

# Character Education Strengthening Strategy Based On School Culture For Senior High School Students

Sophan Jamaludin<sup>1\*</sup>, Iim Wasliman<sup>2</sup>, Deti Rostini<sup>3</sup>, Helmawati<sup>4</sup>

<sup>1,2,3,4</sup>Universitas Islam Nusantara, Jawa Barat Indonesia

\*Corresponding author:

Email: [Jamaludinsophan@gmail.com](mailto:Jamaludinsophan@gmail.com)

---

## Abstract.

*The era of globalization characterized by free competition and excellence, and supported by modern information technology, turned out to provide problems for the world of education in the development of the character of the nation. Among the problems is the optimal involvement of environmental input consisting of families, communities and stakeholders, to the process of implementing strengthening character education strategies based on humanist education principles. Based on some of these problems, the study focused on: "Character Education Strengthening Strategy based on school culture for high school students." In general, this study aims to describe: Environmental observation, formulation of school culture-based strengthening character education strategy for high school students, implementation of strengthening character education strategy, evaluation of strengthening character education strategy, obstacles to implementation of strengthening character education strategy, solutions from obstacles to the implementation of strengthening character education strategies, and impact of implementation of strengthening character education strategies. The study uses a qualitative approach with descriptive analysis, sourced from principals, deputy principals, teachers, and students. The data collection tools used are observations, interviews, and documentation studies. The results of this study generally show that these two Institutions have established the formulation, implementation, and evaluation of strategies of the school's culture-based strengthening character education for high school students well in accordance with the principles of strategic management. Specifically: 1) Environmental analysis conducted by the Principal at the two Educational Institutions runs in accordance with strategic management theory and can be used as a first step before formulating and choosing a school culture-based strengthening character education strategy for high school students. 2) The formulation of strengthening character education strategy implemented at these two Educational Institutions is in accordance with the principles of strategic management and government policy. 3) Implementation and implementation of school culture-based strengthening character education Strategy for students at two institutions can be implemented properly in accordance with the principles of strategic management, although in his research researchers found some obstacles, but all of them can be sought solutions. 4) Evaluation related to the School's culture-based strengthening character education strategy for students has been arranged and running well. This can be seen with the articles and rules that have been set by the school related to what students do, their development and activities while in school and outside school. 5) In general, obstacles in implementing the strengthening of school culture-based character education in the two institutions include the limitations of integrated policy tools in realizing character values; shifting ethical values in the life of the nation and state; affected by information technology. 6) Everyone involved in the Education process must know very well the function of national education and teachers must have a commitment in participating in realizing every function of national education. 7) The formation of students of strong character and religious character, an effective, conducive and efficient learning environment, an integrated curriculum between co-curricular, intra-curricular and extra-curricular, and the creation of a good school culture.*

**Keywords:** Strategy Of Strengthening Character Education, Organizational Culture.

---

## I. INTRODUCTION

The era of globalization, which is characterized by free competition and excellence, and supported by modern information technology, turns out to be a big challenge for the world of education in building the nation's character. One of these challenges is the existence of "colonialism" in the field of culture, with the rise of western cultural values that are hedonistic, materialistic, pragmatic, and secular. One of the problems that occur in the world of education today is that there are still students who challenge their teachers when they are reminded not to smoke, and there have even been fights between the two. Ignorance and lack of parental role in dealing with the formation and development of children's character, so that when the child is wrong, the school must be responsible. This case is a clear example of the decline in student morale in the school environment. As for the causes of moral decadence that we often find among teenagers, including the erosion of the character values of the Indonesian nation in the era of globalization; The functions and objectives of national education have not been maximally achieved; The rise of crimes committed by students as the next generation of the nation; Character education in schools is not optimal; Lack of school attention in creating school culture as the basis for forming the character of students; Lack of parental

supervision in creating a conducive environment in their respective homes; Not yet optimal involvement of environmental input consisting of families, communities and stakeholders, to the character education process based on the principles of humanist education; Uncontrolled influence of social media. According to Law of the Republic of Indonesia Number 20 of 2003 concerning *sisdiknas* [1] article 1 that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state"

The world of education talks a lot about character education. The emergence of character education as a new discourse on national education is not a surprising phenomenon, because these socio-political and national developments tend to produce national character. The rise of anarchic behavior, brawls between citizens, drug abuse, promiscuity, corruption, crime, and environmental damage are indications of problems in the development of this nation's character. This has raised awareness of the importance of shaping and fostering the character of students as the nation's next generation. A number of education experts have tried to formulate concepts about character education, and have gone far in practicing them. This needs to be done so that we Muslims, (who are the majority of the citizens of this nation) are familiar with their own scientific traditions. According to Mulyasa [2] character education has a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits about good things in life, so that students have high awareness and understanding, as well as care and commitment to apply virtue in daily life. According to Haris [3] in his dissertation entitled: "Character education in facing the challenges of Globalization" said that the problems of character education that often occur in students are: Violence among teenagers, pornography, brawls, liquor, drugs, fake news, slander, accusations of inappropriate behavior. based on what was done by his colleagues related to the character education of students at the school. The basic problems in character education are:

- 1) Responsibilities of teachers in schools;
- 2) Character education in schools is not optimal;
- 3) Minimal training and refresher of skills and abilities;
- 4) The functions and objectives of national education have not been maximally achieved;
- 5) The rise of crimes committed by students as the next generation of the nation;

The problem of the role of teachers in education who are responsible as educators, who carry out teaching duties for up to 24 hours to get certified teacher status. Correcting questions is enough to spend time and energy and thought. The responsibility of extracurricular activities, which will erode energy and time, think about the character education of students, to improve the quality of students. Providing tutoring either at school or outside of school. High curriculum load for teachers of one or several themes regarding character coupled with additional education, for mathematics, physics, language and so on. Training and refreshment for teachers so that they can have qualifications as educators, especially character education is still minimal, although there are many activities but cannot be carried out properly and optimally. Activities carried out on Sundays or holidays are clearly very ineffective and inefficient, family time is very difficult to gather, because extracurricular training and refreshment activities are carried out on Sundays and holidays. Honest behavior, in giving real value, it is commonplace to give value being pulled. Government regulations are still overlapping, including the world of education, spectacle, entertainment, news is not at all educational, corrupt actors, elite and official behavior are not exemplary, perpetrators of violence between elites are so vulgar, students get concrete lessons, and facts, which do not educate. The example with the mental attitude of the elites is still far from character education and there is no example, how students can behave well, when the elite are not able to give good examples and examples, on bad and rotten behavior. Corruption occurs in almost all sectors, and drugs are everywhere, resulting in poor student character education outcomes. Students cannot sort and choose, distinguish good and bad, problems like this are not trivial and simple things, but need thorough and thorough comprehensive handling.

Efforts to Strengthen Character Education, stated in Article 2 of the Minister of Education and Culture Number 20 of 2018 [4], strengthening character education is an educational program in schools to strengthen the character of students through harmonization of heart, intention, thought, and sports with the

support of public involvement and cooperation between schools, families, and communities that are part of the National Movement for Mental Revolution [2]. Based on some of these problems, there needs to be an effort from schools for Strengthen Character Education strategies in schools, so this research is focused on: "Strategies for strengthening character education Based on School Culture for High School students" (Descriptive Studies at SMAN 3 Garut and SMAN 13 Garut). The selection of this research location was based on regional geography and the category of superior and moderate schools, especially in the aspect of implementing a school culture-based Strengthen Character Education strategy based on observations and preliminary research from various sources.

## II. METHODS

In this study, the research used qualitative research methods with the intention of knowing descriptively about character-based education management (Implementation of character values in Character Education Management. This research was conducted at SMAN 3 Garut and SMAN 13 Garut by taking data sources using purposive sampling technique. Purposive sampling as explained by Arikunto [5] "is done by taking the subject not based on strata, random, or regional but based on the existence of a particular purpose". Sources of data and information in this study, which are primary data, were obtained through the main respondents, namely principals, vice principals for curriculum, and students. To achieve 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 [6], namely "(1) reduction; (2) displays; and (3) conclusion and verification". According to Nasution [6] and Moleong [7] 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

### **Environmental Analysis School culture-based strengthen character education strategy for high school students**

Based on the findings in the field that these two educational institutions have conducted an environmental analysis as a first step before formulating and selecting a school culture-based Strengthen Character Education strategy for high school students. This SWOT analysis needs to be done to help schools see opportunities for collaboration with other parties. SWOT analysis is part of the analysis methodology for the form of strategic planning which is always used in an effort to monitor and evaluate certain projects in an effort to understand and meet the desired goals. Environmental analysis conducted by the principal at the two educational institutions obtained the following results:

- 1) Schools better understand their strengths and can make recommendations for improvement.
- 2) Schools can identify opportunities and will defend them.
- 3) The school knows the weaknesses and can find solutions to reduce them.
- 4) Schools are aware of potential threats and can find solutions to avoid these threats.

In the external environment analysis stage, principals at these two Institutions understand that key external factors must be measured and the data will be used to achieve annual and long-term goals at the strategy implementation stage. The data is hierarchical in the sense that some of it is relevant for the entire organization and others will focus on something more narrow for the functional area or office level below it. Both opportunities and threats can be key external factors. The final list of the most important external key factors should be communicated and distributed throughout the organization. Along with the process of

carrying out the external analysis, the internal analysis process is also carried out by the school principals. In the internal analysis the critical success factors consist of strengths and weaknesses. Based on the strategic management model, as described by Davis [8] that the model shows the relationship between the components of a detailed strategic management process that can be widely accepted. analysis conducted by the school related to an in-depth understanding of the company's internal and external conditions/conditions by clearly identifying factors in the form of internal strengths and weaknesses of the school as well as opportunities that arise from the school's external environment. This analysis aims to see the influence that will arise from these factors on the company's goals or objectives and so that the company can consider the strategic policies that will be used appropriately.

### **The formulation of a school culture-based strengthen character education integration strategy for high school students**

The formulation of the Strengthen Character Education strategy based on school culture is a form of strategy or method for instilling character values into school members which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human beings. The formulation of a school culture-based Strengthen Character Education strategy for high school students carried out at these two institutions was in accordance with the principles of strategic management, namely making formulations or strategic plans in strengthening character education. In fighting for something in the way of Allah, let it be arranged, planned in an orderly manner like a solidly structured building. Therefore, in implementing the Strengthen Character Education strategy, this is also the case. A plan must be prepared in advance to be carried out as well as possible. Then the plans that have been drawn up are carried out with full responsibility. And after it is implemented, of course, an assessment of the results of the implementation must be carried out, in order to obtain information on how far the achievements of the planned program implementation efforts have been, and evaluated whether the inhibiting factors or supporting factors of the achievement of the programmatic character education implementation results.

In the formulation of a school culture-based Strengthen Character Education strategy, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of cooperative activities or activities. -curricular activities, empowerment of infrastructure, financing, and work ethic for all residents and the school environment. The teacher's strategy formulation in instilling character values is through an integration strategy which includes: integrating character through daily activities in the form of giving examples such as reprimands, advice, environmental conditioning that supports character education, routine activities, character habituation, and mentoring and supervision activities. character education with the aim that students can have good character. The strategy formulation carried out at these two institutions is in accordance with the principles of strategic management. As stated by Akdon [9] that Strategic Management is a series of managerial decisions and actions that determine and determine performance in the long term. Strategic management is the science and tips of formulating, implementing, and evaluating. Strategic decisions between management functions that enable the organization to achieve future goals effectively and efficiently. Strategic management emphasizes observing and evaluating environmental opportunities and threats by looking at the company's strengths and weaknesses.

The steps for the strategic objectives in implementing School Culture-Based strengthening character education are in accordance with Robinson [10] including:

- 1) Formulating the school's vision, Formulating the school's vision is one of the important agendas in the strategy stages of strengthening school culture-based character education for high school students, because it will affect every activity held at the school.
- 2) Formulating the school's mission, Formulating the school's mission is as a form to realize the vision of the school, it is also important to equalize the perception of all people involved in the process of learning activities in schools, both principals, teachers, and students as objects of the learning.

- 3) Formulating the school's core values. Every institution must have values or principles as guidelines for life in the school, as well as this school, it has core values, especially those related to the character of students.
- 4) Identifying the potential of the school environment as a learning resource. Everyone in this school must recognize the potential of this school, the goal is to form a conducive and effective learning atmosphere.
- 5) Identify the uniqueness (characteristics), advantages and strengths that already exist.
- 6) Identifying positive public perceptions of existing schools. The community, who was represented by the school committee on this occasion, was given space to express various positive aspirations, of course, in advancing and developing the school.

#### **Implementation of school culture-based strengthen character education strategy for high school students**

Implementation of the strategy of strengthening school culture-based character education for students is a way for school principals to implement programs that have been prepared to realize the school's vision, mission and goals. Based on the results of interviews, observations and documentation studies, it was found that the teachers had received well from the program that had been made by the principal as well as had complied with school regulations, students came on time, had friendly relations, held a morning apple, kultum. And all of that must remain under the supervision of the principal and the teachers in the school environment. The implementation of a school culture-based KDP strategy is an effort that must involve all parties, including families, schools, and communities. Therefore it is necessary to reconnect relationships and educational networks that began to be disconnected. The formation and education of these characters will not succeed as long as there is no continuity and harmony between educational environments. Based on the findings that the teacher has been good at applying character values to students, both from daily activities such as attending morning apples with students, being able to be a good example for their students, both in terms of attitude, clothing and cleanliness, thus students can be expected to be more good. Because if there is harmony between teachers and students, then students who have good character and behavior are created.

Law no. 14 of 2005 [11] concerning teachers and lecturers states that teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal, primary and secondary education. In this case, the teacher's role in the world of education is increasing, heavy and complex. The school includes character values that will be developed in the syllabus and lesson plans. Likewise, the steps in the learning process reflect the inculcation of character values to students. In the learning process from the beginning of learning, it has been seen that the cultivation of character values applied by the teacher. This is indicated by greeting activities and then checking student attendance. Next, pray for students who are sick. Thus it can be seen that the teacher is developing religious values and caring. In the process of core activities there are exploration, elaboration and confirmation activities, as well as applying the scientific method, here is reflected in the development of the value of cooperation, critical thinking, respect, responsibility, honesty and discipline. This is in line with the nature of learning to achieve the 5 pillars that have been proclaimed by UNESCO (1996), namely:

- 1) Learn to believe and be devoted to God Almighty (Learning to believe in God),
- 2) Learning to understand and live, which occurs not only at school but throughout life (learning to know),
- 3) Learn to apply (learning to do),
- 4) Learning to live together
- 5) Learning to be

The implementation of the school culture-based strategy for high school students carried out at these two institutions has been implemented by all teachers. However, in the learning process, there is still a tendency for some teachers to only transfer knowledge cognitively, which means that it is not applied in everyday life. Thus, there is a small part that does not refer to the government's expectations as outlined in the Grand Design character education manual which states that character education must be integrated in learning in every subject related to norms and values. Each subject must be developed, made explicit, linked

to the context of everyday life. Learning these character values does not stop at the cognitive level, but touches on the level of internalization and real practice in the daily lives of students in society. The implementation of strengthening character education requires commitment from all school members. Teachers, employees, school guards and others are expected to be good examples in strengthening the character that has been declared. Therefore, the school always carries out routine coaching which is carried out for students, all teachers, and employees, either by the principal and the head of the foundation directly, or by other parties who are considered competent. The guideline for developing character and cultural education issued by the curriculum center of the Ministry of National Education in 2010 states that: Values developed in cultural and national character education are identified from the following sources: Religion, culture, Pancasila, and National education goals. Where these values are developed in schools through integration in learning, habituation activities and student activities. Character Education Strengthening Activities are carried out through habituation activities. This activity is carried out by all school residents which is carried out continuously. As stated in the Law of the Republic of Indonesia No. 20 of 2003 [1] concerning the National Education System (UU Sisdiknas) formulates the functions and objectives of national education that must be used in developing educational efforts in Indonesia. Article 3 of the National Education System Law states:

National education functions to develop and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation; aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Schools become educational institutions as media to improve themselves and form strong reasoning with science and technology and shape the character of students with noble values. In implementing the program, the teacher becomes one of the tutors mandated by the principal in controlling students, if there are students who violate the rules at school, the teacher has the right to reprimand and punish him according to what is mutually agreed upon. So that the student does not repeat the same mistake again, and he will be aware of the violation he made. In other words, schools are able to provide a new color for children's lives in the future, because at school they are forged to learn, think, and act. Schools educate children to be themselves and find their true identity. Among the activities that contain character values and we make it a habit to become routine activities, including before entering class, students are required to read prayers and we also encourage them to use the time for recess to pray Duha or read the Koran and so on. This activity aims to make students have good national character, including religious, nationalist, independent, mutual cooperation and integrity. So all teachers must work together in building good student character. Students must be able to carry out various good characters, including peace-loving, tolerance, respect for differences, firm stance, self-confidence, cooperation, anti-bullying and anti-violence, friendship, sincerity, not forcing the will to love the environment, protect the small. Among other strategies, namely schools holding Duha prayer activities in collaboration with various kinds of assemblies and Islamic boarding schools around the purpose of this movement is to prosper mosques directly increase religious values, practice noble values of the nation and improve national identity and personality. There are many things that principals do in realizing the development of character values in schools and school culture with commendable characters, namely:

- 1) invites all teachers to strive and strive to model themselves or become a model for all teachers, employees and students.
- 2) invite and encourage all teachers and employees to be good character models for all students.
- 3) Provide time in a continuous cycle, weekly, or monthly for example, for teachers to plan and implement the integration of certain character values into the subject matter in each subject;
- 4) Forming and supporting the work of the School Culture and Character Team in strengthening the implementation and cultivating values, norms, and character habits in the school environment.
- 5) Organizing certain activities that are supportive of culture and character building in the school environment. Such as seminars, art performances, and film screenings etc.

As stated by Davis [8] that Strategy implementation is a step where strategies that have gone through strict identification of external and internal environmental factors as well as adjustments to company goals

are started to be implemented or implemented in intensive policies where each division and functional company collaborates and works in accordance with their respective duties and policies. Based on this, one approach that can be used in implementing student character values is through school culture. School culture is a habit that is found in schools. Through habituation, students will get used to doing positive things that will have an impact on their character. This is in line with the opinion of Muslich [12] which defines character education as education aimed at carving noble character through the process of knowing the good, loving the good, and action the good, namely an educational process that involves cognitive, emotional, and physical aspects so that morals noble can be engraved into the habit of the mind, heart, and hand.

#### **Evaluation of the strengthening character education strategy based on school culture for high school students**

Based on the results of observations, interviews and documentation, it was found that the evaluation related to strengthening character education in schools had been structured and running well. This can be seen from the articles and rules that have been set by the school regarding what students do, their development and activities while at school and outside school. As for the division, routine evaluations are carried out once a week and for the whole there are regular apples and at the end of each semester. The success factor of implementing character education strengthening in schools cannot be separated from several supporting factors. Evaluation is a very important part of the educational process. In character education, evaluation must be done properly and correctly. evaluation does not only concern the cognitive achievement of students, but also their affective and psychomotor achievements. Character assessment is more concerned with the affective and psychomotor achievements of students than their cognitive achievements. The assessment is carried out in accordance with the expectations of the Government (Kemdiknas/Kemdikbud) which is in accordance with the Education Assessment Standards in conducting assessments in schools, namely the Indonesian Minister of National Education Regulation Number 20 of 2007 [13] concerning Educational Assessment Standards. In this standard, many techniques and forms of assessment are offered to conduct an assessment, including character assessment. In character assessment, teachers should make an assessment instrument that is equipped with an assessment rubric to avoid subjective assessments, both in the form of observational assessment instruments (observation sheets) and attitude scale assessment instruments (eg Likert scale). The activities carried out in the assessment of character education go through the following stages:

- a. Assessment criteria. The assessment is carried out qualitatively, and its success is more determined by the process and participation of students,
- b. Assessment Techniques. Attitude assessment is carried out through observation, self-assessment, and assessment between students. Skills assessment is carried out through demonstration of skills,
- c. Assessment Media. Can be in the form of journals and portfolios,
- d. Assessment Process. The assessment process is carried out every time you practice and every day in the learning process. And the process of assessing scouting education as an extracurricular must focus on the domain of attitude values, scouting skills are supporters of the assessment of scouting education itself. The attitude assessment process is carried out using the observation method, and can be carried out by friends, subject teachers, stakeholders or scouting coaches. And lastly for the evaluation of the assessment carried out by the subject teacher as the scout coach,
- e. Assessment mechanism. The pattern of implementation of the assessment in the education unit includes planning work programs, training programs, and implementation.

Literally evaluation comes from English evaluation which means assessment, According to Stufflebeam, et al [14] defines evaluation as "The process of delineating, obtaining, and providing useful information for judging decision alternatives". This means that evaluation is a process of describing, obtaining, and presenting useful information to formulate an alternative decision. Evaluation according to Kumano in haris [15] is an assessment of the data collected through assessment activities. Meanwhile, according to Calongesi at haris [15] valuation is a decision about the value based on the measurement results. In line with this understanding, Zainul and Nasution [6] state that evaluation can be expressed as a decision-making process using information obtained through measuring learning outcomes, both using test

and non-test instruments. Broadly speaking, it can be said that evaluation is giving value to the quality of something. Apart from that, evaluation can also be seen as a process of planning, obtaining, and providing information that is needed to make decision alternatives. Thus, evaluation is a systematic process to determine or make decisions to what extent the teaching objectives have been achieved by students [16] So this evaluation really needs to be done to find out how far the program for strengthening school culture-based character education for students is running. Everyone involved in the Education process must be involved in the evaluation process, in order to obtain an integrated evaluation result.

### **Barriers to the strengthening character education strategy based on school culture for high school students**

Realizing students with strong religious character according to graduate competencies through strengthening character education based on school culture is not an easy thing. Therefore, efforts to realize the need for support and various other related parties. Support from parents and other institutions in carrying out school activities in the context of implementing character education is a big capital for schools. This is used by the principal as an opportunity in implementing school programs so that the school goals that have been set can be realized. According to Mulyasa [17] that the nature of the relationship between schools and the community is to increase involvement, increase involvement, concern, ownership, and support from the community, especially moral and financial support. In the implementation of strengthening character education, the relationship between schools and the community needs to be further improved, especially to develop the potentials of schools and regions, as well as the potential of students optimally. The relationship between the school and the community is very important and essential in the implementation of character education, especially in instilling a value system in students so that there is no conflict of values between those that are instilled in schools and those that are upheld by the community. Barriers that occur in schools in general have in common, namely the role and attention of parents is still minimal to school activities in instilling character values to their children. In addition, there are still a small number of teachers who are still not fully committed to implementing character education, especially in implementation in daily activities at school. For example, there are still some teachers who have not set a good example. However, all these obstacles serve as challenges that must be resolved.

The unfavorable community environment and parents who do not care about education are made challenges by the principal who must find a solution in the school work program. Schools take an approach by frequently inviting parents to socialize school programs as well as in activities to convey information on the progress of students' learning outcomes. Mulyasa [17]) argues that the creation of a conducive environment for the development of students is important, children in schools are educated about the values of goodness, if in society they witness various deviations in values, then the results will not change. In this case, it is necessary to have togetherness between the school and the community in upholding good and positive character so that the goals of the school and the goals of the community can be realized as well as possible. Thus, it is hoped that through the implementation of the strategy strengthening character education Through the learning process in the classroom and outside the classroom, as well as in the surrounding community, students are expected to become human beings with character as well as having knowledge that is ready to be developed at a higher level of education. Law No. 20 of 2003 [18] concerning the National Education System, article 3 states, national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. In general, the obstacles in carrying out the strengthening of character education, including disorientation and not living up to the values of Pancasila; the limitations of integrated policy tools in realizing the values of Pancasila; shifting ethical values in the life of the nation and state; waning awareness of the nation's cultural values; the threat of national disintegration; affected by social media; easy to get carried away with social, etc.

To support the realization of the ideals of character development as mandated in Pancasila and the Preamble to the 1945 Constitution and to overcome current national problems, the Government has made character development one of the priority programs of national development. This spirit is implicitly affirmed in the National Long-Term Development Plan (RPJPN) for 2005-2025, in which character education is placed as the foundation for realizing the national development vision, namely "Creating a



society with noble character, morality, ethics, culture, and civility based on the Pancasila philosophy. Strengthening character education is something that cannot be separated, education forms character while character strengthens education. This is what makes education and character important to continuously evaluate the process in daily learning. However, in practice in the field, character education often faces various kinds of problems ranging from technical to pragmatic ones. Thus, we can understand that character education in Indonesia which is carried out in public schools has not yet been completed. There are many obstacles in its implementation that need to be discussed together.

#### **Solutions for implementing strengthening character education based on school culture for high school students**

Based on the results of observations, documentation studies and interviews, data obtained findings that the solutions for implementing strengthening school culture-based character education for students are: Everyone involved in the education process must know very well the function of national education as stated in Law no. 20 of 2003 [18] concerning the National Education System, article 3 states, national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, intelligent, creative, independent, become good and responsible citizens. Teachers must have a commitment to participate in realizing every function of the national education. Teachers must be able to solve all problems faced and created by students. Likewise with students, students must really understand and carry out every point of the function or purpose of national education, in order to create a conducive learning atmosphere and educational process.

#### **The impact of implementing the strengthening character education strategy based on school culture for high school students**

Based on the findings in two educational institutions, it was found that the strengthening character education strategy based on school culture for high school students is very important to implement because it has many benefits. This strengthening character education strategy emphasizes spiritual ethics to form a good person. This is in accordance with what was stated by Foerster regarding the important purpose of character education, namely for the formation of character which is manifested in the essential unity between the subject and the behavior and attitudes it has. Lack of character education will cause a moral crisis that results in negative behavior in society. For example, promiscuity, drug abuse, theft, violent practices (bullying) and so on. Some of the impacts of implementing a strategy to strengthen school culture-based character education for students:

- a. Balancing Cognitive Ability in Children, character education will be used as a foundation in efforts to build the quality of the character of the Indonesian nation. Cognitive abilities without strong character education will produce individuals who are easily incited, so that they will hinder the progress of the Indonesian nation.
- b. Building Children's Sensitivity to the Surrounding Environment. In education, they are taught religious values that describe goodness so that teenagers grow up as human beings who are sensitive to the social environment. In addition, they are also taught the value of tolerance and the value of peace-loving or human values that make teenagers have a loving, virtuous, and peace-loving character.
- c. Shaping Children Become Achievers. In character education, they are also taught the value of working hard, being creative, independent, and having a high curiosity that can make teenagers as high achievers.
- d. Make Emotions Stable. Children who have strong characters will grow up as teenagers who are superior and proud because they are physically healthy, emotionally stable, and intellectually well developed.
- e. Build Confidence. This self-confidence can make children able to deal with problems well. In addition, it can also develop its own optimally.

- f. **Build Ability To Get Along.** In character education, a child will be given the ability to socialize with the environment. With this ability they are able to establish social relationships with anyone. This sociability relates to being friendly towards others and treating others as well as possible.
- g. **Forming Empathy.** The ability to empathize is very necessary for a student or teenager to have closeness to others. The closeness is established because of the attitude of tolerance, light in providing assistance to others and helping each other. The ability to empathize can be built on the basis of understanding the sadness of others who are affected by disasters.
- h. **Establishing Communication Skills.** Humans are social creatures, as social beings we must have the ability to communicate. Communication skills are used to establish closeness with others and to interact well with others.
- i. **Forming Children Who Have Excellence.** Positive values in character education can form excellent teenagers. Adolescents who have a strong character will grow up as teenagers who excel and are proud of being physically healthy, emotionally stable, and intellectually well-developed.
- j. **Building a Responsible Spirit.** The importance of character education is useful for producing individuals who do not ignore social values, such as tolerance, responsibility, and others so that a person with superior character is created.
- k. **Have Emotional Intelligence.** With character education, a person will have emotional intelligence. By having emotional intelligence a child will be able to meet the future, with character education a person will be able to face all kinds of challenges he faces.
- l. **Building Children's Souls to Become Religious.** One of the character education given is about religion. By learning about religion, how to be a good human in the eyes of God or humans, children will know how to become a person who loves God Almighty and becomes a religious figure with an exemplary and calm soul and attitude.

#### **IV. CONCLUSION**

The environmental analysis carried out by the principal at the two educational institutions is in accordance with strategic management theory and can be used as a first step before formulating and selecting a strategy for strengthening character education based on school culture for high school students. The formulation of the strengthening character education strategy carried out at the two educational institutions is in accordance with the principles of strategic management and government policies, as well as the implementation and implementation of the strategy for strengthening character education based on school culture for students in the two institutions can be carried out properly in accordance with the principles of strategic management, although in In his research, the researcher found several obstacles, but all of them could be solved. the evaluation of the school culture-based KDP strategy for students has been structured and running well.

This can be seen from the articles and rules that have been set by the school regarding what students do, their development and activities while at school and outside of school. In general, the obstacles in implementing the strengthening of school culture-based character education at the two institutions include the limitations of integrated policy tools in realizing the values of Pancasila; shifting ethical values in the life of the nation and state; waning awareness of the nation's cultural values; the threat of national disintegration; affected by social media; easy to get carried away with social, etc. So that the solution to the obstacles to implementing a strategy of strengthening character education based on school culture is that everyone involved in the education process must know very well the functions of national education and teachers must have a commitment to participate in realizing every function of the national education. Teachers must be able to solve all problems faced and created by students. Likewise with students, students must really understand and carry out every point of the function or purpose of national education, in order to create a conducive learning atmosphere and educational process.

**REFERENCES**

- [1] “Undang undang no 23 Sistem Pendidikan Nasional Indonesia,” vol. 19, no. 8, 2003, hal. 159–170.
- [2] Mulyasa, “Revolusi Mental dalam Pendidikan,” *Remaja Rosdakarya*, hal. 171, 2015.
- [3] Kabul Aris Surono, “Penanaman Karakter Dan Rasa Nasionalisme Pada Kegiatan Ektrakurikuler Pramuka Di Smp N 4 Singorojo Kabupaten Kendal,” *Indones J Conserv*, vol. 6, no. 1, 2018.
- [4] Permendikbud, “Permendikbud RI No 20 Tahun 2018 tentang Penguatan Pendidikan Karakter pada Satuan Pendidikan Formal,” *Permendikbud Nomor 20 tahun 2018 tentang Penguatan Pendidik Karakter pada Satuan Pendidik Form*, hal. 8–12, 2018, [Daring]. Tersedia pada: [https://jdih.kemdikbud.go.id/arsip/Permendikbud\\_Tahun2018\\_Nomor20.pdf](https://jdih.kemdikbud.go.id/arsip/Permendikbud_Tahun2018_Nomor20.pdf).
- [5] suharsimi Arkunto 2010, “Prosedur-Penelitian-.”
- [6] T. Santoso, Y. Yoto, dan D. Nurhadi, “Learning Teaching Factory Reviewed from POAC Management on the Competence of Engineering and Motorcycle Business Expertise SMK,” ... *Critics Inst (BIRCI-Journal ...*, 2021.
- [7] M. A. Prof. DR. Lexy J. Moleong, *Metodologi penelitian kualitatif*, Edisi revi. Bandung: PT Remaja Rosdakarya, 2018.
- [8] S. D. C. Stanley Davis, *Quality Management for Organizational Excellence: Introduction to Total Quality, 6th Edition*. 2010.
- [9] Akdon, “Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan),” *Bandung Alf*, vol. 20, no. 5, hal. 40–3, 2007, [Daring]. Tersedia pada: [https://books.google.co.id/books?id=D9\\_YDwAAQBAJ&pg=PA369&lpg=PA369&dq=Prawirohardjo,+Sarwono.+2010.+Buku+Acuan+Nasional+Pelayanan+Kesehatan++Maternal+dan+Neonatal.+Jakarta++PT+Bina+Pustaka+Sarwono+Prawirohardjo.&source=bl&ots=riWNmMFyEq&sig=ACfU3U0HyN3I](https://books.google.co.id/books?id=D9_YDwAAQBAJ&pg=PA369&lpg=PA369&dq=Prawirohardjo,+Sarwono.+2010.+Buku+Acuan+Nasional+Pelayanan+Kesehatan++Maternal+dan+Neonatal.+Jakarta++PT+Bina+Pustaka+Sarwono+Prawirohardjo.&source=bl&ots=riWNmMFyEq&sig=ACfU3U0HyN3I).
- [10] “Strategic Management for Educational Management (Manajemen Stratejik untuk Manajemen Pendidikan). Bandung: Alfa Beta.”
- [11] “undang undang no 14 tahun 2005,” *Guru dan dosen*, vol. 22, no. 3, hal. 1361–1369, 2005, [Daring]. Tersedia pada: <http://dx.doi.org/10.1016/j.ocemod.2013.04.010%0Ahttp://dx.doi.org/10.1016/j.ocemod.2011.06.003%0Ahttp://dx.doi.org/10.1016/j.ocemod.2008.12.004%0Ahttp://dx.doi.org/10.1016/j.ocemod.2014.08.008%0Ahttp://dx.doi.org/10.1016/j.jep.2009.08.006%0Ahttp://dx.doi>.
- [12] E. D. Darmawan, S. Trisnamansyah, dan A. Sudrajat, “Effectiveness of training and coaching strengthening entrepreneurship in improving youth business competence ( Descriptive Study At The Bandung City Youth And Sports Office ),” no. 1, hal. 1348–1357, 2021, [Daring]. Tersedia pada: <https://ijersc.org/index.php/go/article/view/220/196>.
- [13] Naoum, “No Title permendiknas no 20 tahun 2007,” *permendiknas no 20 tahun 2007*, vol. 3, no. September, hal. 119–122, 2007.
- [14] M. Tribus, *Total Quality Management in education*. 2010.
- [15] B. M. HAris dan A. Rifandi, “Supervisory Behavior In Eduvation,” *J Cakrawala Pendidik*, vol. 5, no. 1, hal. 1–16, 1985.
- [16] E. Suhaeti, “Meningkatkan Hasil Belajar Siswa Pada Materi Pembelajaran Menulis Pengumuman Sederhana Melalui Metode Pemberian Tugas (Kelas VI Semester II SD Negeri Buahkapas Tahun Ajaran 2015/2016),” *J Online Unigal*, hal. 15–28, 2015.
- [17] E. Mulyasa, *Revolusi mental dalam pendidikan*, Revisi ke. Bandung: Remaja Rosdakarya, 2015.