

Cultivating Morals Students Through Character Education: a Case Study

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ABSTRACT

This research aims to describe: First, the application of character education in SMP Negeri 16 Makassar. Second, the impact of the application of character education the school in SMP Negeri 16 Makassar. This was a qualitative research employing the naturalistic approach, carried out in SMP Negeri 16 Makassar. The data were collected through observations in debt interview, and document. The research finding, the following conclusions are drawn: (1). The development of school culture to build character in SMP Negeri 16 Makassar, consisting of planning, application, supervision, and evaluation, runs well. The application of character education in SMP Negeri 16 Makassar runs well, supported by the school personal and school committee. (2). The impacts of character, among others, manifested in: caring cleanliness; religious service obedience; conformity to the rules; mutual respect politeness, and family like relationship; honesty and responsibility; togetherness; and all personal school, including teacher and staff participation..

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1. INTRODUCTION

This crisis experienced by the character of Indonesian nation is now located at very alarming nature sincere, noble, honest, courtesy, and responsibility are eroded instantly replaced with a sense of anxiety, violence, behavior contrary to the values beliefs, norms, religious customs prevailing in the society, nations and state of Indonesia. Images of the character crisis that hit the Indonesian nations is not only happening in one multi-dimensional but multidimensional even institutions. The emergence of the crisis character not only occur at the national level, but also at the local level, including Makassar city, it can be observed from the cases the occurred in the Makassar city example, in 2016, there was another incident jab fight between individual teacher. The cases of the crisis these characters include the following: Change in Indonesian society thinking that posting material or worldly elements on top of everything; the perspective of the advancement of science and technology are mistaken; of character education in the schools is a critical need; strengthening attitudes and way of life and individualistic hedonism; the emergency of nature to get something easily and quickly; orientation learners thinking has changed and pragmatic; a measure of academic success of students, and the inclusions of values and how foreign view not quickly anticipated.

According to the expert Team Foundation National Identity [1, 2], the factors that cause a reduction in attention to the character education include: First, a global factor in the presence of uniform, mechanistic relationship and regard students, as objects; Second, local factors, for example, over reliance debt, economic development is too rely on national resources, just look at the surface, and has failed to learn from the experiences of their own. Education should be oriented character building of students needed in order to develop and strengthening the noble qualities to be tough, honest, noble character, responsible, disciplined,

and independent character yet see a crisis happens proves that the education system has not been established human resources expected. This confirmed Sudradjat [3-5], less successful educational system shape human resources with a strong character, noble character, responsibility, discipline, and self-contained, in almost all educational institutions both public and private. For the more it is said that the effort of nation and character building in accordance with the values of the culture of Indonesia impressed not run as desired. This means that schools have to optimize the role of school culture to school culture of success, when education has an important role in growing the nation and character building in accordance with the values of the culture of Indonesia [6-9].

Policies application character education movement in school in the government efforts in tackling the crisis outstanding character. Character education program is expected to shape the character of the nation or nation character building a strong and independent uphold truth, justice, honesty, responsibility, and maintain national identity, especially the students at the school [10]. Based on the above, the researcher felt it was important to do research on the application of cultivating morals through character education in SMP Negeri 16 Makassar.

2. RESEARCH METHOD

This research is a qualitative study and a naturalistic approach that aims to understand the application of cultivating moral students through character education on event that occur in schools, the role of the school, the interactions that occur in schools with data generated in the form of words written or spoken of the people and the observed behavior naturally without any manipulation of the subject under study. This research place at SMP Negeri 16 Makassar, Jl. Goa Ria, Sudiang Makassar in November 2016. The research subjects among others: 1. The school principal; 2. Teachers; 3. Office administrator; 4. Students, and, 5. School committee and parents. Object in the research of the application of cultivating morals are three elements, namely: that place, the perpetrator, and the activities conducted by the school principal, teachers, students, and the place or spaces in the school. Data observation, interview, and documentation. The validity of data using triangulation method. Data were analyzed by interactive model with consists of three flow events occurring, namely: data reduction, data presentation, drawing conclusion or verification.

3. RESULTS AND DISCUSSION

3.1. Cultivating Morals Students

Application of character education for cultivating morals student in SMP Negeri 16 Makassar is programmed activities and initiative school teachers and students. Application of the development of character education in SMP Negeri 16 Makassar, using methods include activities like prayer Friday, at the school; read Qur'an together; pray noon; activities such spontaneity reprimand students who act deviant; exemplary or give examples such as being on time, using polite language, pray at school, and conditioning the environment, such as providing trash, tools prayer, hygiene kits, paper mounted on the front of the class. With the method is quite effective in creating a school culture that can form the character of students. Programmed activities only to the extent such discourse but not application Fri at school together, pray together or reading Qur'an together.

Application of character education through school values committed SMP Negeri 16 Makassar already apparent from the behavior of the school community to instill the values of honesty even use a pattern or system to application systems such as sitting cross-exam activities is a way instill the values of honesty and a sense of personal responsibility to the students. This application is very effective to foster student honesty. In the assessment of students, the system is in addition to making students do not feel pressured at the time of the exam also reduce cheating during exams. For the teachers themselves, the application of this system in actually just a tactic or way for students to help each other with other friends [11].

This system is temporary and initial steps to familiarize students behave honestly in the hope and purpose is ultimately the presence or absence of the introduction of a system of primary school cafeteria. Value honesty has a close relationship with the value of responsibility. When someone behaves honestly in fact he has been responsible for the task to be done, without value honesty very unlikely a person can carry out their responsibilities well. Someone who would be responsible for carrying out duties in accordance with its mandated, it means that he has upheld the values of honesty in performing their duties [12].

Values of honesty and responsibility of the concept and meaning can be perceived and understood by the students and teachers but the lack of understanding can be realized with the attitudes and actions that values honesty and responsibility [13]. These conditions provide cues that honesty and responsibility not only

delivered through advice or lectures, but more important to be demonstrated through the example of the principal, teachers, and administrators. That way the attitudes and behavior of honest and responsibility will be followed and practiced by students. Values of honesty and responsibility is the key to success in creating a school atmosphere conducive to honest and responsible behaviors not only formed by the rules or policies in the school system but the awareness of the benefits of honesty and responsibility in everyday life [11, 14].

Togetherness is one of the effects of moral character education in schools. Togetherness has significance for the school in completing each job in order to get good results. Cooperation and carrying out the activities carried residents SMP Negeri 16 Makassar is a manifestation of the sense of school community. Togetherness the school SMP Negeri 16 Makassar happens driven awareness that an activity will be successful if it involves all the school.

The above conclusion is known of understanding on cooperation which revealed students. They understand cooperation as togetherness. If there is no cooperation there is no cohesion and solidarity among students. Meanwhile, the teachers explained that the cooperation is very important, because with it the relationship will be more solid and easier for the school to work the problem. Without the cooperation or unity in doing a job, definitely heavy. Cooperation and togetherness in the school will also have an impact on school life atmosphere conducive, safe and orderly [15].

3.2. The Application of Character Education for Cultivating Moral Students

The initial goal of character education is to exemplify good character characteristics for students [16]. A number of researches found the positive results of applying character education programs in the schools, including higher academic achievements, fewer suspensions as well as dropout, and fewer risk behaviors of students [16-19]. The overall promising student development indicates character education programs should be one of important components embedded in the current curricula. Williams [20] found, through interviews and questionnaire responses, the participants of character education program claimed that the beneficial learning experience they obtained not only in developing ethical, experiential, and intellectual foundation of character, but also those experiences continue extending throughout their lives.

The character education is more effective under the condition of encouraging students with good character traits which also are “legitimized, modeled, and reinforced by school and teachers” [21, 6]. Suggested that the easiest way to promote character education is using literature study, since the stories serve as role models that connect experiences and morals [22]. Further, Revell and Arthur [23] argued that attitudes of student teachers toward moral education also play an imperative role in the process of application of moral education. That is, it should be part of the curriculum of teacher education. Most important, they found the positive effect on later exercise because of opportunities of self-evaluation and of checking their assumption of character education [24].

Romanowski [21] provided some beneficial suggestions for the application of character education: (1) the involvement of the teachers in program planning will increase school support and commitment, which in turn improve the effectiveness of the program; (2) with regard to the curriculum, it should be relevant to students life and also challenge them intellectually, emotionally, and socially; (3) administration should support and give enough space for teachers to exercise flexible pedagogy in specific character traits; (4) conducting class discussions could effectively engage students in the program. Further, through the reflection, it will lead to the opportunities of in-depth discussion; (5) finally; the responsibility of the school is to develop an environment in which reinforces bright sides of students learning and behavior, thereby students also practicing those good values they learned from the character education program. The promising ground of bring the framework of character education is to “make critical links between the lessons of greater social sympathy in the classroom and benevolent action in life” [25].

Issue of moral education touch an individual’s basic beliefs [26, 23]. Morris and Scott [27] identified the importance of educational reform and policy application in terms of actualization of moral education in classroom. In other words, character education will be achieved in accordance with the support of national education system, in which the government should have a commitment and responsibility to this task [28]. With the determinative and supportive policy, this atmosphere will be conducive to the operational level, agencies such as teachers, students, and facilities. At the application level, the departmental structures and curriculum are also the reason that schools are hesitant to embrace character education [29-31]. As a result, it is necessary to redesign the curriculum for the sake of facilitating character education. Finally, the concept of moral education should be involved in the education of teachers, especially, in the introduction course of philosophy and history of education [32, 33]. The rationale, behind this is that those young teachers will involve in elementary and secondary schools, in which the concept of moral and character education, teachers would tend to be more engaging in character education development.

In sum, there are tendencies where the “standard based education” and all other none standard curriculum, like that of character education would conflict each other, and as these institutions would strive

to follow the directive of the authority involve, the auxiliary program, might just be thrown out [34-35]. Education has been perceived as authority of its own that serves as catalyst through which knowledge, training, empowerment is also embedded on someone. These two words bring the added value of character education, which simply are calculated attempts used in controlling, or inciting the behaviors of some people [23]. This is an educational phenomenon that has been in existence for a very long time; however, the importance of it in our current world could not be over emphasized as it is just an added packed values that tend to benefit the young, old, organizational settings, the community, and the country as whole.

4. IMPACT APPLICATION OF CHARACTER EDUCATION FOR CULTIVATING MORAL STUDENTS

4.1. Love cleanliness

School as an educational institution while maintaining the cleanliness of the school environment in order to be a comfortable place for students to do a variety of activities and receive an education. Cleanliness of the school is the responsibility of the whole school community are realized through programs of cleanliness and hygiene behavior throughout the school. Application of character education through school culture school teacher resident to always behave and act clean so loved the cleanliness is a part of their lives [36-38].

For the SMP Negeri 16 Makassar, so keeping the school environment for school hygiene interpreted by students as a state free from all kinds of fresh, students can breathe fresh air and healthy and will be free from all diseases. A clean environment creates awareness of students to dispose of waste in place. A clean environment makes students become aroused and excited to be at school. This is in line with the meaning of hygiene expressed by teachers about the cleanliness of the school that can provide comfort in learning activities. Some parts in the school environment less kept clean. This describes the condition of the school community still do not understand the benefits of cleanliness for the creation of a comfortable school atmosphere. Loved the cleanliness not be interpreted as an attempt instill physical and spiritual hygiene behavior possessed by each individual and is the practice of religious values. The inculcate hygiene behavior among residents love the SMP Negeri 16 Makassar should create activities that are positive so that the meaning of love cleanliness can be realized in action every day at school with the realization of hygiene are maintained school every day.

4.2. Honesty and Responsibility

Application of character education through school culture committed SMP Negeri 16 Makassar already apparent from the behavior of the school community to instill the values of honesty even use a pattern or system to implement systems such as sitting cross-exam activities is a was instill the values of honesty and a sense of personal responsibility to the students. This application is very effective to foster student honesty. In the assessment of students, the system is in addition to making students do not feel pressured at the time of the exam also reduce cheating during exams. For the teachers themselves, the application of this system in actually just a tactic or a way for students to help each other with other friends.

Application of character education through school as honest and responsible to be missing in SMP Negeri 16 Makassar as in the learning process, there are still students who cheat during exams, lack of transparency in the management of school finances, and did not perform the task well. It is indicator of a lack of awareness about the value of honesty and responsibility. And for students, fairness, and responsibility means not lie to yourself or others, be open and frank, act and speak according to rules and facts. Students also felt sorry and guilty for teachers because they cannot fulfill their obligations as students. The task for students is a means to measure the ability of the students themselves.

For teachers they, honest and responsible understood as an appropriate act of conscience. Dishonest to make sense of sin and uncomfortable. Honest means not breaking the rules, doing good things, and especially should not lie either on others, especially to his own conscience. Values of honesty and responsibility of the concept and meaning can be perceived and understood by the students and teachers but the lack of understanding can be realized with the attitudes and actions that values honesty and responsibility. These conditions provide cues that honesty and responsibility not only delivered through advice or lectures, but more important to be demonstrated through the example of the principal, teachers, and administrators. That way the attitudes and behavior of honest and responsibility will be followed and practiced by students. Values of honesty and responsibility is the key to success in creating a school atmosphere conducive to honest and responsible behaviors not only formed by the rules or policies in the school system but the awareness of the benefits of the honesty and responsibility in everyday life.

4.3. Togetherness

Togetherness is one of the effects of character education in schools. Togetherness has significance for the school in completing each job in order to get good results. Cooperation in carrying out the activities carried out by SMP Negeri 16 Makassar is a manifestation of the sense of school community. Together the school SMP Negeri 16 Makassar happens driven awareness that an activity will be successful if it involves all of the school. The Cooperation has been part of an attempt to resolve activity in SMP Negeri 16 Makassar, so it becomes a habit and character of the SMP Negeri 16 Makassar. It can be seen from the expression of students who understand cooperation as a means to foster togetherness among others, strengthen social relationships, mutual aid, instill a spirit of mutual support and love each other. Common understanding shared by other teachers [10]. According to them, the same work can be mild and work can be completed more quickly. The cooperation also teaches us to appreciate the work of others.

Different circumstances occur in SMP Negeri 16 Makassar. Application of character education through the value of cooperation. Some of the activities carried out by SMP Negeri 16 Makassar was done by certain people that tend to be less successful. Cooperation has not become a habit that is expected to be character of the school community.

The cooperation means hand in hand with the obligations on the basis of common goals and interests. Togetherness in a school environment that is displayed by the principal, teachers, administrators and students can affect a student's personal one to always work together and need each other. There is no feeling more than others. Someone trained to be able to control the selfishness of individuals with respect to the abilities of others. Together the school in the school also have an impact on school life atmosphere conducive, safe and orderly.

4.4. Participation Stakeholders

The involvement of stakeholders in the school is very important that the activities carried out at school support. Character formation of students is not only a school, but also a duty of the school committee, parents, and society as a continuing student-refraction is taught in schools. Application of character education through school in SMP Negeri 16 Makassar involving stakeholder participation shown by the school committee in support of the school steps, planning school programs and the provision of financial support and non-financially. The involvement of stakeholders such as has not been seen in SMP Negeri 16 Makassar, the presence of the school committee and parents in school activities just in case settlement fight between students, new students and the receipt of funds BSM alone. Reality illustrates the relationship and communication with the school committee school, parents and community substandard, but both parties have the same interest in their children education.

Relations with the public schools is essentially a tool that plays an important role in fostering and developing personal growth of students in the school. In this case, the school as a social system is an integral part of the larger school system that is society. Schools and communities have a very close relationship to the school or educational goals effectively and efficiently. Instead schools should support the achievement of goals or the needs of people, especially the educational needs [10, 39]. Participation and involvement of stakeholders is essential for the formation of the character of the students, so the school will not remove themselves from participation and involvement of stakeholders. The higher the participation and involvement of stakeholders in the school, the more harmonious atmosphere of the school and external support to the development of the school will increase [40].

The impact of the development of school culture on the formation of the character as described above shows the school has a culture of effective and good impact in shaping the character of any individual or group, of course, if the school culture development done properly, constantly and consistently by the school because culture can contribute to the effectiveness and productivity of the school, the school community in a collaborative activity, motivation and strengthening the vitality of the school community, and to improve the behavior of the school for the better [15, 41].

5. CONCLUSION

The application of character education for cultivating moral student in SMP Negeri 16 Makassar well supported by the whole school community and the school committee, and parents. In SMP Negeri 16 Makassar very concerned and supervise the conduct of the school community primary school student's behavior so as to quickly take action to prevent the actions of students who violate the rules or norms that apply. The condition application character education for cultivating moral student is determined by various factors. One of the most important factors affecting the success of the strategic and development of the role and behavior of school principals. The role and behavior of principals as leader to build a school values so as to create a school culture that direction and encourage the commitment of all parties (teachers, students,

administrators, and the school committee) to appreciate the values instilled by the school in carrying out daily life today.

In closing character education is not a slogan or a course, but a mission that is embedded in the everyday school life. Schools function as an arena where students could practice good virtues and go beyond their school life. Most important, the promotion of character education should not just a leap service but has an action plan for practice. In other words, education policy should take the lead to actualize moral education in the school system. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives.

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