

Efforts to Build Nationalism Values to Vocational High School Students with The implementation of Character Education

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Abstract: In Indonesia, character education first appeared since 2010 to be implemented at all levels of education, from elementary school to university. This is indicated by the presence of character value content in the Lesson Plan (RPP) and learning syllabus. However, these efforts are considered to have not been able to fully deliver the nation's generation into dignified individuals, because the output of educational graduates produced is only limited to giving birth to a high intellectual level but good character values and personality attitudes have not been seen in the life of the nation and state. This type of research is descriptive qualitative. The research subjects were school principals, deputy heads of student affairs and teachers. The research data were obtained through observation, interviews and documentation. The results of the study show that the organization, implementation, evaluation and follow-up of the implementation of policies to strengthen character education related to efforts to instill nationalism values have been carried out with an integration process through intra-curricular, co-curricular, extra-curricular and school culture activities. Suggestions from this study are to continue to increase the intensity of supervision of the implementation of PPK (Strengthening Character Education), improve the quality of PPK activities in an effort to instill character values in students.

Keywords: *Lesson Plan, Strengthening Character Education, Education.*

Abstrak: Di Indonesia, pendidikan karakter pertama kali muncul sejak tahun 2010 untuk diterapkan di semua tingkatan pendidikan, mulai sekolah dasar hingga perguruan tinggi. Hal tersebut ditandai dengan adanya muatan nilai karakter dalam RPP (Rencana Pelaksanaan Pembelajaran) maupun silabus pembelajaran. Akan tetapi, upaya tersebut dinilai belum mampu secara menyeluruh menghantarkan generasi bangsa menjadi pribadi-pribadi yang bermartabat, karena *output* lulusan pendidikan yang dihasilkan hanya sebatas melahirkan tingkat intelektualitas tinggi namun nilai karakter dan sikap kepribadian yang baik belum terlihat dalam kehidupan berbangsa dan bernegara. Jenis penelitian ini adalah kualitatif deskriptif. Subyek penelitian adalah kepala sekolah, wakil kepala bidang kesiswaan dan guru, data penelitian ini diperoleh melalui obsevasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa pengorganisasian, pelaksanaan, evaluasi dan tindak lanjut dari implementasi kebijakan penguatan pendidikan karakter terkait upaya penanaman nilai nasionalisme telah dijalankan dengan proses integrasi melalui program kegiatan intrakurikuler, kokurikuler, ekstrakurikuler dan budaya sekolah. Saran dari penelitian ini adalah terus meningkatkan intensitas pengawasan terhadap pelaksanaan PPK (Penguatan Pendidikan Karakter), meningkatkan kualitas kegiatan PPK dalam upaya penanaman nilai karakter kepada siswa.

Kata kunci: *Rencana Pelaksanaan Pembelajaran, Penguatan Pendidikan Karakter, Pendidikan.*

INTRODUCTION

The progress of a nation can be seen from the quality of its human resources. Indonesia as a large nation that has a variety of wealth with the diversity in it certainly requires great effort and must be balanced with good management to develop every human being (Madjid, 2018). Therefore, education plays an important role in efforts to create quality human resources.

Described in Law no. 20 of 2003 concerning the National Education System, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself, society and the state (Adisusilo, 2012). With the existence of a national education system, it is hoped that it will be able to formulate the expected national education goals. The educational goals formulated include moral education or character education in the current context which is very relevant to overcoming the moral crisis that is currently sweeping the country (Arikunto, 2006).

Character education has become a major issue in the world of education. In Indonesia, character education first appeared since 2010 to be implemented at all levels of education, from elementary school to university (Akhyak, 2005; Kusuma dkk, 2021). This is indicated by the presence of character value content in lesson plans and syllabus. However, these efforts are considered to have not been able to thoroughly deliver the nation's generation into dignified individuals, because the output of educational graduates produced is only limited to giving birth to a high intellectual level but good character values and personality attitudes have not been seen in the life of the nation and state (Arwildayanto dkk, 2018).

The Central Bureau of Statistics noted that during the 2015-2017 period the number of incidents of crime or criminal acts in general in Indonesia tended to fluctuate, not experiencing a significant decline. Police data shows the number of crime incidents in 2015 was 352,936, increased to 357,197 in 2016 and decreased in 2017 to 336,652 cases. This is all due to a shift in the nation's character which has slowly but surely eroded the morale of our generation. The problems above show that the impact of implementing character education has not yet had the inner strength to become a shared commitment.

It is on this basis that the character education policy program has become one of

the government's special concerns for rearrangement, so that on September 6 2017 President Joko Widodo passed Presidential Regulation (PERPRES) No. 87 of 2017 concerning Strengthening Character Education. In this Presidential Decree it is stated that strengthening character education, which is then abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart exercise, feeling exercise, thought exercise, and sports with the involvement and cooperation of educational units, families, society as part of the National Mental Revolution Movement (Ary dkk., 2007; Hasanah & Ambarsari, 2022). With the enactment of this movement, it is hoped that it will be able to answer the problems the nation is currently facing, both the simplest problems and even the most complex ones (Badri, 2021; Hasanah, 2022). This foundation on the importance of character education is then manifested into one of the resulting policy programs formulated by the government in the field of education in order to improve human resources and national identity (Bahtiar & Yoyon, 2012; Reswari, 2021).

Nusantara Comal Islamic Vocational School, Pematang, is a private school established by the Al-Ikhlâs Comal Islamic Welfare and Education Foundation (YKPI). An educational institution that does not only equip students with vocational sciences, but inculcates the values of religious spirituality and nationalism through character education which is integrated into intra-curricular, co-curricular and extra-curricular activities. Then, in this case, the Comal Nusantara Islamic Vocational School seeks to develop innovations in character education strengthening programs according to the applicable authorities with the aim of instilling nationalist values in their students. This can be seen from several aspects of discipline and social involvement that are inherent in every student at SMK Islam Nusantara Comal when they have graduated. In addition, several activities that are national in nature and instill nationalism values through programs to strengthen character education in these schools have also been widely known by the public (Daradjat, 1996; Puspita, 2022).

For this reason, by looking at the description of the various problems above, the authors are interested in conducting a study of the character education strengthening policies implemented in these schools, how and to what extent the process is implemented. The objectives of this research is to find out and analyze the application of character education strengthening policies and to find out and analyze the supporting and inhibiting

factors for the implementation of character education strengthening policies on the inculcation of students' nationalism values.

METHOD

This type of research is descriptive qualitative. Descriptive qualitative research is research that seeks to describe and interpret objects in accordance with the actual situation. This research will be used to describe matters related to the implementation of policies to strengthen character education in an effort to instill the values of nationalism in students at SMK Islam Nusantara Comal Pematang. Primary data sources were obtained from the Head of School, Head of Administration and Deputy Head of School for Student Affairs. Secondary data sources in this study were obtained from class teachers and extracurricular coaches as well as written sources from books, scientific papers, journals relevant to the research. Data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be studied, and make conclusions so that it is easily understood by oneself and others. In conducting data analysis, the first thing that will be done is to check the data obtained from interviews with school principals and related parties. Only then were the results of the interviews reviewed together with the results of research observations during the research period to find out how the implementation of policies to strengthen student character education at SMK Islam Nusantara Comal Pematang. After all the data has been collected, the next step is to provide a careful and precise analysis of the problem object in a systematic manner. Then so that the data obtained later is in accordance with the framework and focus of the problem, three stages will be carried out, namely data reduction, data presentation and drawing conclusions.

RESULT AND DISCUSSION

Result

Stage of Organizing and Interpreting Character Education Strengthening Policies

Based on the results of the research that has been carried out by observing and then followed by interviews with competent informants explaining or disclosing that policy implementation is a series of activities for all components of the school to achieve

educational goals set by the government, as expressed by the Principal at SMK Islam Nusantara Comal, he thinks is:

“In principle, this policy of strengthening character education is the result of efforts made by the government in realizing the creation of education in Indonesia so that every student is able to become a generation with character. These efforts cannot be realized without the support and active participation of all elements of education. Especially at SMK Islam Nusantara Comal itself, character education has actually been implemented for a long time. However, because Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education has just been formulated, Nusantara Comal Islamic Vocational School tries to follow all procedures and provisions that have been approved by the government. In this case, we are trying to take part in efforts to realize the desired character education. So, we have also developed a vision and mission and several goals and strategies to create intelligent, skilled and character-driven student graduates.”

In line with what was expressed by the Deputy Head of Student Affairs at SMK Islam Nusantara Comal, according to him:

“Nusantara Comal Islamic Vocational School as a private educational institution under the auspices of the Al-Ikhlas Comal Islamic Education and Welfare Foundation (YKPI) has attempted to implement policies to strengthen character education. The implementation is intended to equip students so that when they enter the world of work or continue to the next level of education students can have a good personality, be disciplined and be responsible. Because in addition to creating graduates who are competent with jobs, SMK Islam Nusantara also strives to produce generations of people who are pious. As the vice president of student affairs, I am fully responsible for the implementation of this character education policy from organizing, interpreting to implementation and evaluation. We have done everything related to the implementation of student character education including the form of implementation, setting SOPs, determining resources, and even compiling programs.”

Stage of Implementation of Character Education Strengthening Policy

Based on interviews with PAI class teachers as well as one of the extracurricular development teams, the implementation of strengthening character education in an effort to instill student nationalism values starts from the preparation of the curriculum contained in lesson plans based on character values, especially in subjects. Further explained by him that:

“Besides students being able to master the targeted competencies (material), it also makes students able to recognize, be aware of/care about, and internalize values into daily behavior.”

In addition to forming the character of students, lesson plans in the implementation of character education also serve as a guide for teacher readiness so that they are more mature in preparing all teaching and learning needs. Not only in subjects but strengthening character education in class is also implemented through other subjects, such as Citizenship Education. Some of these folders get the most portion in order to shape student character. Because the practice of values in Islam alone is felt to not cover all aspects.

Discussion

Stage of Organizing and Interpreting Character Education Strengthening Policies

Furthermore, if referring to the provisions of the Minister of Education Regulation No. 20 of 2018 SMK Islam Nusantara organizes strengthening of character education through intracurricular, co-curricular and extracurricular activities by optimizing the function of the tri-center partnership, namely school, family and community. Based on a copy of the Appendix to Regulation of the Minister of National Education Number 19 of 2007 concerning Standards for Management of Education by Elementary and Secondary Education Units, the policy planning process is mandatory. According to the Minister of Education and Culture No. 20 of 2018 Article 5 Paragraph 3 it is explained that in order to optimize the implementation of PPK at the primary and secondary education levels it can be implemented through a curriculum and habituation that is integrated into intracurricular, co-curricular and extra-curricular activities.

In formulating policy planning, the principal has first formed a development team as an organizational step. The development team was formed under the leadership of the vice principal for student affairs, which included a team of rules for habituation and an extracurricular team for extracurricular activities. After the development team was formed, the various potentials in the school were identified. Identification of these potentials is carried out to determine the character values and indicators of success that are prioritized, the resources and facilities needed, as well as the procedure for assessing success. In Permendikbud No. 20 of 2018 article 2 explains that PPK is implemented by instilling Pancasila values which include religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect

for achievements, communicative, peace-loving, fond of reading, cares for the environment, cares socially and is responsible. Indicators of KDP success include increasing student order and discipline, increasing student achievement, and the formation of character/cultural values in each student.

After all potentials have been identified, a source of funding is planned. The PPK policy is not intended to place an additional cost burden on schools and parents. Funding for the implementation of the PPK movement can involve all stakeholders independently and in mutual cooperation. Funding the implementation of the KDP movement is a shared responsibility between the central government, regional governments, education units and school committees.

In order to achieve the desired successful implementation of PPK, each party must work together collectively and collaboratively based on their respective positions, functions and roles, therefore the socialization process is very necessary. Schools carry out PPK outreach to education stakeholders (teachers, school committees, parents, students, the business community, relevant social organizations, and other communities). The PPK socialization process by schools is carried out in various ways, including through school orientation activities, through annual meetings with student guardians, as well as other activities outside of class learning such as during flag ceremonies, commemorations of national holidays.

The next step is to determine the approach method. There are 3 approaches used in implementing the PPK program, namely the class-based PPK approach, the school culture-based PPK approach and the community-based PPK approach. However, Comal Nusantara Islamic Vocational School places more emphasis on the school culture-based PPK approach. Because it focuses on habituation and the formation of a culture that represents the main values of character education. This habituation is integrated into all activities at school which is reflected in a conducive atmosphere and school environment. Then the last process is determining the main value of PPK, designing the curriculum and preparing the schedule. Determining the value of PPK which is the focus of the school is the planting of Pancasila and Nationalism values. The main values are chosen in order to develop the culture and identity of the school. From the results of several interviews and field observations that were successfully obtained by the author, it can be concluded that the stages of organizing and interpreting policies to strengthen character education in schools

have been carried out effectively, taking into account the provisions and guidelines written in the Regulation of the Minister of Education and Culture Number 20 of 2018 through the formulation of the inculcation of Pancasila values and integrated nationalism through intra-curricular, co-curricular and extra-curricular activities at school.

Stage of Implementation of Character Education Strengthening Policy

The implementation of PPK intracurricular activities at SMK Islam Nusantara Comal is more likely to be focused on PAI, Civics and NU-ness subjects. Then in conducting research on the implementation of PPK policies in schools, the authors only conducted interviews, documentation and indirect observation techniques. Because there is still an outbreak of the Covid-19 pandemic in Indonesia which requires schools to carry out teaching and learning activities from home, under the existing circumstances researchers are still trying to find and obtain data from direct interviews and observations of documentation owned by schools. However, the research process regarding the implementation of strengthening character education is still being carried out so that several techniques and implementation methods are found by schools in carrying out intra-curricular activities. According to the Mapel PAI teacher, every teacher at SMK Islam Nusantara Comal fully supports all programs organized in the context of implementing PPK. This support is realized in accordance with the duties and roles of each. When viewed from the aspect of intracurricular activities, the teacher in the teaching process always seeks to create a conducive learning atmosphere by applying fun and enjoyable learning methods, teachers are also required to set a good example for students. In addition, a form of support and participation by the teacher is to observe the development of each student.

There are several points that are implemented in order to instill character values in students during teaching and learning activities in class, including the focus on implementing PPK in schools through the PAI subject, citizenship and NU-ness, the teacher prepares character-based lesson plans by internalizing the values in it, the teacher uses the concept of fun learning in applying religious values and having a national perspective, the teacher integrates classroom management, in which case the learning atmosphere can be carried out in a conducive and interactive manner, students are placed at the center of learning activities, so that students are always involved in the learning process. seeking knowledge and information and inculcating values is also carried out by accustoming students to reading prayers before and after the teaching and learning process

takes place.

Co-curricular activities are carried out through a series of assignments that are in accordance with the competency targets for each subject that are relevant to intra-curricular activities. Co-curricular activities can be carried out both within the school environment and outside of school. This form of activity makes it possible to establish collaboration with other institutions, communities and people outside the school environment. Public involvement is needed because schools cannot carry out their expectations in efforts to strengthen character education when they do not receive support and participation from the public.

The following are co-curricular activities at school, including field work practices which are held once a year, provided that the participants are taken from all students of class XI. It starts from February to April but is divided into two stages. Each stage lasts for a month and a half. In practice, this activity is included in student co-curricular activities because it is carried out outside the school environment by involving cooperation between schools and institutions where students carry out internships. According to the inculcation of character values, the indicators for the implementation of this Internship are the increased self-confidence, discipline and responsibility of students in carrying out tasks.

CONCLUSION

The organization and interpretation of PPK policies is in the form of forming guidelines for activities needed by schools in the context of implementing character education strengthening programs. PPK policy planning is carried out through several stages, these stages include forming a development team, identifying potential, determining prioritized character values, determining approach methods, formulating activity programs and evaluation. The planning for character education strengthening policies prepared by school management and the development team had been carried out well, because before carrying out KDP activities, the school development team had identified objectives, strategies/methods, activity scenarios, and follow-up plans. In carrying out policies to strengthen character education, schools through the PPK development team have organized several activity programs in an effort to instill student nationalism values. These programs include intra-curricular, co-curricular, extra-curricular and school culture habituation. The program of intracurricular activities is focused on PAI, Civics and NU-ness subjects. Co-curricular activity programs are carried out by involving

institutions, organizations and the wider community. Meanwhile, to instill the value of nationalism in students through extracurricular activities programs are applied to extra Scouts, OSIS and IPNU IPPNU. And the last activity program is the habituation of school culture such as exemplary, routine and spontaneous activities. From these activities the school management and the development team try to create a school climate that has a nationalist character and realizes what the school aspires to. Evaluation and follow-up of policies to strengthen character education are carried out by first forming an evaluation team to formulate assessment indicators. The evaluation team consists of the school management and the development team. After the indicators have been formulated, observations and data collection are carried out by analyzing the implementation of the program, observing changes in student behavior, observing student character behavior reports, and assessing through scoring. This is carried out to identify developments and any problems encountered in implementation. Thus the follow-up of KDP policy activities can be carried out based on this identification. If the various identification data have been collected then processing is carried out, from the processed data regarding the implementation of the PPK program then conclusions are taken and follow-up is carried out. To follow up on the evaluation process, namely carrying out various PPK program improvements, maximizing various supporting capacities, establishing cohesiveness between personnel to correct the deficiencies of the previous PPK program, and issuing good behavior certificates to graduates. Factors that can support the implementation of policies to strengthen character education in an effort to instill the value of nationalism in students at SMK Islam Nusantara Comal are that the foundation is under the auspices of LP Ma'arif NU, adequate financing, then the character education program has been implemented before the Strengthening Character Education policy is enacted by the government. While the factors that can hinder the implementation of policies to strengthen character education in an effort to instill the value of nationalism in students at SMK Islam Nusantara Comal are the existing facilities and infrastructure that are not sufficiently adequate, environmental conditions that are less conducive and the diverse cultural and cultural backgrounds of students.

The role of school management and the development team at SMK Islam Nusantara Comal is to be even more active in improving the quality of education, in this case it is necessary to supervise the implementation of PPK so that the sustainability of the

implementation process can be studied intensively. Both supervising teachers in compiling syllabus and lesson plans as well as supervising student personalities after the implementation of PPK activity programs. Good coordination is needed with foundation managers, local government, central government and all education policy stakeholders in order to support the implementation of KDP policies, especially in meeting the standards of facilities and infrastructure needed by schools. In writing this thesis, of course, there are still many shortcomings, hopefully there will be the next researcher who can further refine it so that it can become a source of good and useful knowledge for all of us.

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