Management Of Character Education Strengthening Program In Building The National Soul Of Vocational School Students In Bandung City

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Abstract*.*
In the Law on the National Education System, Government Regulations, and the Strategic Plan of the Directorate General of Secondary Education (Renstra Dirjen Dikmen) 2010-2014, it is explained that education does not only form intelligent Indonesian people, but also has personality/character (cognitive aspects, affective, and psychomotor) must be met. Strengthening the character of students from an early age will make students not only smart, but also tough and have a good attitude as the capital of life. The good and strong character of students will form a strong character and national identity so that they can compete on the global stage. Demoralization problems such as the tradition of Punk children who are far from religious norms, promiscuity, free sex and acts that deviate from religious morals are part of the lives of today's teenagers. With some of these problems, there needs to be a rescue effort in order to save the morality of teenagers, especially students who are still studying in high school / vocational school. This study aims to determine: 1) the concept of character education development, 2) character values developed, and 3) the implementation of character education development in learning activities at SMKN Bandung. The philosophical foundation used is the philosophy of constructivism education. The theoretical basis used is the management theory of George R. Terry. This study uses a qualitative research method with a case study design. Data was collected by means of in-depth interviews, participant observation and documentation. After the data is obtained then it is organized, interpreted, analyzed and then concluded. The findings in this study are: 1) the concept of national spirit character education is carried out by involving at least three main elements of education, namely: a) the existence of educational support devices which include policies, guidelines, resources, environment, facilities and infrastructure, togetherness and commitment of stakeholders. b) the intervention of the values of the character of the national spirit into the three components of education in schools which include the learning process, management, and extracurricular activities. c) there is a culture of character education in schools. 2) The values of the character of the national spirit developed at SMKN Bandung include nationalist values and respect for diversity. 3) The implementation of national character education is carried out by incorporating the values of national character into the syllabus and learning device plans. Then the syllabus and lesson plans based on Islamic and national character are implemented in the classroom learning process using the CTL (Contecual Teaching ang Learning) principle, and through extracurricular activities.

Keywords: *Management, Strengthening Character Education, National Spirit, Vocational High School Students*

I. INTRODUCTION

The next generation of the nation is not only equipped with intelligence, but must also be equipped with character and morals. So that it can give birth to a strong mentality, which is ready to face various challenges in life. Therefore, character education for children must be built and improved. Character education is a major issue in the world of education, character education is also a part of the process of forming the nation's children's character. character building is expected to be the main foundation in increasing the degree and dignity of the Indonesian nation. Within the Ministry of National Education, character education is the focus of education from other levels of education. The reason for the need to build national character is that the existence of character in the nation is the foundation. A nation that has a strong character, is able to make itself a dignified nation and is respected by other nations. Therefore, becoming a nation of character is the desire of all of us.Article 3 of the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System states, "National education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who have faith and fear of God. God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen.

Government regulations, and the Strategic Plan of the Directorate General of Secondary Education (Renstra Dikmen) for 2010-2014, it is explained that education does not only form intelligent Indonesian people, but also must have personality/character (cognitive, affective, and psychomotor aspects) must be

fulfilled. Strengthening the character of students from an early age will make students not only smart, but also tough and have a good attitude as the capital of life. The good and strong character of students will form a strong character and national identity so that they can compete on the global stage. According to Kertajaya, character education is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and are "machines" that drive how a person acts, behaves, says, and responds to something. (Kertajaya, 2010).The implementation of character education cannot run optimally for several reasons. First, the lack of skilled teachers in inserting character education in the learning process. Second, schools are too focused on pursuing academic targets, especially the target of passing the national exam (UN). Third, many education stakeholders have not been able to provide an example for students. Fourth, the era of globalization which is very rapidly staggering brings serious challenges to the world of education.Prihartoyo (2013: 87) researched "Character Education Management at De Britto High School Yogyakarta", concluded that character education management has been running as it should. The inhibiting factor comes from the parents of students. While the supporting factors include: location, funding, a strong alumni organization.

Character education or character education plus (as a new idea from the Minister of National Education) is a must in the success of humans in the future. A strong character will form a strong mentality. While a strong mentality will give birth to a strong spirit, never give up, dare to wade through a long process. This is in line with Munir's (2010:2) statement that "A strong character is a prerequisite to be a winner in a strong competition field like now and in the future".Another factor that makes character education very important to practice is the acute problem that afflicts this nation. The character of the younger generation is already at a very worrying point. The morality of this nation has been separated from the norms, ethics, religion, and noble culture. Free sex is a phenomenon that can't be dammed at all. Students are included in this negative destructive culture. Lately, the problem of free sex (sex free) among the younger generation is increasingly worrying, especially youth and youth who are not good at planting faith and piety. In addition, there are several examples of problems involving the order of values in society that cannot be resolved, such as corruption, brawls between schools, nepotism, the culture of bribery, all of which have become the character of our nation. In terms of corruption, the Kompas newspaper published on June 20, 2011 noted that at the Ministry of Home Affairs of the Republic of Indonesia from 2004-2011 there were 158 regional heads consisting of governors, regents and mayors involved in corruption. This also happened in the legislature, since 2008-2011 there were 42 DPR members caught in corruption. In fact, until this writing is written, there are several corruption cases that are still entangled, namely the Century case, Wisma athlete, and so on. From this fact, it is not wrong if the former Chairman of the KPK, Busyro Muqodas, stated that Indonesia was still ranked as the fourth most corrupt country in the Asian region (Rachman, 2012).

Seeing this reality, public awareness emerged to eradicate corruption. It is not only curative (healing), but also preventive (prevention). This prevention effort is carried out by building the mental and character of Indonesian people who are clean from corrupt souls. Therefore, building a person who is not corrupt must start from school (Soyomukti, 2010: 134-135).Seeing this fact, character education needs to be implemented in this country, one way is by optimizing the role of schools. The school cooperates with families, communities, and other elements of the nation in order to succeed in the big agenda of instilling character in students as future successors of the nation.The application of strengthening character education will work well if the principal as a leader is able to become a trustworthy and visionary leader. Being a trustworthy person means that the principal is a person of integrity, capable of being a manager who focuses on improving the quality of learning through character building. Visionary means that the principal has a far-sighted vision of the uniqueness, uniqueness, and quality of the school (schoolbranding) he will build. The managerial ability of school principals to explore the potential of the environment as a source of learning and to develop collaboration with various stakeholders in the existing education ecosystem to support school programs is very much needed.Based on this, the focus of the research that will be carried out by the author is related to the Management of Character Education Strengthening Programs in Fostering the National Spirit of SMKN Students in Bandung City (Case Studies at SMKN 9 and SMKN 13 Bandung).

II.   METHODS

In this study, the research used qualitative research methods with the intention of wanting to know descriptively about character-based education management (Implementation of character values in Character Education Management). This research was conducted at SMK Negeri 9 and SMK Negeri 13 Bandung by taking data sources using purposive sampling technique. Purposive sampling as explained by Arikunto (1993:113) "is carried out by taking the subject not based on strata, random, or regional but based on a certain purpose".Sources of data and information in this study, which are primary data, were obtained through the main respondents, namely school principals, Deputy Principals for Curriculum, and students. To reach the level of validity of the data and information, the researchers also obtained information from administrative staff and school committee administrators.

Meanwhile, to support the primary data, secondary data is needed which is taken from various archival documents.The techniques used to collect data in qualitative research generally use observation, interviews, and documentary studies. On the basis of this concept, the three data collection techniques above were used in this study.The data and information that have been obtained will be analyzed and interpreted continuously from the beginning of the study until the end of the study. Data analysis and interpretation refers to the theoretical basis related to the problem under study.The data analysis procedure is based on three stages as suggested by Nasution (1988) namely "(1) reduction; (2) displays; and (3) conclusion and verification".According to Nasution (1988, 114-124) and Moleong (1998:173) that "to determine the validity (thrutworthiness) an examination or testing technique is needed and that the level of trust in qualitative research results is determined by the criteria (a) credibility; (b) transferability; (c) dependability; and (d) confirmability"

III.   RESULTS AND DISCUSSION

The Concept of Character Education Development at SMK Negeri 9 and 13 Bandung

SMK 9 Bandung organizes character education through 3 (three) pathways, namely: Learning, school management and extracurricular activities. The steps of character education carried out by SMK Negeri 9 Bandung include: design, implementation, evaluation, and follow-up.The character education development held in this vocational school is in accordance with the 2010-2014 Ministry of National Education Strategic Plan and 2010-2014 Ministry of National Education Strategic Plan by combining three pathways which include: learning, management and extracurricular activities. The steps for implementing character education include:

a.   Design,

Some of the things that schools do in the stage of preparing the design for the implementation of character education include:

1) The school identifies the types of activities that can realize character education, and are realized by students in everyday life. In this case, the character education program for students is realized in three groups of activities, namely (a) integrated with learning in subjects; (b) integrated with school management; and (c) integrated through extracurricular activities.

2) Schools develop learning materials for each type of activity at school'

3) Develop an implementation plan for each activity in the school (objectives, materials, facilities, schedule, instructor/facilitator, implementation approach, evaluation)

4) The SMK Negeri 13 Bandung prepares supporting facilities for the implementation of character building programs in schools.

Planning of character education program activities in schools refers to the types of activities, which at least contain the following elements: objectives, activity targets, activity substance, activity implementers and related parties, implementation mechanism, organization, time and place, and supporting facilities.

b.   Implementation,

Character education in schools is carried out in three groups of activities, namely:

1) The formation of an integrated character with learning on subjects;

Various things related to character (values, norms, faith and piety, etc.) are designed and implemented in learning related subjects, such as Religion, PKN, Social Sciences, Science, Physical Education Orkes, and others. This begins with the introduction of cognitive values, affective appreciation of values, finally to the real practice of values by students in everyday life.

2) Integrated character building with school management;

Various matters related to character (values, norms, faith and piety, etc.) are designed and implemented in school management activities, such as student management, school regulations/rules, human resources, facilities and infrastructure, finance, libraries, learning , assessment, and information, as well as other management.

3) Integrated character building with Extra Curricular, Some extra-curricular activities that include character building include:

a) Sports (football, volleyball, badminton, table tennis, etc.).

b) Religious activities driven by the Islamic Da'wah Agency (BDI) which handles all religious activities such as (reading and writing the Qur'an, hadith studies, worship, etc.).

c) Cultural Arts (dancing, singing, painting, theater),

d) KIR

e) Scouting,

f) Basic Student Leadership Training (LDKS),

g) Youth Red Cross (PMR),

h) Heritage Flag Raising Troops (PASKIBRAKA),

i) Exhibitions, Workshops,

j) Health,

k) Student Competency Competition (LKS), and others.

c. *Monitoring and Evaluation,*

Monitoring is a series of activities carried out by SMK Negeri 13 Bandung to monitor the process of implementing the character education program carried out at this school. The focus of monitoring activities is on the suitability of the implementation process of character education programs based on predetermined stages or procedures. Evaluation is conducted to determine the effectiveness of the character education program based on the achievement of predetermined goals. Monitoring results are used as feedback to improve the implementation process of character education programs. In more detail, the objectives of monitoring and evaluating character building in SMK are as follows:

a) Observing and directing the implementation of the school's character education program;

b) Obtain an overview of the quality of character education in schools in general;

c) Seeing the obstacles that occur in the implementation of the character education development program and identifying problems that exist in schools, and then looking for comprehensive solutions so that the character education program can be achieved;

d) Collecting and analyzing data found in the field to formulate recommendations related to improving the implementation of character education programs in the future;

e) Provide input to parties in need for guidance and improvement of the quality of character building programs;

f) Knowing the level of success of the implementation of character education development programs in schools;

d. *Follow-up,*

The results of monitoring and evaluation of the implementation of the character education development program are used as a reference for improving the program, including improving the design, implementation mechanism, facility support, human resources, and school management related to program implementation.From the explanation above, it appears that character education at SMK Negeri 9 and 13 Bandung is an effort to instill the desired values into students through several educational components. In its implementation, character education at SMK Negeri 9 and 13 Bandung is supported by three main elements. First, there are resident tools such as policies, guidelines, resources, environment, facilities and

infrastructure, togetherness, and stakeholder commitment. Second, there is an intervention of character values into three components of education which include: the learning process, school management and extracurricular activities that support the character building of vocational students. Third, there is habituation or cultivating character education in schools. The implementation of character education in vocational schools aims to improve the implementation and outcomes of education in schools that lead to the achievement of character building as a whole in accordance with graduate competency standards.

Developed character values in character education development at SMK Negeri 9 and 13 Bandung

Character values that are used by SMK as the main values to be internalized into students include:

a) Character values in relation to God, namely religious character (an attitude. Thoughts, words, and actions of a person who are always based on divine/Islamic values)

b) Character values in relation to oneself, namely honest, responsible, healthy lifestyle, discipline, hard work, self-confidence. entrepreneurial spirit, independent, and love knowledge

c) Character values in relation to others, namely obeying social rules, appreciating the work and achievements of others, being polite (a gentle and kind nature to everyone), and being emocratic.

d) Value of character in relation to environment

e) National values, namely nationalism and respect for diversity

f) The character values mentioned above were developed with reference to the SKL SK/KD SMK.

Implementation of character education development in learning activities at SMKN Bandung.
Implementation of Character Education Through Learning

In the curriculum structure at Vocational High Schools, there are two subjects that are directly related to the development of character and noble character, namely Religious Education and Civics. These two subjects are subjects that directly (explicitly) introduce values, and to a certain extent make students care and internalize values. In this guide, the integration of character education in subjects other than religious education and Civics is meant more to facilitate the internalization of values in daily behavior through the learning process from the planning, implementation, and assessment stages.

The introduction of values as knowledge through teaching materials is still permitted, but is not an emphasis. What is emphasized or prioritized is the internalization of values through activities in the learning process. The integration of character education in the learning process in schools is carried out starting from the planning, implementation, and evaluation stages of learning and follow-up on all subjects. Among the principles that can be adopted in making lesson plans (designing learning activities and assessments in the syllabus, lesson plans, and teaching materials), implementing the learning process, and evaluating are the principles of contextual learning that have been implemented by teachers in SMK Negeri 9 Bandung

1) Lesson Planning

At the learning planning stage, the principal and teachers prepare a syllabus, lesson plans, and teaching materials are prepared. The syllabus, lesson plans, and teaching materials are designed so that the content and learning activities facilitate/have an insight into character education. An easy way to make syllabus, lesson plans, and teaching materials with an insight into character education is to adapt the syllabus, lesson plans, and teaching materials that have been made by adding/adapting learning activities that are facilitating the recognition of values, realizing the importance of values, and internalized values. The following are examples of syllabus models, lesson plans, and teaching materials that have integrated character education into them.

The syllabus was developed with the main reference of Content Standards (Permen Diknas number 22 of 2006). The syllabus contains SK, KD, learning materials, learning activities, achievement indicators, assessments, time allocation, and learning resources. Learning materials, learning activities, achievement indicators, assessment, time allocation, and learning resources formulated in the syllabus are basically intended to facilitate students mastering SK/KD. It also facilitates learning that helps students develop character, at least it is necessary to make changes to the following three components of the syllabus:

a) Addition and/or modification of learning activities so that there are learning activities that develop character;

b) Addition and/or modification of achievement indicators so that there are indicators related to student achievement in terms of character;

c) Addition and/or modification of assessment techniques so that there are assessment techniques that can develop and/or measure character development;

The lesson plans are prepared based on the syllabus that has been developed by the school. RPP is generally composed of SK, KD, learning objectives, learning materials, learning methods, learning steps, learning resources, and assessments. As formulated in the syllabus, learning objectives, learning materials, learning methods, learning steps, learning resources and assessments developed in the lesson plan are basically chosen to create a learning process to achieve SK and KD. Therefore, in order for the lesson plans to provide guidance to teachers in creating learning that is insightful in character development, the lesson plans need to be adapted. syllabus adaptations include:

a) Addition and/or modification of learning activities so that there are learning activities that develop character;

b) Addition and/or modification of achievement indicators so that there are indicators related to student achievement in terms of character;

c) Addition and/or modification of assessment techniques so that there are assessment techniques that can develop and/or measure character development;

Materials/textbooks are the components of learning that have the most influence on what actually happens in the learning process. Many teachers teach by simply following the sequence of presentations and learning activities that have been designed by textbook authors, without making any significant adaptations. Through the Electronic School Book Program (BSE) or cheap books, currently the Ministry of National Education has purchased the copyright of a number of textbooks from almost all subjects that have met the eligibility criteria for use based on the BSNP assessment of the authors. Teachers are encouraged to use these books in the learning process. To help schools procure these books, the government has given BOS Books to schools

2) Learning Implementation

Learning activities at SMK Negeri 9 and 13 Bandung from the stages of preliminary, core, and closing activities, are selected and implemented so that students practice the targeted character values. As mentioned above. The principles of Contextual Teaching and Learning are applied to all stages of learning because these learning principles can also facilitate the internalization of values. In addition, teacher behavior throughout the learning process in the classroom is a model for implementing values for students. Character planting through the implementation of learning includes introduction, core exploration, elaboration, confirmation, and closing.

3) Evaluation of Learning Achievement

Authentic assessment is an assessment technique and instrument chosen and implemented by SMK Negeri 9 Bandung in order to measure students' academic/cognitive achievement and to measure student personality development. The assessment guideline for five subject groups published by BSNP (2007) states that a number of assessment techniques are recommended for use by teachers according to need. Among these assessment techniques, some can be used to assess student achievement both in terms of academic achievement and personality. These techniques are mainly observation (with observation sheet/observation sheet), self-assessment (with self-assessment sheet/questionnaire), and peer assessment (inter-friend assessment sheet).

4) Follow-up Learning

Reinforcement tasks (especially enrichment) are given to facilitate students to learn more about the competencies that have been learned and further internalization of values. These tasks, among others, can be in the form of homework done individually and/or in groups that can be completed in a short or long (long) period of time in the form of projects. These tasks can not only increase the targeted mastery, but also instill values.

Integrated Character Education in School Management

The development of character values at SMK Negeri 9 Bandung is carried out through various components in the management of the school itself, namely: (a) curriculum and learning, (b) educators and education staff, (c) students, (d) facilities and infrastructure, and (e) education financing. Each of these components has been supported by the implementation of the Ministry of National Education Regulation in relation to the eight national education standards (8 SNPs) and other relevant regulations.On the basis of these regulations and other relevant regulations, each component can be managed by the school in an integrated manner. Schools are expected to be able to plan, carry out activities, and evaluate each component of education which includes character values

Character Education in School Management Process

The character values that exist in school management are basically the principles of good education management, namely independent, open, responsible, cooperative/partnership, and participatory. All of these character values are often referred to as the principles of school-based management (SBM), namely independence, openness, accountability, cooperation/partnership, and participation. Thus, it can be concluded that if the school has implemented SBM well, then basically the school has good character, namely being able to manage the school because it contains all of these moral values.

Integrated Character Education Development in Extracurricular Activities

In strengthening the personality of students in order to realize school resilience as an educational environment and prepare them to have noble character, be democratic and respect human rights, in accordance with the goals of national education, character education through extracurricular activities is sought, among others in the form of activities: (1) Practice worship (2) Student Orientation Period (MOS) (3) Intra-School Student Organization (OSIS) (4) Manners and Orders of School Social Life; (5) Scouting; (6) Flag Ceremony (7) Preliminary National Defense Education (8) National Insight Education (9) School Health Efforts (UKS) (10) Youth Red Cross (PMR) and (11) Drug Abuse Prevention Education.

The development of character education at SMK Negeri 9 Bandung is by introducing character values, awareness of the importance of values, and internalizing values into the daily behavior of students through a learning process that takes place both internally and externally. classes in all subjects. The integration of character education in the learning process at SMK Negeri 9 Bandung is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects.The development of character values at SMK Negeri 9 Bandung is carried out in an integrated manner through school management. The development of character values at SMK Negeri 9 Bandung is carried out through various components in the management of the school itself, namely: (a) curriculum and learning, (b) educators and education staff, (c) students, (d) facilities and infrastructure, and (e) education financing. Each of these components has been supported by the implementation of the Ministry of National Education Regulation in relation to the eight national education standards (8 SNPs) and other relevant regulations.

IV.   CONCLUSION

In general, the implementation of strategic management in increasing the absorption of vocational graduates in the industrial world has been going well, but its implementation has not been optimal because there are still several obstacles faced:

Specifically, the findings in this study are:

1. The concept of national spirit character education is carried out by involving at least three main elements of education, namely: a) the existence of educational support devices which include policies, guidelines, resources, environment, facilities and infrastructure, togetherness and commitment of stakeholders. b) the intervention of the values of the character of the national spirit into the three components of education in schools which include the learning process, management, and extracurricular activities. c) there is a culture of character education in schools.

2. National character values developed in SMK include values related to divinity (religious), character values related to oneself (honest, responsible, disciplined, hard work, curious, independent and love of science), character values relating to others (polite, respecting the work of others, obeying social and

democratic rules), character values related to the environment (care for social and environment), nationalism and respect for diversity.

3. The implementation of national character education is carried out by incorporating the values of national character into the syllabus and learning device plans. Then the syllabus and lesson plans based on Islamic and national character are implemented in the classroom learning process using the CTL (Contectual Teaching ang Learning) principle, and through extracurricular activities such as PMR, Scouts, Paskibraka, Angklung Arts, extracurricular activities that are self-development such as courses English and Japanese.

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