

ISSN 2 9444

This title
is indexed
in Scopus

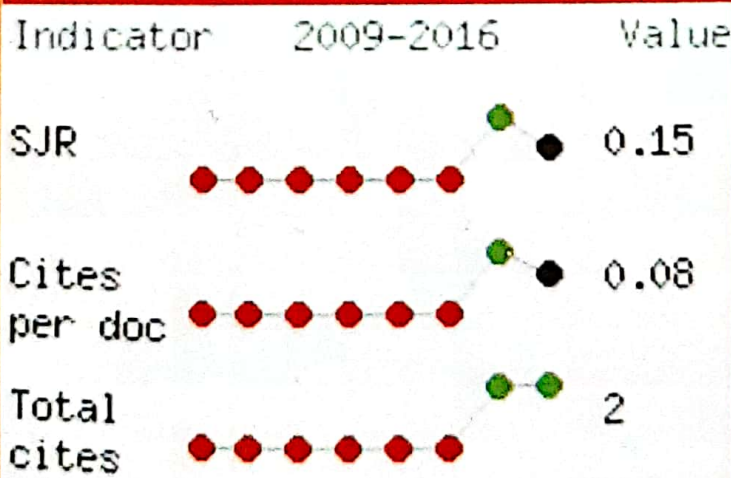

GLOBAL AND STOCHASTIC ANALYSIS (GSA)

Volume 5

Number 8

Year 2018

Global and Stochastic Analysis



www.scimagojr.com



MUK PUBLICATIONS

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 Febristina Nuraini 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 priorities are 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 life context 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 pride that 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 mind refreshment. 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 helps to promote loyal, obedient, good, and qualified generations so the students are able to build and develop the NKRI (Unitary State of the Republic of Indonesia). In line with the purpose of the camping, the activities in character education camp strongly support the character building. The activities can build students' physical and mental conditions during the process of character building for the young generation in Indonesia.

Research Method

This study is qualitative 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 Jember Regency 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, and research report writing. The instruments, such as interview guidelines and observation sheets were validated through an expert judgment. In addition, the questionnaires were 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 school had made more efforts to improve the quality of education. Under the supervision of Drs. Sukantomo, State Senior High School 2 Jember sets a vision of "Actualizing balanced intellectual and moral competence to reach competitive achievements based 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 Jember was located in 10,996 m² 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 development covering 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 which is 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 also solve problems appeared in everyday life. Therefore, education is a solution to prepare the future. Dealing with it, future belongs to a person who prepares her/himself in an early age.

Character education is dynamics of sustained ability development 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 which does not merely stop based 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. Donie Koesoema (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 expected possess 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 generations because 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 rules applied in the school.

During the learning process, the process of student character instilling is also conducted. It is proven by an activity of reciting *Asmaul Husna* 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 supported by the provided rule book for the students and the punishment given to the students if they disobey the school rules.

Activities in Character Education Camp provide the main purpose to build the students' characters. The instilling of character values to initiate the above activities was conducted by the instructors from Battalion 509. It is very effective 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. Through the activities, students learn basics of marching and self-discipline. The values in basics of marching are self-discipline and hardwork. Hurlock in Syamsu Yusuf & Nani (2012: 30) suggests that school is a determinant factor in developing the students' personality, in the way of thinking, acting, or behaving. Schools act as family substitutes, and teachers as school substitutes. Schools cannot be 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 a dignified and knowledgeable person.

(b) *Nationalism and Love of the Homeland*

The materials are related to Nationalism and Love of the Homeland and the presenters of the materials are from TNI (Indonesian National Armed Forces). In this session, the students are instructed to kiss 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 (Syamsu 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 adolescent ways of thinking. Through culture, school will be a place where the teachers are able to give exemplary behaviors in real contexts to the students.

Character Education Camp in State Senior High School 2 Jember was conducted 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 Jember builds students'

characters by fostering the character values in the school environment. Character Education Camp 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 Jember which establish self-discipline, spirituality, responsibility, independence, honesty, care, and other characters. The values of Character Education Camp contain nationalism, 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 admission except 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 applies school rules firmly and consistently. Thus, every member of the school, especially students will perform disciplined attitudes. 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

<i>Right Action</i>	<i>Right Speech</i>
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
<i>Right Thought</i>	<i>No Action</i>
1. Thinking of others' needs	1. Using intuition
2. Planning with 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 Jember are 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 *Bantaratraining*s 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.

References

1. Darmiyati Zuchdi. (2009). *Pendidikan karakter*. Yogyakarta: UNY Press.
2. Depdiknas. (2003). *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Bandung: Fokusmedia.
3. Febristina Nuraini. (2012). Stimulasi motivasi belajar sebagai upaya menumbuhkan karakter pada anak usia dini. *Prosiding*. Yogyakarta: Fakultas Ilmu Sosial Universitas Negeri Yogyakarta.
4. John Garmo. (2011). *Pengembangan Karakter untuk Anak: Panduan Pendidik*. Jakarta: Kesaint Blanc.
5. Rika Budhiarti. (2012). *Implementasi Pendidikan Karakter di SMK N 3 Malang*. Accessed from <http://karya-ilmiah.um.ac.id> on Monday, 27 May 2013 at 11.41 a.m.
6. Sulaeman. (1983). *Petunjuk Praktis Berkemah*. Jakarta: Gramedia.
7. Suyanto & Djihad Hisyam. (2000). *Pendidikan di Indonesia Memasuki Millenium III*. Yogyakarta: Adicita
8. Timothy Wibowo (2011). *Mewujudkan Pendidikan Karakter yang Berkualitas*. <http://www.pendidikankarakter.com>. Accessed on Thursday, 18 October 2012 at 14.53 p.m.
9. Yulia Kusuma Wardhani & Harisurningsih. (2013). *Penerapan Pendidikan Karakter Ditinjau Dari Segi Pembelajaran Di Departemen Bangunan Smk Negeri 1 Blitar*. Accessed from <http://ejournal.unesa.ac.id> on Monday, 27 May 2013 at 11.50 a.m.