# Character Education Management Model in High School

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## ABSTRACT

**Background:** The Movement for Strengthening Character Education places character values as the deepest dimension of education that cultivates and civilizes educational actors. Character building involves the community, school culture and learning in the classroom.

**Purpose:** To design a student character management model with Pancasila student profile character education

**Methods:** This research uses qualitative and quantitative methods that are parallel. Its qualitative method is used at the time of measuring the relative between the factors affecting the character of the student and the list of views from the primary data. While quantitative methods are used to carry out hierarchical rankings and calculate the weighting of each criterion. The combination of qualitative and quantitative methods is used when validating research results by comparing the results of AHP analysis and interview results with stakeholders at the research site

**Results:** The highest priority weighting factor was the learning factor in the classroom (0.5) and the lowest community engagement factor (0.22). This shows that learning conditions in the SMA Negeri 20 Jakarta class are the dominant factor for the formation of student character. Meanwhile, community involvement is the lowest weight factor but must still be met by schools in shaping the character of students. In the next stage, a Sensitivity Analysis is carried out to test how much influence the changes in each factor are in the extreme (very large or very small changes)

**Conclusion:** Based on the results of the AHP analysis, it was found that SMA Negeri 20 Jakarta needs to manage the formation of student character in order of priority, namely learning in the classroom, school culture and community involvement.

*Keywords:* Character Education, Classroom Learning, School Culture, Community

## INTRODUCTION

Modal man is knowledge, skills and competencies, as well as other characteristics inherent in the individual, one of the most important forms of which is formal education. Thus, the concept of human capital refers to two definitions of education namely as a resource and as a system because of human capital understood as the supply of abilities, knowledge, skills, motivations and competencies contained in a person, the formation of which is similar to the accumulation of physical or financial capital and requires the diversion of funds from current consumption in order to obtain additional income in the future. An important component of human capital is Education.

The era of globalization has an impact on changing the character of society, including among students today. 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 (Vasilyeva and Sinagatulling, 2019). In today's era of globalization and freedom of information building a superior character needs to be done by families, all school citizens and the student play environment.

So that the hope is that character education among students can be realized.

The study of character has become a subject of very urgent and serious attention among psychologists and educational practitioners, especially in the face of the 21st century. The 21st century educational framework in the World Economic Forum lists three main skills that students should have, including basic literacy, competition, character qualities (Klaus, 2016). Likewise, the Center for Curriculum and Books mentions four skills that must be possessed by students including knowledge, skills, character, and metacognition (Bialik & Fadel, 2015). The two institutions agreed to establish the character as a very important skill to teach students in the face of the 21st century. Strengthening character in the world of education has a very big influence in preparing a strong generation of the nation, both in intellectual, emotional, and spiritual aspects. Previous research such as the research of Harun et al. (2021) with good character, students can face the challenges of the 21st century.

In September 2017 it was an important momentum, especially for educational institutions of the school system because at that time Presidential Regulation (PERPRES) Number 87 of 2017 concerning Strengthening Character Education (PPK) was issued. According to this Presidential Regulation, Strengthening Character Education (PPK) is carried out on a Classroom-based basis, School Culture-Based PPK, and Community Participation-Based PPK and all character education strengthening activities are integrated with all teaching and learning activities in schools.

Meanwhile, the student character building team of the Ministry of Education and Culture (2017) found that there were significant differences between the world of the 21st century and the world of the previous century. The 21st century on a micro scale is characterized by 6 (six) difficulties, namely (1) the continuation of an increasingly extraordinary digital revolution that changes the joints of life, culture, civilization, and harmony including education; (2) the occurrence of globalization, multilateral relations, communication technology, and transportation technology; (3) the ongoing world leveling due to the globalization of states, corporations, and individuals; (4) the rapid change of the world results in space appearing to narrow, time to feel concise, and the obsolescence of everything quickly occurs; (5) the growth of a knowledge-intensive society, an information society, and a network society that makes knowledge, information and networks very important capital; and (6) the emergence of the phenomenon of the creative century along with a creative society that places creativity and innovation as important capital for individuals, companies, and community. These six things have given rise to a new order, new measures, and new needs that are different from before, which must be responded to and met by the world of national education to the best of their ability.

Education is still believed to be a powerful medium in building students' intelligence and character. The hope is that through education students will be able to develop the potential of the heart / Conscience / affective as human beings and citizens who have student character values. However, based on the results of a survey conducted by the Center for Religious and Religious Education in 2021, the average character index of high school students is at 69.52. The decline in the number of students' independence is caused by the learning process during the pandemic. The five dimensions used as the object of the survey are religious, nationalist, independence, mutual aid and integrity. This is the task of education in improving the character of students. Based on the objectives of the 2013 curriculum, student character is the main thing in Education.

Based on research by Bahri (2015) the weak national education system implemented in Indonesia offered by the government turns

out to cause a spiritual and moral crisis for the younger generation. The previous national education system prioritized academic values and forgot to instill moral education for learners from its practical world. This can be seen from the last few years of Indonesian education which has undergone several curriculum changes. The curriculum has so far been considered too complicated to burden students because it focuses more on intellectual intelligence (Afriani, 2019).

The student character building team of the Ministry of Education and Culture (2017) stated that the National Movement for Character Education, which has been intensively started since 2010, has given birth to start-up schools that are able to implement character building contextually in accordance with the potential of the local environment. The 2010 National Action Plan for Character Education also received support from civil society and local governments. The Movement for Strengthening Character Education places character values as the deepest dimension of education that cultivates and civilizes educational actors. There are five main values of interrelated characters forming a network of values that need to be developed as a priority Student character building movement. The five main values of the nation's character in question are (1) Religious character value, (2) Nationalist character value, (3) Independent character value, (4) Mutual aid character value, and (5) Integrity character value. The student character building movement can be carried out based on the existing curriculum structure and is firmly owned by the school, namely class-based character education, school culture, and community / community.

State High School (SMAN) 20 Jakarta is a superior school that is ranked third in the best accreditation with a total score of 98 after SMAN 78 Jakarta as the first rank with a total score of 99, and SMAN 16 Jakarta as the second place with a total score of 98. Since 2016 the school has implemented

Character education. Components in the school have been involved such as classroom learning, school culture and community involvement in the character education process in the school. In line with the research of Zakso et al (2022) which states that character building involves society, school culture and learning in the classroom.

One of the community involvements in building the character of students at SMA Negeri 20 Jakarta is that the learning process is carried out at rptra. Learning is usually carried out with traditional games, hydroponics, sharing programs.

Research conducted by Hands (2008) revealed that the role of community involvement in encouraging moral development by supporting students academically, emotionally, and socially. When community partners provide learning opportunities and resources that are not available in schools, students improve their skills and are exposed to the diverse values of society. Through partnership activities, civic responsibilities are promoted, and students' social capital is strengthened as they build their own relationships with the communities in which they live. For the findings of this research, which is the background for conducting research on the influence of community involvement on the character of students.

According to Adelman and Taylor (2002), collaboration between schools, families, and communities should improve schools, strengthen families and environments leading to a marked reduction in youth problems. School culture is a subject that is increasingly receiving attention in the debate over effective schooling and school improvement (Glusac, et al, 2015). Experts began to research different topics in the second half of the twentieth century, when research on organizational culture began. Everyone in a community, especially parents, hopes and strives to provide a 'good school' for their children. While Doğan (2017) stated that term school culture is defined as the beliefs, attitudes,

relationships, written and unwritten rules of a school. In addition, students, parents, teachers, educators, administrators and other staff members all contribute to their school culture. Meanwhile, Sequeira (2012) revealed that learning is about change, namely changes brought about by developing new skills, understanding scientific laws, and changing attitudes.

# METHOD
## Study Subject
This study discusses the character of students, therefore the unit of analysis in this study is students of SMAN 20 Jakarta totaling 504 and teachers totaling 36 people, a total of 540 samples. Sampling is carried out by simple random sampling. In determining the number of samples, researchers use the Slovin formula, which is a formula for calculating the minimum number of samples if a population is known to be the number (Slovin, 1960) as follows:

$$n = \frac{N}{1 + N\,(e)^2}$$

Thus, the number of samples in the AHP questionnaire was 230 respondents. The distribution of research questionnaires was carried out randomly to students, teachers and school committees encountered at the time of the research in the field. The sample invited at the focus group discussion (FGD) stage was 139 people consisting of principals, school committees, teachers and students. The sample will confirm the findings obtained when distributing the questionnaire and interview.

## Study Method
This research uses qualitative and quantitative methods that are parallel. Its qualitative method is used at the time of measuring the relative between the factors affecting the character of the student and the list of views from the primary data. While quantitative methods are used to carry out hierarchical rankings and calculate the weighting of each criterion. The combination of qualitative and quantitative methods is used when validating research results by comparing the results of AHP analysis and interview results with stakeholders at the research site

# STATISTICAL ANALYSIS
Data analysis techniques used in qualitative research include transcript interview results, data reduction, analysis, data interpretation and triangulation. From the results of data analysis, conclusions can then be drawn. Analysis activities consist of three lines of activities that occur simultaneously, namely data reduction, data presentation, and conclusion drawing/ verification.
The Analytical Hierarchy Process (AHP) was developed by Thomas L.Saaty in 1970. The AHP method is one of the methods that can be used in decision-making systems by paying attention to factors of perception, preferences and experiences.

# RESULT

| Matrix | | | | | |
|---|---|---|---|---|---|
| | Involvement community | School Culture | Classroom Learning | S.O.C | 2nd eigen Vector |
| **Involvement Community** | 27.10 | 22.36 | 28.00 | 77.46 | 0.226058672 |
| **Culture School** | 32.84 | 27.10 | 33.93 | 93.87 | 0.273941328 |
| **Classroom Learning** | 26.23 | 21.65 | 27.10 | 171.34 | 0.5 |
| **S.O.R** | | | | 342.68 | 1 |

The highest priority weight factor is the learning factor in the classroom (0.5) and the lowest community engagement factor (0. 22). This shows that learning conditions in the sma Negeri 20 Jakarta class are the dominant factor for the formation of student character. Meanwhile, community involvement is the lowest weight factor but must still be met by schools in shaping the character of students. In the next stage, a

Sensitivity Analysis is carried out to test how much influence the changes have on each factor to the extreme (very large or very small changes).

The decision-making process with the Analytical Hierarchy Process (AHP) model describes a structured approach to decision making. The choice among a number of alternatives with the AHP model, is considered capable of fulfilling a set of objectives in decision making. Based on the results of the Analysis Hierarchy Process so that it can be described below:
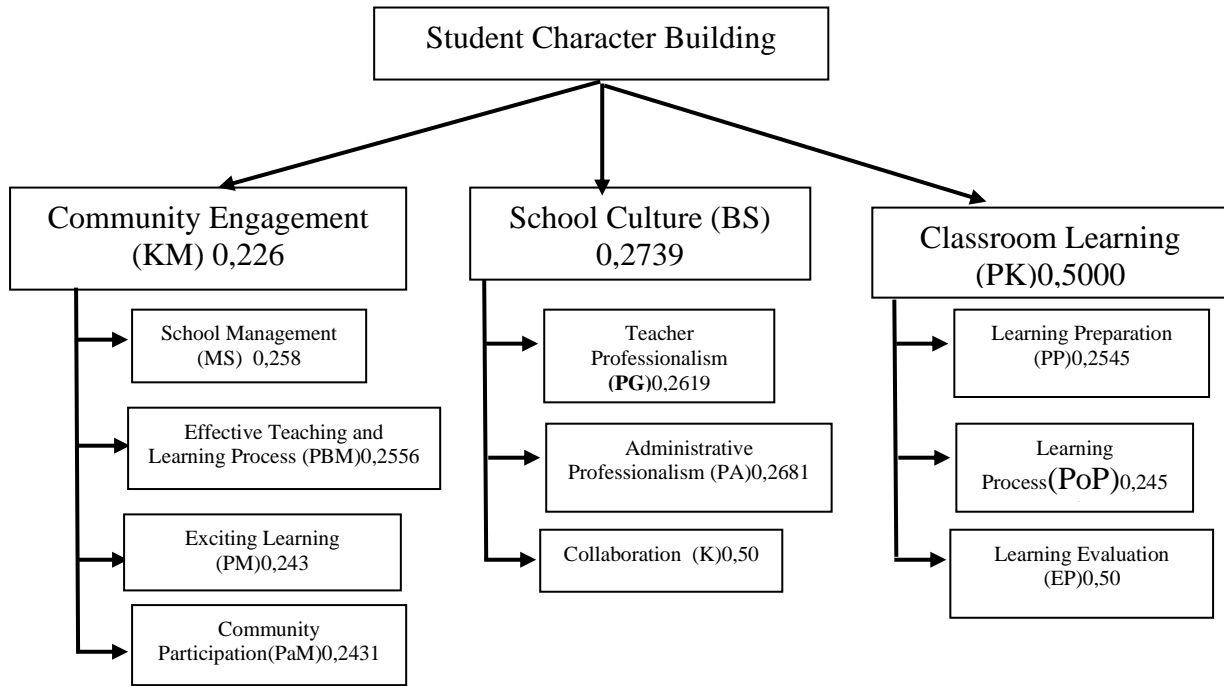


**Figure 1. Result Analysis Hierarchy Process**

| | MS | PBM | PM | PaM | PG | PA | K | PP | PoP | EP | S.O.C | 2nd eigen Vector | | Order of Priority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **MS** | 10.00 | 11.79 | 8.46 | 8.87 | 10.19 | 10.37 | 9.62 | 8.60 | 10.12 | 11.19 | 99.21 | 0.09 | 8.83 | 9 |
| **PBM** | 12.36 | 10.00 | 9.96 | 9.91 | 10.50 | 11.05 | 10.30 | 8.84 | 10.07 | 13.16 | 106.16 | 0.09 | 9.45 | 7 |
| **PM** | 14.50 | 16.28 | 10.00 | 12.23 | 12.89 | 13.71 | 12.59 | 11.74 | 13.44 | 14.75 | 132.13 | 0.12 | 11.77 | 1 |
| **PaM** | 12.61 | 14.30 | 10.21 | 10.00 | 11.75 | 12.38 | 11.47 | 10.80 | 12.10 | 13.96 | 119.59 | 0.11 | 10.65 | 3 |
| **PG** | 12.63 | 12.82 | 9.80 | 10.32 | 10.00 | 10.89 | 10.13 | 9.32 | 12.38 | 14.03 | 112.30 | 0.10 | 10.00 | 6 |
| **PA** | 11.40 | 12.15 | 9.04 | 9.81 | 9.78 | 9.99 | 9.66 | 8.88 | 10.86 | 12.14 | 103.72 | 0.09 | 9.24 | 8 |
| **K** | 12.69 | 13.47 | 9.95 | 10.99 | 10.83 | 11.49 | 9.99 | 9.85 | 12.72 | 14.60 | 116.57 | 0.10 | 10.38 | 4 |
| **PP** | 13.66 | 13.72 | 11.28 | 12.00 | 12.17 | 12.77 | 12.17 | 10.00 | 13.66 | 15.19 | 126.61 | 0.11 | 11.27 | 2 |
| **PoP** | 12.53 | 11.93 | 9.61 | 10.48 | 12.02 | 12.06 | 11.02 | 10.28 | 10.00 | 12.82 | 112.75 | 0.10 | 10.04 | 5 |
| **EP** | 10.03 | 11.16 | 7.84 | 8.95 | 9.62 | 9.52 | 9.47 | 8.22 | 9.18 | 10.00 | 94.00 | 0.08 | 8.37 | 10 |
| **S.O.R** | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1123.03 | 1.00 | | |

Based on the results of the analysis of the order of alternative priorities, namely in the order of the first priority is fun learning, the second order of priority is learning preparation, the third priority order is community participation, the fourth order is the collaboration of teachers and school administrative staff, the fifth order of the learning process, the sixth order is teacher professionalism, the seventh priority order is the effective teaching and learning process, the order of the eighth priority is professionalism. administrative, the ninth order of priority is school management and the tenth order of priority is the evaluation of learning. The alternate priority sequence can be seen in the image below.

## DISCUSSION
Based on the results of the AHP analysis, it was found that learning in the classroom has a very large role in the formation of student

character when compared to school culture and community involvement. Learning is the process of interaction of students with educators and learning resources in a learning environment. Learning is an assistance provided by educators so that there can be a process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students. Learning is essentially a process of interaction between students and their environment, which previously could not be able to make students change their behavior for the better (Sagala, 2003).

Based on the results of ahp analysis, the character education management model at SMA Negeri 20 Jakarta is in the picture below.
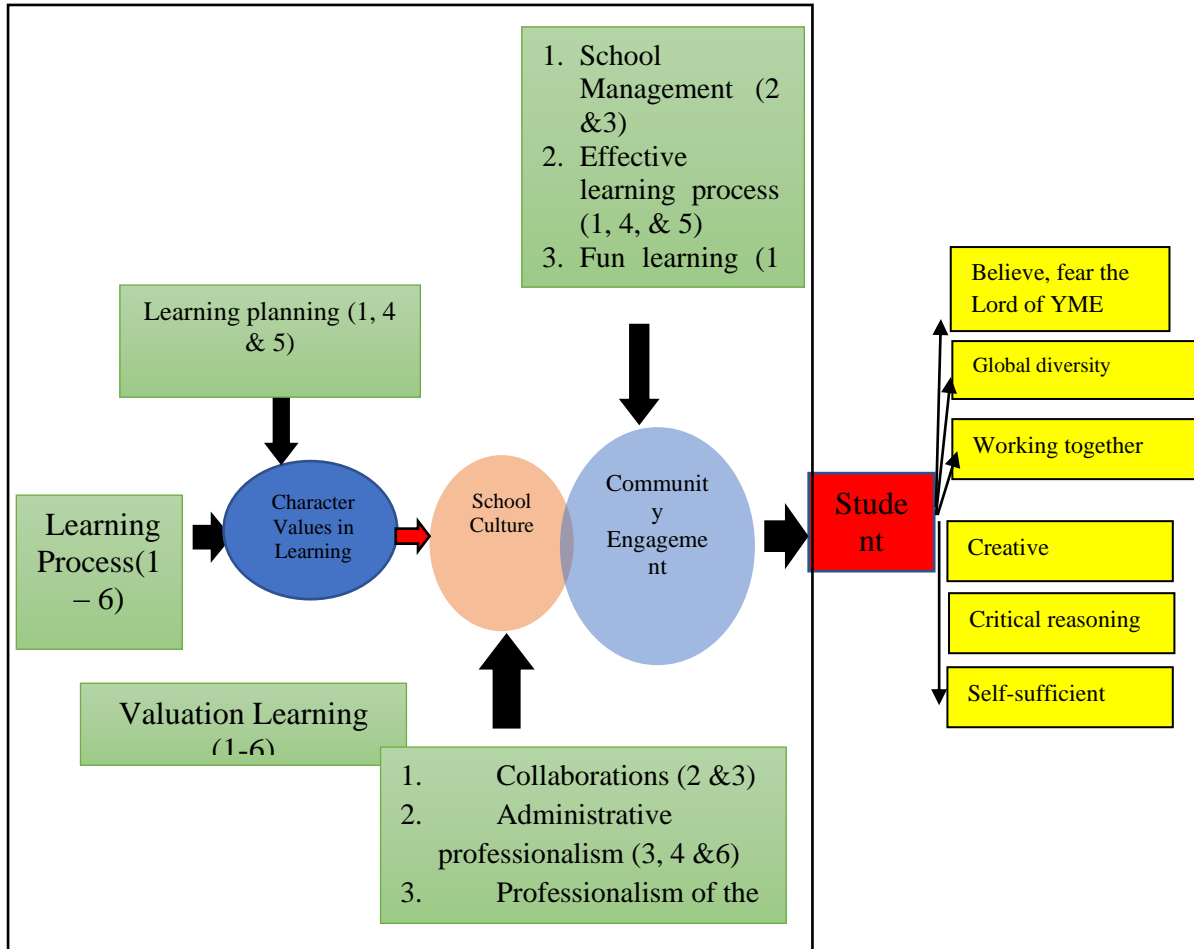


Based on the picture above, the model obtained to shape the character of students there are three important criteria, namely community involvement, school culture and learning in the classroom. According to Mohzana et al., (2020) and the Ministry of Education and Culture (2016) three important things that are very influential in shaping the character of students in schools are learning in the classroom, school culture and society. From the results of this study, it needs to be recommitted to stakeholders and the education institution in building student character must involve various learning parties, the school environment, and the community. This is the main step that must be taken is to reconnect the relationship and educational network that is almost broken between the three educational environments. The formation of the nature and character of education will never work as long as between the three educational environments there is no harmony and continuity (Subianto, 2013). Seeing this reality, forming a quality student character requires a strong influence of learning, school, and

society (Presidential Regulation No. 87 of 2017).

The learning carried out at SMA Negeri 20 Jakarta uses classroom-based learning through intracurriculars in schools. Intracurricular is the main activity of the school in which there is a program structure to achieve the minimum goals of each core as well as specific subject. This strengthens classroom management in teacher teaching to be able to evaluate the assessment at the end of teaching. The teacher has the task and obligation to evaluate the learning process of students. The evaluation process carried out must be based on appropriate assessment techniques and instruments (Tuharea & Abdin, 2021).

The character education strategy implemented by SMA Negeri 20 Jakarta through school culture as evidenced by the results of an interview from the Vice Principal for Curriculum, Mrs. N (54) said "pendidikan karakter kita laksanakan dari pagi sampai pulang, pagi contohnya dengan sholat dhuha, dalam pembelajaran disekolah kita awalai dengan membaca doa dan muraja'ah, sampai pulang nanti juga do'a bersama dan muraja'ah juga dan bahkan kita laksanakan sholat dhuhur berjama'ah". School culture involves the collaboration of teachers with students, the professionalism of teachers and the professionalism of the administration. This strategy strengthens the statement of the Ministry of Education and Culture (2016) regarding the strategy of character education through school culture. Based on the results of the AHP analysis, the collaboration of teachers and students is very important in the process of building student character. Teacher collaboration will shape the character of students.

The school culture implemented at SMA Negeri 20 Jakarta is like carrying out tadarus every morning before entering class and maintaining school cleanliness. The tadarus culture is expected to be able to increase student faith in accordance with the character of the Pancasila student profile. Next A clean culture is implemented daily by students by forming a class picket. The

task of the class picket cleans up the classroom and the outside environment around the classroom. In addition, a clean culture can also be carried out every Saturday morning by school residents together with students to clean the school environment. To support a clean culture, the school provides trash cans that are placed in front of each classroom and room of the school environment. Students are conditioned to dispose of garbage in a place that corresponds to the type of garbage. According to Taryatman (2016) that throwing garbage in its place is a positive good deed that must be used as a daily habit in order to be an example for others. By throwing garbage in its place, the character value that can be developed is the character value of love for the environment and discipline. This opinion is in line with Hartono's opinion (in Ariyani, 2014) that cleanliness is a state where it is free from dirt, namely dust, garbage, and odors. From here, it is necessary to apply discipline and a caring attitude towards the environment, especially throwing garbage in its place. One of the indicators of school and class success in the development of cultural education and national character on the value of caring for the environment is the habit of maintaining cleanliness and sustainability of the school environment (Curriculum Center R&D Agency, 2010).

The character education strategy implemented by SMA Negeri 20 Jakarta is to involve the community. This is in accordance with the strategy of strengthening character education by the Ministry of Education and Culture (2016). One of the community involvements in building the character of students at SMA Negeri 20 Jakarta is that the learning process is carried out at rptra. Learning is usually carried out with traditional games, hydroponics, sharing programs. This is evidenced by the results of the FGD and interviews obtained by DPS (17 years old), said "Selama ini untuk membentuk karakter siswa di masyarakat, kami selalu mengadakan pembelajaran diluar

lingkungan sekolah. Biasanya di RPTRA dan tempat-tempat yang telah disedikan oleh pemerintah setempat". This activity is carried out together with the community around the RPTRA, this activity is a means of preserving the indigenous culture of Jakarta, carried out once a week in effective time to study in shifts. This activity aims to develop children's creativity and as a means of cultural inheritance. The benefit is that students can add experience in the field of art, especially dance, and can train courage and confidence through dance movements, which is important in bringing out children's creative activities and becoming a means for children to do body exercises. In addition, the activities carried out at RPTRA will shape the character of students by loving their culture and nation.

## CONCLUSION
Based on the results of research, discussion, and analysis that has been carried out in the previous chapter, it is concluded that can be taken from research on factors of leadership, employee loyalty, and organizational trust

Based on the results of the AHP analysis, it was found that SMA Negeri 20 Jakarta needs to manage the formation of student character in order of priority, namely learning in the classroom, school culture and community involvement.

The order of priority criteria in character education in secondary schools is classroom learning, school culture and community involvement.

The order of alternative priorities, namely in the order of the first priority is fun learning, the second order of priority is learning preparation, the third priority order is community participation, the fourth order is the collaboration of teachers and school administrative staff, the fifth order of the learning process, the sixth order is the professionalism of teachers, the order of the seventh priority is the effective teaching and learning process, the eighth priority order is administrative professionalism, the ninth priority order is school management and the tenth priority order is learning evaluation.

**Conflict of Interest:** None

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