MUK PUBLICATIONS

STATISTICAL ANALYSIS OF THE EFFECTS OF LEARNING MODELS OF CRAWL-STYLE FOR ADOLESCENTS

SUBAGYO AND SISWANTOYO

Abstract: This research aims to know the differences influence the results of the methods of teaching pure and part progress part and influence the percentation of body fat high low against the results of learning swimming with crawl-style and can be used as a medium of teaching for teachers or trainers and students in learning self-reliance.

The research methods with experiments design, field experiments suitable research to test the theory as well as get answers to practical questions, flexibility, and power for diverse problems an important feature of the experiment field with 2 x 2 factorial design. sample research amounted to 16 people. the subject of research is the junior high school students in a special region of yogyakarta. Data analysis with quantitative descriptive approach percentage.

Experimental research: the influence of the overall results of the methods of teaching and presentation of body fat against the results of the learning style of swimming crawl junior high school students in a special region of yogyakarta. zoned 1) differences influence the results of the methods of teaching part pure and progression with p: 0.031 meaning different. 2) difference results learn swimming crawl style groups that percentage of the high fat and low with p:0,662 there were no significant differences. this indicates that the hypothesis is no difference between high and low-fat percentage against the results of learning swimming crawl accepted. 3) interaction between the methods of teaching part pure and part progression with high body fat percentage low and fhit: 0.109 with ultra-compact p:0 which means no significant interaction. fhit: 0.109 with p:0.74 no significant interactions. the zero hypothesis fhit < f tab stating there is no interaction between teaching method and percentage of fat against results of swimming crawl style.

Introduction

In line with the government's program is to advance the nation, then the government needs to undertake development efforts in all fields, especially in the field of development of human resources in realizing the human whole indonesia, among them are human development excels in sports.

Increased development efforts in the field of sport, through a national working meeting exercise in 1999 by issuing a 2000-2024 years sports policy contained in the vision of the sport, as for the empowerment sports vision sports, the realization of human quality, healthy indonesia, advanced, sportsmanship, and achievers.

Physical education in schools is one of the efforts to realize the whole indonesia human good in sports as well as others through school. As for the purpose of education given in various physical level of education is to help students to improve

the physical freshness degree movies, basic skills, and health through the introduction and cultivation of the attitude of positive mental attitude and maturing that is implemented in a variety of physical activities in order to: (a) achieve the physical growth, particularly the ideal height and weight, physical development and harmoniously who have adequate resistance, (b) improve attitude and behavior that such positive discipline, honesty, teamwork, respect for others, kompetitip at heart healthy eating and strict regulations that apply.

Physical education and health curriculum in schools, both secondary school primary, secondary schools and the first level of secondary school public physical education material, divided into two groups, i.e., the subject matter and material choices. Subject matter includes athletics, gymnastics, and games. While the material of choice physical education, among others, swimming, pencak silat, badminton tennis in spell, tennis, sepak takraw and traditional games.

Swimming pool material is part of an existing selection of material in the educational curriculum of physical, thus if the material added in extracurricula activities through the schools, then the implementation certainly should get the attention of in the learning process. When viewed even further the achievements of existing pools in indonesia is far from other countries, but when viewed in the championship between the gathering at the national level participants most was students in all schools. In the age group, most athletes are on the level of education of elementary and secondary schools. Based on this attention to repair swimming pool learning in elementary and secondary schools need to get attention, in hopes of giving great contributions in the field of sport.

Sports swimming is one of the many sports that are taught in all schools. On the implementation of sports swimming requires special facilities and infrastructure, unlike other sports which are relatively easier to be held. Sukarno (1979:30) suggests that to be able to swim well need to pay attention to some of the principles are (1) float (2) slide (3) continuous motion (4) water resistance. Dadeng act. (1991:16) swimming pool with study suggests both needed three staples, namely (1) breathing air (2) and (3) slide the float.

The results of the learn to swim very determined by many factors. Factors that influence the learn to swim among them 1) factor of teacher-pupil factor 2) 3) 4) lesson material factors and infrastructure 5) factor method of teaching.

Kasiyo (1979:31) stated that teaching methods can be differentiated into two approaches namely between teachers and pupils with an approach based on the presentation of learning materials ... The method of teaching is one of the factors that influence the outcome of learning swimming because if the methods used by the teacher to change the condition of the pupils of the state do not know he know the right method can be used. Then the results of the learning to be achieved can be realized the ability of swimming crawl style technique is good and correct.

Manglischo (1982:53) suggests that the technique of swimming styles craw: includes (1) the movement of the arm (2) the movement of the legs (3) position of the body and (4) breathing.

To teach the skills of particular sports swimming needs to held the use of the right method. Harsono (1988:141) says that the method of teaching skills can be provided in two ways, namely by way of part and whole.

The reality on the ground is still a lot of election methods of teaching that are applied by the teachers to teach the skills of particular sports pool by using the method of sections, that is to say, material movement pool divided into sections then combined into a single movement. Another thing that is often not considered in teaching is less considering the characteristics of individual students. Students have different characteristics to one another, be it the characteristics of physically or psychologically. Specific physical factors need to get attention for yourself, because of factors such as age, weight, height, and gender. These aspects affect the results of the study. Other physical aspects that can affect the results of the study pool factor is the profile of the body, especially the thickness of the body fat, because of the thickness of the body associated with percentage body fat. Holliday (1978:117) argues that in the outline of the human body is composed of 40% muscle, 10%% 15-30 organs, adipose, 15% of the skeleton, and 25% in the form of liquid. While fox (1988:560) suggests that the average fat percentage for men between 15 to 17% while for women 25%. Thereby buoyancy has more women than men.

Based on the description outlined above can deduce problems about the teaching pool that much influenced by several factors. Among the factors the selection of teaching methods, especially methods of teaching the most appropriate pool, to consider the difference in the characteristics of the student body profile in particular children in the form of the composition of the body fat, because fat body affecting buoyancy and buoyancy effect in learning swimming. Formulation of the problem of the study are: (1) whether there is a difference between teaching methods influence the results section is pure and methods section progression against the results of the learning style of swimming crawl? (2) is there a difference between influence and high body fat percentage low against the results of the learning style of swimming crawl? (3) is there any interaction between teaching methods and results of the body fat percentage against the results of the learning style of swimming crawl?

Research Methods

This type of research is research experiments. Zainudin (1988:56) experimental research is basically like to test the relationship between cause and effect. In this case, the definition of operational research in this experiment are:

1. Teaching methods
    The method of teaching is a way of approach to the delivery of the subject matter against the students that includes (a) the methods of part pure i.e. Delivery method with the road divided the material into sections and delivered from the sake of part (b) of the methods section progress i.e. Delivery method with the add new material and after conquered combined with previous controlled material.

2. Body fat percentage is the result of the measurements using a skinfold caliper to get results body fat percentage the body fat measurement in the area of subscapular or triceps then converted with the table in accordance with age each.

3. The results of the learning style of swimming crawl are the distance that can be achieved by students with the correct technique based on an assessment by a judge in a certain distance. The focus of this research is the mastery of the technique of movement. In this study population that is taken is the first level of secondary school students (jss) country 5 yogyakarta sex son that follows the activities of extracurricular.

Sampling in this study using a purposive sampling. According to sujana (1992:168), purposive sampling is a sampling consideration, sampling is done based on certain considerations. Suharsimi (1982:124) taking of purposive sample is usually done as certain considerations either time, effort and costs so that it could not take a large sample and distant.

In this study, the sample used is students who could not swim. In addition, the students used to study samples consisting of fatty or students presents high fat and low-fat percentage. Of sample who have met the criteria set by the researchers, the sample is then placed into their respective groups in accordance with the design of the research that has been made.

Data collection instruments

Instruments for collecting data in the research of the experiment are:

1. Measurement of body fat percentage

    To a large measure fat percentage according to pate (1993:314) magnitude of skinfold on an area can provide estimates accurately. Manglischo (1982:351) body fat percentage measurement can be done by skinfold caliper

2. Measuring results learning pool

    To determine the ability to swim for children of school age by using corner swimming test, collins (1978:339). Thomas (1996:24) that the guidelines key success crawl style pools can be known with its swimming pool, measure the distance traveled.

Suharsimi arikunto (2002:144) states, the validity is a measure that shows the level of levitan and the validity of an instrument. Sutrisno hadi (1991:60) to test the validity of the instrument with the rating scale, it should be first tested the reliability by the rater. Test the validity of the instrument using the correlation part total. For testing the hypothesis of this research will be used two variants of analysts path. Kerlinger (1998:395) analysis of the factor of the variant is a statistic method to analyze independent consequences or result of two interactive against free variable bound.

The results of the research and the discussion

The presentation of the data

1. Data analysis

    Data research results to be presented here is the data value of the results of the study conducted by a judge. Judge based on the assessment grid that has been created and has been tested mo techniques include vecobakan swimming crawl style in the form of (1) the position of the body (2) the technique of movement

distance (3) engineering arm movement (4) breathing movement techniques. Of the total sample is divided into four treatment groups:

A) group 1 with symbol a1b1 student group with percentage fat was given treatment method of teaching with the pure.

B) group ii was given a symbol of groupings a1b2 i.e. Groups of students who have a low-fat percentage given the given the treatment methods of teaching with the pure.

C) group iii who is given the symbol a2b1 i.e. Groups of students have high-fat percentage given the treatment method of teaching by part progression.

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Table 1
Data research results learn swimming crawl style

Prosentasi body fat	Methods of teaching		Result
	Bagian murni	Bagian progresip	
High	N=8	N=8	N=16
	X=3,310	X=4,007	X=7,317
	Sb=1,256	Sb=0,804	
Low	N=8	N=8	N=16
	X=2,834	X=3,771	X=6,605
	Sb=0,973	Sb=1,039	
Result	N=16	N=16	
	X=6,144	X=7,7778	

Table 2
Frequency distribution of values the results of learning by
teaching method is part of the pure

No	Interval	Fabsolut	Frelatif
1	0,01-1,00	0	
2	1,01-2,00	3	18,75%
3	2,01-3,00	5	31,25%
4	3,01-4,00	4	25%
5	4,01-5,00	4	25%
		16	100

Table 3
Frequency distribution table value of the results of the study with teaching
methods part progresip

No	Interval	Fabsolut	Frelatif
1	0,01-1,00		
2	1,01-2,00	1	6,25%
3	2,01-3,00	4	25%
4	3,01-4,00	3	12,5%
5	4,01-5,00	9	56,25%
		16	100

Table 4
Results of swimming pool learning styles. Crawl for a high body fat percentage

No	Interval	Fabsolut	Frelatif
1	0,01-1,00	0	0
2	1,01-2,00	2	12,5%
3	2,01-3,00	2	12,5%
4	3,01-4,00	4	25%
5	4,01-5,00	8	50%
		16	100

Table 5
Results of learning swimming style crawl to a low body fat percentage

No	Interval	Fabsolut	Frelatif
1	0,01-1,00		
2	1,01-2,00	1	6,25%
3	2,01-3,00	6	37,5%
4	3,01-4,00	3	18,75%
5	4,01-5,00	6	37,5%
		16	100

Table 6
Summary of test results between normality and fat percentage method

Group	N	Lo	Lt	Conclusion
A1	16	0,16	0,25	Normal
A2	16	0,12	0,25	Normal
B1	16	0,22	0,25	Normal
B2	16	0,18	0,25	Normal

Table 7
Summary of test results of its homogeneity

Varian	B price	Db	X2o	X2t	Conclution
A	1,16	1	0,612	3,84	Homogen
B	2,09	1	0,01	3,84	Homogen

Table 8
Statistical analysis of two variant lines

Source	JL	Db	Rk	F	P
Antar a	5, 346	1	5,346	5,031	0,031
Antar b	1,015	1	1,015	0,955	0,662
Antar ab	0,115	1	0,115	0,109	0,743
Galat	29,756	28	1,063	-	-
Total	36,233	31	-	-	-

Source: statistical analysis of the results of calculation variants contained in attachments
Description:
Between a F-test between methods of teaching
Between the b test F between fat percentage
Inter test ab f methods and interaction between fat percentage

Discussion

Different methods of teaching which is committed against a group of student showed significantly different results. It is based on an analysis of the state to "variant 2 lines show the f = 5.03 count that cost less than the f table 4.20 with = 0.05 whose price is smaller than ftabel = 4.20 with " = 0.05. When seen from the statistics, the difference in the method of teaching by progressive part method showed better results, compared with the methods of teaching with the method section. This is apparent from the results of the value of the acquired learning students with an average of 3.889. The results of the average value of 3.889 showed better results than with methods of teaching pure part with the average results 3.072.

Results of testing the hypothesis that says there is a difference between the methods of part pure and progressive part of the method, of the results of the learning to swim-style crawl proved significantly. By looking at the average value of the results of the study as well as an analysis of variant 2 line to test f, then the teaching with the methods of the progressive part to teach swimming crawl style better than when taught with the pure.

The difference in results of teaching swimming crawl style with a huge difference percentage body fat showed showed the results did not differ significantly because when viewed from the results of the analysis variant 2 f line between groups low body fat percentage shows the price of 0.995 prices is much smaller at a price table 4.20 on taraf " = 0.05. But when viewed from the magnitude of the average value of each group showed different results. The average high fat percentage is 3.659 and average low fat is 3.302.

Test results of the interaction between teaching method and percentage of body fat are not the result of a significant interaction, interaction of f-test showed. Calculate this result 0.109 is much smaller when compared with the price of table 4.20 f.

Methods of teaching with a pure part of the group i and group ii or higher and lower fat group showed an average result x = 3.310 and x = 2.834. So the high-fat group i results average higher than group ii low-fat percentage.

The methods section progress imposed on group iii and kelompok iv atau kelompok lemak lebih tinggi dan rendah menunjukan hasil nilai rata-rata x 4.007 dan x = 3.771. Jadi kelompok iii the percentage of low-fat with the same method that is part of the progression method result from better group iii.

Groups that have high-fat percentage when viewed on an average value of the results of the study with the method of pure and part progression part method. The results are given with the treatment method of the section progress the result is better compared to the pure part method. A comparison of the value is purely for the part and 3.310 4.007 to part progression.

The percentage of the low-fat group was given a different teaching method of treatment of the value of the results of his studies of average value showed different results. Progresip section method the result is better when compared to the pure part method. Comparative value method to 2.834 part pure and 3.771 for a progressive part method.

Conclusion

1. Methods of teaching

   Based on the data analysis being done, to test the hypothesis that has been made, then in this study, it can be concluded that the hypothesis that says "method of teaching by different parts of the progression method with the method section is purely against the results of learning swimming crawl style. The hypothesis is proven to differ significantly

2. Fat percentage

   The results of the data analysis about the calculation showed that the differences anava body fat percentage highs and lows do not indicate different results against the results of the study pool significantly. Although the views of the average value of the results obtained, the average students who have high-fat percentage results showed better

3. Calculation of the statistical analysis of the interaction of variants do show that there is no significant interaction between teaching method and body fat percentage against the results of the learning style of swimming crawl

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CHARACTER EDUCATION CAMP: A MODEL ANALYSIS RESULTS FOR THE IMPLEMENTATION OF CHARACTER EDUCATION INTO THE GLOBAL ERA

TAAT WULANDARI, ANIK WIDIASTUTI, NASIWAN AND SISWANTOYO

Abstract: This study aims to reveal character values that are instilled through the activities of "CEC" (Character Education Camp). "CEC" is organized by State Senior High School 2 Jember to build the students' characters. In order to describe the implementation of character education in State Senior High School 2 Jember, this study employed a qualitative method with a case study approach. The research was conducted in State Senior High School 2 Jember. Furthermore, the subjects of research were the teachers, the students and the principal. The data collection techniques employed observations, interviews and documentations. Then, the data validity in this research used a data triangulation. In addition, the data were analyzed using an interactive analysis proposed by Miles and Huberman. The findings show that the "CEC" activities are full of character values needed to build the students' personalities. Activities within the "CEC" include marching, prayers on time, training of Nationalism and Love of the Homeland, mealtime rules, outbound, and inauguration of *Bantara*. The character values of the activities are spirituality, self-discipline, honesty, mutual help, mutual respect, and punctuality.

Introduction

Reorganization of character education for Indonesian society is needed since it is important to see the dynamics of the changing world order with the strength of globalization. The impacts of globalization are moral and intellectual degradations and conflict potentials among groups (race, ethnic, religion) which can then lead to multidimensional crises in complex contexts. Multidimensional crises faced by Indonesian citizens should be used as a reference for the improvement of the character education in a better direction. The nation's character education is beneficial to create a civilization that is able to bring the nation's life to a more qualified and meaningful direction.

The establishment of a qualified and meaningful nation life is certainly not separated from the role of educational institutions, such as schools. Education plays an important role in dealing with the changes. Also, education provides a clear direction on how to respond to the changes. The changes will be easier to respond and serve as a foundation in completely realizing the development of Indonesian society if education is used as the main pillar in responding the changes.

School as a part of the education systems has a vital function for the nation's character building. Currently, schools tend to emphasize only on the academic ability, without accompanied by the character building which introduces values

cognitively. In fact, character education should bring the students to an experience of value appreciation affectively and ultimately to apply the values in daily life. To achieve praxis, there is a very important inner experience that should be practiced by the students. Through this experience the students are encouraged to possess a determination to apply the values. This effort is called as Conation. Related to this, Buchori (2007) states that the stages to guide the students to strengthen their determination are called as conative steps.

Schools in Indonesia have tried to find ways in instilling character values to the students. A school that builds the students' characters through different ways is Senior High School 2 Jember (State Senior High School 2 Jember). Self-discipline is a character that students should possess. Self-discipline can motivate people to do what they know and what they want as a realization of a personal responsibility for themselves and for other aspects (John Garno, 2011: 45). The instilling of this character is very important to know how to introduce self-discipline to students in State Senior High School 2 Jember. Through the cognitive measures undertaken in this school it is hoped that the values are applicable to other schools with similar characteristics. Regarding this, this study aims to investigate the character values in the activities of "CEC" (Character Education Camp) in State Senior High School 2 Jember.

Character is a very important part in determining students' personalities. This is in line with the statement by Lickona (2013: 50) which states that" *character observing contemporary philosopher Michael Novak, is a compatible mix of all those virtues identified by religious traditions, literary stories, the sages and persons of common sense down through history*". The description means that a character is a harmonious blending of all policies identified by religious traditions, literary tales, and experiences of wise men who witnessed a certain historical process.

Wynne says that there are two notions of character; firstly, it shows how a person behaves, and secondly, the term "character" is closely related to an individual personality. Besides, Samsuri (2010: 2) states that the term "character" covers at least two things: values and personalities. Character is a reflection of values which are inherent in an entity. Moreover, "good character" is a actualization of a good value possessed by a person, beyond the question of whether "good" is something "authentic" or is merely a camouflage. This explanation shows that the study of character education is highly related to the area of moral or ethical philosophy that is universal, such as honesty. Character education according to FebristinaNuraini is a system of instilling character values to school communities which includes the components of knowledge, awareness or willingness, and actions to implement those values in the relationship with The One and Only God, self, colleagues, environment and nation so that later on, people are able to be perfect human beings (2012: 86).

Regarding the opinion it is concluded that character education is not only related to relationships with other people but also related to our attitudes towards The One and Only God, self, environment and nation. Others argue that a character education as a value education makes "explicit efforts to teach values, and to help students develop dispositions to act in definite ways" (Curriculum Corporation,

2003: 33). Good and bad issues, virtues, and prioritiesare important aspects of the character education.

Character as a personality aspect is a reflection of the whole personality of a person such as mentality, opinion and behavior. Furthermore, the learning of etiquette, politeness, and custom makes character education emphasized on actual behaviors about how a person's personality is considered good or bad based on contextual and cultural norms.

What is an ideal character education? The definition of character education should include aspects of personality building which contain dimensions of universal virtue values and cultural awareness in which the norms of life grow and develop. In summary, character education enables individual transcendental awareness to manifest it in constructive behaviors based on the lifecontext in which it stands such as possessing global awareness, but at the same time being capable to take an action in local contexts.

Character grows from self-esteem both as individual and as its transformation to be a part of children of the nation. An independent human or nation will be able to assert the self-esteem. It is an opinion or a mindset that an independent opinion will refuse subordination and favor. Moreover, independence is heroism. Independence is a self-confidence and a pridethat includes an ability to decide what is best for themselves, and self-achievement to refuse servility. Independence is also an equality demand. Furthermore, independence is self-esteem, and it changes a servile opinion. When independence is elevated to the level of nation and state, it is a national doctrine, a doctrine for freedom and sovereignty, to give priority to national interests, which is called as the society's interests. The nonexistence of self-esteem in a person or society is a defect in education.

According to Timothy Wibowo (2011: 2) character education planning is intended to answer the various problems of the nation that are currently seen, heard and perceived. It is identified that the problems arise from the failure in inserting moral values to the students through an education process. To instill the values to the students in a different way, "CEC"is proposed as one of the solutions which is conducted through camping activities. Camping is usually done in a nature setting by using a tent. In addition, it is done by a group of people in order to raise their awareness of nature, to love and to get closer to nature. Camping is also familiar with scouting activities. Since it is related to scout, it is obligatory for the students to carry out the camping activities.

According to Sulaeman (1983), camping can provide a certain quality of pleasure that is hard to find in other activities as leisure. Camping is a creative recreational activity and contains elements of education which is done by staying overnight and doing activities in groups in a natural setting. Furthermore, camping helps build and foster good characters, as a means of the mindrefreshment. Camping is an activity in which students are able to experience directly the natural life by doing outdoor activities. Each participant is expected to train themselves physically and mentally/ spiritually. Also, the students should be able to instill values of oneness and unity, working procedure and organization, self-discipline, dexterity, intelligence, fortitude, ordinary, patriotism, and skillfulness. (Sulaeman, 1983: 2).

Camping is assumed to be able to provide some essential values, such as good personalities or characters, and mental and physical health. Moreover, it helpsto promote loyal, obedient, good, and qualified generations so the students are able to build and developthe NKRI (Unitary State of the Republic of Indonesia).In line with the purpose of the camping, the activitiesin character education campstrongly support the character building.The activities can build students' physical and mental conditionsduring the process of character building for the young generation in Indonesia.

Research Method

This studyisqualitative naturalistic research that aims to find out the character values in Character Education Camp in one of the Senior High Schools in Jember. The research setting is State Senior High School 2 Jember which is located at Java Street No. 16, Jember, East Java. This is one of the leading schools in JemberRegency that possesses various academic, non-academic achievements, and firm school rules. This school sets a high commitment in building the students'characters. Improving the quality of education is further enhanced by the use of audio visual learning system, as well as the Internet installation.

The research was conducted through the stages of research planning, data collection which employed observations, interviews, surveys, and documentation, andresearch report writing.Theinstruments, such as interview guidelines and observation sheets were validated through an expert judgment. In addition, the questionnaireswere validated through a try out. Moreover, the technique of data validity used data triangulation.

The data were analyzed using a data analysis component of interactive model proposed by Miles & Huberman. The analysis consisted of three components: data reduction, data presentation, and conclusion/verification (Miles & Huberman, 1992: 16). The qualitative data analysis can be conducted during the research and post-activity of data collection (Agus Salim, 2006: 22). The analysis starts from the initial stage to the conclusion of the research results. Therefore, as stated by Miles & Huberman, qualitative data analysis is defined as a flow model.

Research Findings and Discussion

On 7 April 2006, the schoolhad made more efforts to improve the quality of education. Under the supervision of Drs. Sukantomo,State Senior High School 2 Jembersets a vision of "Actualizingbalanced intellectual and moral competence to reach competitive achievementsbased on Faith and Piety". To reach the vision, the school performs the following missions: developing a strong passion in learning to achieve optimal achievements; developing a democratic situation in accordance with the school environment; improving professionalism in the learning process; developing fraternity, brotherhood and partnership with concepts of *asah, asih, asuh*; improving self-discipline, and transparent management oriented to *MPB*; and establishing excellent and professional public services. In the 2006-2007 Academic Year, State Senior High School 2 Jemberwas located in 10,996 m^2 area and consisted of 25 classrooms.There were 60 teachers including 7 Social Science subject teachers.

1. Implementation of Character Education

The implementation of character education should include aspects of personal developmentcovering universal values and cultural awareness in which the norms of life grow and develop. Character education is able to generate transcendental awareness of individuals manifested in constructive behavior based on any life contexts to possess a global awareness, still being capable to behave in accordance with the local contexts.

Character education is one of the educational issues whichis considered effective in providing answers for the education system needs in Indonesia or for Indonesian citizens. Education does not only prepare students for holding a profession or a position only but alsosolve problems appeared in everyday life. Therefore, education is a solution toprepare the future. Dealing with it, future belongs to a person who prepares her/himself in an early age.

Character education is dynamics of sustained abilitydevelopment in human to internalize the values so as to produce a stable and active disposition of the individual. These dynamics become more intact, and these elements become the dimension that animates the individual development process. Thus, character is a dynamic process of the individuals' logical anthropological structure whichdoes not merely stopbased on the individuals' natural determination. However, it is a life effort to be more integral in overcoming the natural determination of individual and to engage in self-perfection.

Zubaedi (2011: 17) defines character education as an effort to instill intelligence in thinking, appreciation manifested attitudes, and experience in the form of behavior in accordance with the noble values that become an identity. They are manifested in the interaction with God, self, society and environment. DonieKoesoema(2010: 194) reveals that character education is promoted individually and socially in generating a conducive environment for the individuals' freedom.

Character education shifts from awareness, understanding, concern, and commitment to actions. This is in line with Mulyasa's opinion (2013: 3) which suggests that character education has a more complex meaning than moral education. It is because character education is not only about right-wrong problems but also about how to instill good habits in life, so students are expectedpossess awareness, high understanding, concern and commitment to apply the values in everyday life.

Promoting character education is a government effort to produce the next good generations of the nation. School is considered effective to support and promote qualified young generationsbecause in schools, the students are taught to apply and to practice the values and norms that exist in the community. Character building is applied in State Senior High School 2 Jember, which has a high commitment in building the students' character. It is evidenced by the firm school ruleapplied in the school.

During the learning process, the process of student character instilling is also conducted. It is proven by an activity of reciting *AsmaulHusna* at the beginning of the learning process for Muslim students. *Dhuha* prayer in congregation is also scheduled for Muslim students. The fingerprints system for attendance is provided

at the school mosque. In addition, character behavior habituation is also supp— by the provided rule book for the students and the punishment given to the stude— if they disobey the school rules.

Activities in Character Education Camp provide the main purpose to build — students' characters. The instilling of character values to initiate the — activitieswas conducted by the instructors from Battalion 509. It is very effe— in building characters that the students should possess.

2. Character Values in Character Education Camp

(a) Basics of Marching

Activities for Basics of Marching are physical training to improve students' marching skills. Throughthe activities, students learn basics of marching andself-discipli— The values in basics of marchingare self discipline and hardwork. Hurlock in Syaen — Yusuf & Nani(2012: 30) suggests that school is a determinant factor in developm— the students' personality, in the way of thinking, acting, or behaving. School — as family substitutes, and teachers as school substitutes. Schools cannot — disregarded, because the generation that will perform every element of a nation development was born at schools. Although there are trends of homeschooling, the existence of school will remain a mandatory pedestal of people who want to be — dignified and knowledgeable person.

(b) Nationalism and Love of the Homeland

The materials are related to Nationalism and Love of the Homeland and the presentersof the materialsare from TNI (Indonesian National Armed Forces). In this session, the students are instructed tokiss the land which symbolizes the motherland. The values that can be taught to the students are a sense of nationalism, love and respect for the nation. Character Education Camp is an activity to establish self-discipline and responsibility that is addressed to the students of class X through the scouting activity. Character is a reflection of humans' ways of thinking, saying and behaving. Therefore, it is necessary to generate character education starting from an early age to produce generations who are able to think critically, positively, creatively and dynamically and then able to actualize and apply the values into utterances and behaviors.

(c) On Time Prayers

This activity facilitates the students to perform prayers in congregation on time including *tahajud* and *dhuha*prayers regularly. The values taught are spirituality and self-discipline. The results of educational research by Michael Russel (Syaen in Yusuf & Nani, 2012: 31) suggest that the definition of an effective school is an institution which is able to develop academic achievements, social skills, politeness, positive attitude toward learning, low absenteeism, and work skills for students. Based on this definition, school is not only a place to learn certain lessons, to produce rankings, to become a class champion, and to pass exams but also a place to play a role in training social skills, as the essence of a school. However, it is not

completely understood by people that this social skill is born in the real discipline of society.

(d) Mealtime Rules

Eating in the Character Education Camp is timed and the provided portion must be finished by him/her or assisted by others. An undisciplined behavior in this activity is not allowed. The values taught in this activity are honesty, punctuation, gratitude, and mutual help.

(e) Inauguration of Bantara

The inauguration of *Bantara* is held on the last day of camp with a ceremony and some activities. Through the activities, the students were instructed to go into a muddy pond that used to be a catfish pond to take a *Bantara* emblem. The values that are taught are persistence and determination in reaching a goal.

The implementation of the nation's character education must be based on noble values of this nation as mentioned in Pancasila, The 1945 Constitution, *Bhineka Tunggal Ika*, and NKRI (Unitary State of the Republic of Indonesia). If the overall values are implemented with a high commitment, the whole society and the younger generation of Indonesia will become a tough generation and will be able to face all challenges of this era. Generating good citizens needs to be supported by character education and development of school culture; in this case it means the culture of the school environment.

The nation development is determined by the quality of Human Resources. Human resources are born in an educational institution that we are familiar with the term "school". The development of a country cannot be merely assessed by the physical development that the citizens can use. Behind the physical and infrastructure development lie many ideas that are managed in a certain way by stakeholders.

In addition, various policies have been issued by both the government and the private sectors for the contributions of the nation development. A factor determining the policy which is capable of bringing benefits is culture. Culture is the result of the educational process itself as stated by VigotksyinSyamsu Yusuf &Nani (2012: 83) that mentions that school is one of the cultural agents that determine the development of adolescentways of thinking. Through culture, school will be a place where the teachers are able to give exemplary behaviors in real contextsto the students.

Character Education Camp in State Senior High School 2 Jemberwasconducted due to a problem related to the mandatory scouting activities for the students which were regularly conducted before such as trainings of*Bantara*, and competitions.Instead of successfully building the students' characters, problems and complaints from parents who disagreed with the activities appeared. The method used to instill responsibility is the method of value clarification (giving advice, punishment and reward), and modelling method (Leader Modelling). One way that can be used to build student character is scouting that is compulsory for all students.

School as the second home for students is the first and foremost institution in building the students' character. State Senior High School 2 Jemberbuildsstudents'

charactersbyfostering the character values in the school environment. Character EducationCamp is held as a way to build the students' characters. Character Education Camp was initiated due to confusion in how to educate students to possess good characters and how to avoid complaints from the parents. It is the reason why students' characters are built through the activities of Character Education Camp which also generate students' self-discipline.

Self-discipline needs to be instilled in students' characters. By doing so they will be able to live more orderly and set a clear target of success. This is in line with the implementation of Character Education Camp activities in State Senior High School 2 Jemberwhich establish self-discipline, spirituality, responsibility, independence, honesty, care, and other characters. The values of Character Education Camp containnationalism, love of homeland, and some activities such as basics of marching, outbound, campfire, and inauguration of *Bantara*.

Students who disobey the rules during Character Education Camp or the ones who often violate the rules at the school are given punishments, such as shouting, walking, running, pushing up and so on. These punishments are really helpful and meaningful for the students. Each student is required to participate in this Character Education Camp. If he/she does not join, he/she should participate in the next Character Education Camp with the juniors. Character Education Camp is free of charge because it is already included in the student admissionexcept the scout staff (walking stick).

The students who have participated in Character Education Camp are more organized, obedient, and disciplined. After joining the Character Education Camp, it seemed that they are more excited in learning and attending other school activities. The implementation of Character Education Camp is considered successful to achieve values as the objectives. The values taught are honesty, self-discipline, religion, togetherness, tolerance, nationalism and others.

School culture is an aspect that affects the student character building. Self-discipline can be improved by the establishment of school culture that appliesschool rules firmly and consistently. Thus, every member of the school, especially students will perform disciplinedattitudes. It is in accordance with the model of character education activities according to Mary Humphrey (2005: 11) which is presented below:

Table
Model of Character Education Activities

Right Action		Right Speech	
1.	Being Responsible	1.	Being respectful
2.	Showing perseverance	2.	Using polite words
3.	Keeping promise	3.	Choosing words that do not hurt others' feeling
4.	Showing kindness	4.	Choosing motivating words
Right Thought		**No Action**	
1.	Thinking of others' needs	1.	Using intuition
2.	Planningwith care and consideration	2.	Using senses
3.	Considering what is fair and right	3.	Gathering information through observation

Based on the definitions, it is understood that the model of character education activities is done in several steps and with different approaches. Also, using intuition, senses, and conducting observations without performing actions are used as a model to apply the character education. This means that the used model depends on the needs and the conditions that exist. The model is related to each other, because when it is applied, there will be an evaluation drawing certain conclusions from the model.

Conclusion

Character Education Camp activities held by State Senior High School 2 Jemberare full of character values which are necessary to build the students' personalities. It is held because there were problems and complaints from parents who do not agree with the scouting activities that are obligatory for students such as *Bantara* trainings and competitions. Instilling a character of responsibility to the students employs a method of value clarification (giving advice, punishment and reward) and modelling method (Leader Modelling). The *"CEC"* activities assisted by instructors from Battalion 509 are very effective in building the characters that should be possessed by the students.

Activities and materials in Character Education Camp include basics of marching, performing prayers on time, and activities of promoting nationalism and Love of the Homeland, mealtime Rules, outbound, and inauguration of *Bantara*. The character's values in the activities are spirituality, self-discipline, honesty, mutual help, mutual respect, and punctuality.

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