find out whether the human resources in an organization have worked optimally in accordance with their duties, roles and responsibilities.

In line with the above opinion, Yogyakarta 6th High School also controls the character education program. Control of the character education program carried out at Yogyakarta 6th High School is not only done at the end of the school year, but the control of the character education program is carried out in stages. In the fourth month after the implementation of the

character education program, the school held a meeting with all teachers and parents of students to discuss the character education program that has been running at Yogyakarta 6th High School. Inputs and suggestions from all teachers and parents of students are highly valued and considered for the improvement of the character education program which will be carried out the following month up to the eighth month to be held again. The school held another meeting to discuss the evaluation of character education programs that have been carried out for one school year. Evaluations obtained from the results of the meeting are recorded and reconsidered for the preparation of character education programs in the next school year. This was done in addition to knowing the progress of each student but also to provide criticism and input on the programs being run by the school.

B. *Character Value*

Character values are in accordance with the formulation of the National Mental Revolution Movement Policy, there are five main character values. The five main character values have been instilled in all school residents, especially students of Yogyakarta 6th High School. The inculcation of character values is a school effort to develop good character values. This is consistent with the statement of good character education based on core virtues that are objectively good for individuals and society [18]. Efforts to instill character values in Yogyakarta 6 Public High Schools are carried out through various programs as follows:

Religious values are instilled through the *imtaq* and mentoring program which is carried out every Friday at 06:45 for all students. This is done by Yogyakarta 6 Public High School to instill religious values. Religious values are also shown from the attitude of tolerance instilled in Yogyakarta 6th High School through the example made by the teacher that is hanging out with other teachers of different religions as well as ethnicity and race, so that students do the same thing. This can be seen when students associate with friends of different ethnic and racial backgrounds. Religious tolerance can also be seen in Yogyakarta 6 Public High School, which is a school that facilitates religious space for students who are Christian, Catholic and Hindu. In addition to the availability of religious space, the school also facilitates in terms of funds and moral support when students will participate in religious activities.

Yogyakarta 6 Public High School is a public school. So that in one school there are various kinds of races and religions. This does not make schools different from the treatment of minority students. Schools are always open in the face of this condition. So, the school provides its own religious space for students who are Christians, Catholics and Hindus. The school not only provides space, but the school equips the room with complete facilities. The situation of the given religious space looks very good and good, besides that the school also facilitates space with various other learning media to support the learning and worship process of students. Not only religious space, but the school also facilitates and supports students who will participate in religious activities without restrictions and differences.

Nationalist values are realized through the singing of Indonesia Raya when before starting the process of teaching and learning activities and ending with the teaching and learning process by singing compulsory songs. The first and last bell, the school rings with the national anthem. Nationalist values can also be seen through programs and activities carried out by students, namely the environmental care program which is carried out every Thursday, picking up trash before the teaching and learning process begins is an effort by SMA Negeri 6 Yogyakarta in instilling the value of caring for the environment. The implanted program also won quite a proud achievement, namely in 2013/2014 Yogyakarta 6th High School won first place at *Adiwiyata* School in Yogyakarta City, in 2014/2015 won first place at the provincial level. Discipline is instilled through school rules that govern students in dress and behavior.

Independent values are secured at Yogyakarta 6 Public High School through a literacy program held every Monday-Wednesday at 06:45. This literacy program aims to make students accustomed to reading and later is expected to find the learning materials they need. Students are allowed to read favorite readings or books and do not have to be books related to learning or education. This literacy activity is not mandatory, because the purpose of the school is to familiarize students.

The values of mutual cooperation are realized through the realization of students' proud achievements. Students really appreciate and then motivated to carve out a proud achievement through their previous achievements. Meanwhile, for the inculcation of friendly and communicative values, it can be seen when the activities of students in the class look very active asking teachers and being friendly towards other school members. The value of respect for others which is a sub-value of the value of mutual cooperation is realized through the program of greetings in the morning or the teacher welcomes students at the gate and students are obliged to say hello is a form of activity that instills a code of courtesy and the value of respect for others. As is the case with morning greetings, the activities of students having to turn off their motorbikes and guide them to the parking lot are character values instilled by the school in students.

The value of integrity is also instilled by the school through the honesty canteen which is managed by the student organization in the school and models the student bench during the exam, which is a random bench room by combining all students and all levels.

IV. CONCLUSION

Based on several programs run by the Yogyakarta 6 Public High School, it shows that the school is making great efforts in developing good character values for students and school residents. All of these character education programs lead to moral education for students and school residents as explained by Ramli [5] which states that the realization of character education is that character education has the same essence and meaning as moral education and moral education. The investment in character values instilled by Yogyakarta 6 Public High School is expected to become a characteristic or school

culture. The school culture that is very prominent in Yogyakarta 6th High School is a clean and disciplined culture.

The school culture seen in Yogyakarta 6th High School, such as clean culture and discipline, is realized because of the habituation of character values instilled by Yogyakarta 6th High School. From this habituation later became a school culture. Through these two cultures the results can be seen in Yogyakarta 6 Public High School is the improvement of cleanliness in the school environment and the decreasing level of juvenile delinquency that has been rife in Yogyakarta 6 Public High School between 1980 and 2005.

Based on several things that have been strived by Yogyakarta 6 Public High Schools in shaping good character for students, Yogyakarta 6 Public High Schools have succeeded in carrying out character education. One form of success is the decline in the level of juvenile delinquency that occurs in Yogyakarta 6th High School.

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