

# Internalization of Character Education Values in Pilot School, Bantul

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**Abstract:** Education is very important in life. Good education cannot be separated from the implementation of character education values. That is, education is not just the activity of transferring knowledge, but also the activity of transferring character values. Students at every level of school were not only expected to be smart, but also good characters. Therefore, the values of character education need to be internalized for each student. The purpose of this research were to describe the strategy conducted by teachers to internalize the values of character education and to describe the values of character education that have been done by students in SMP Negeri 1 Bantul. The method used in this research was qualitative method. The results and discussion of this research showed that the strategy of internalization of character education value in SMP Negeri 1 Bantul have been done through routine activities, namely 1) Flag Ceremony, 2) 5S Activity, 3) Singing Indonesian Raya, 4) Reading Al-Quran (for Muslim), Bible (for non-Muslims), infaq, and jama'ah praying Friday, 5) school literacy movements, and 6) open schools and bazaars. Then, students have applied nationalist, religious, politeness, integrity, responsibility, and social caring values.

**Keywords:** Character Education Values, Student, Pilot School

## 1. Introduction

Delors Commission (in Wibowo, 2013: 3) mentions that good education is education that provides passports for generations life, namely the ability to understand oneself, others, and nation. From that concept, it is clear that the essence of education is the preparation of students through the education process in order to be able to reach their future. This is in accordance with the definition in the National Education System Act (UU Sisdiknas) Number 20 Year 2003, namely:

"A conscious and well-planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state."

In line with UU Sisdiknas Number 20 Year 2003, Wibowo (2013: 2) mentioned that education is a normative effort that refers to the noble values, which become part of the life of the nation. Education guides human beings who are maturing intellectually, morally and socially. Therefore, it can be concluded that great education can not be separated from the internalization of noble values as an effort to realize students who are intelligent and character.

Character education is an important concern for all societies because currently the students in Indonesia are experiencing a decline in the values of character or degradation of morality. Forms of moral degradation such as drug abuse, free sex, murder, brawl, pregnancy out of marriage, and drunk. When viewed from three aspects of the development of school culture in 2010 that bad character also occurs in terms of discipline, integrity, relationship, and obedience of worship (Zuchdi, et al., 2013: 114). The purpose of character education is to make students have the skills, knowledge,

attitude and good behavior so as to avoid deviant moral behavior. The great result of education is not the intelligence of intellectual, but intelligence of behaves. Thus, the internalization of the values of character education should begin at the basic level of formal education, as well as applied in the family, school, and community life.

The junior high schools designated as pilot school by the Directorate General of Junior Secondary Education to internalize the values of character education are SMP Negeri 1 Bantul. Based on interviews with the vice principal, the internalization of the values of character education have been done in various ways, namely through habituation, learning, and student coaching.

Some internalization of character education values through habits were implemented in school routine activities. This activity involves all citizens of the school, parents, and society. As Lickona (1991: 395) puts it, the long-term success of the new values of education. Based on explanation above, to know more deeply how the character education education and what are the values of character education have been internalized to the students in Pilot School, Bantul, researchers interested to conduct research with the title "Internalization of Character Education Values in Pilot School, Bantul".

## 2. Methodology

The method used in this research is qualitative approach. Creswell (2012: 204) that qualitative descriptive is a research that get data in the form of statements by giving questions that allow resource persons to provide responses (interview), analyze documents, and do participant observer. The essence of this research is to observe the research environment, interact with research sources, try to understand and interpret about the research environment.

The purpose of this approach is to describe and explain the observed.

### 3. The Essence of Character Education

SMP Negeri 1 Bantul is one of the state Junior High School which is designated as a pilot school in Bantul District, Yogyakarta by the Directorate General of Secondary Education. Determination is not without reason, there is a great hope for SMP Negeri 1 Bantul. Schools are the strongest place to implement and instill the values of character education in each student. This School is very influential on the development of attitudes and behavior of learners. Therefore, parents and communities have submitted and trusted schools to educate their children to be characteristic individuals. The reason for character education at school was supported by Schwartz (2008):

Character education is a national movement that encourages schools to create an environment that encourages ethically responsible, caring people. Environment here can be interpreted as a situation or atmosphere where the students participate in the process of teaching and learning in school. In short, classes are part of the school, where students spend most of their time.

Berkowitz (2002: 48) defines character as the psychological trait of a person that influences a person's ability and inclination to play a role based on moral values. Seven psychological characteristics to form moral wholeness, ie moral behavior, moral values, moral personality, moral emotions, moral reasoning, moral identity, and basic characteristics that support moral functions.

It is clear that character is a complex construct of personality, including the nature, customs, and virtues organized in the order of one's psychological dimensions (Berkowitz, 2002: 49). The same opinion is also put forward by Berkowitz and Bier (2004: 73), namely Character is the complex set of psychological characteristics that enable an individual to act as a moral agent. In other words, character is multifaceted.

In addition to that opinion, Lickona (2014: 72) mentioned that characters that fit the value education are characters consisting of operative values, namely values that function in practice. According to him, characters experience growth that makes a value can be a character that plays a role to control and respond to various situations around. Lickona (1991: 43) adds that there are two main values of character, namely respect and responsibility. Respect and responsibility are the basic foundations that are not only recommended, but are also required to be internalized in schools.

In line with Lickona, Asmani (2011: 36) develops some character values that can be internalized in school. These values are then categorized by their relationship with God, self, and the environment. The five major value categories of the character, that is, the value of the character associated with God, with oneself, with others, with the environment, and with nationality. Based on the explanation, it can be

concluded that character education is an effort to form attitudes and behavior of a person or group as a self-maturing effort through habituation and teaching. Character education in schools is very important because it can reduce the threat of moral degradation and education is not humanist. The school can realize, implement, and internalize these values through several activities and cooperation with parents and the community.

### 4. Internalization of Character Education Values at Pilot School

Based on observations and interviews, SMP Negeri 1 Bantul has long implemented character education in school. Since established as a pilot school by the Directorate General of Junior Secondary Education, SMP Negeri 1 Bantul increasingly focused on developing activities that can internalize the values of character education. The principal said that in addition to being internalized in learning, character education is internalized in habituation activities.

The internalization of character education in habituation activities inclined to practice and exemplary. The activities is routine activities of students at school. The purpose of these activities so that students more easily understand and inculcate the values of the character than to give the concept without realization. Here are the habituation activities found in SMP Negeri 1 Bantul:

#### a) Flag Ceremony

The National Education Ministry's Curriculum Center in 2010 included flag ceremonies in schools as routine activities in self-development programs, planning, and implementation of cultural education and character of the nation. This is in accordance with Permendiknas Number 39 Year 2008 on Student Development and Law Number 24 Year 2009 on Flags, Nations, Symbol of the Country, and National Anthem.

The flag ceremony is a symbol to honor the services of heroes who have fought for Indonesian independence. Respect for the red and white flags showed that students and generations in Indonesia feel proud to have a banner fought for with all their energy and life's bets. As a pilot school in Bantul District, SMP Negeri 1 Bantul certainly support it. SMP Negeri 1 Bantul doing flag ceremony every Monday at 07.00 WIB.

#### b) 5S Activity

5S activities at SMP Negeri 1 Bantul have been running for long time, but more emphasized to the students since SMP Negeri 1 Bantul became the school of strengthening character education. This activity can be done anywhere and anytime, but the 5S activity routine can be observed directly in the morning when students will enter the school gate. At that moment, the teachers stood in front of the gate and greeted the students with smiles, then the students would smile back, answer the greetings and while kissing the hands teacher.

#### c) Singing Indonesia Raya

The Indonesia Raya song is not only sung during flag ceremonies, but also sung when will start the lesson,

especially the first lesson time. This rule was valid since the implementation of the curriculum in 2013. The purpose of singing Indonesia Raya in the morning and at the beginning of learning to foster the spirit of nationalism students and teachers.

#### **d) School Literacy Movement**

The literacy culture is also continuously socialized by the government. School literacy movement is a program that familiarizes students reading the various works and then review the contents of the work in the GLS report book. The purpose of this movement is to be a container integrating character education values. Therefore, the process of this activity can foster student awareness of the value of responsibility and honesty.

#### **e) Reading Al-Quran and Bible, Jama'ah Prayer, and Infaq**

The five main values of character that must be integrated, according to the Ministry of National Education (2010), one of which is the religious value. Religious value is seen as a major factor in influencing a person to think, act, and speak. Strengthening of religious values can be done through activities that show love and confidence to God, such as worship and charity.

#### **f) Open School and Bazaar**

Open School and Bazaar activities are annual events held at SMP Negeri 1 Bantul. These activities are usually held to showcase the work of student learning outcomes, both in the arts and other fields. This activity is also used as a school to familiarize students to compete to display the best work and sharpen the creativity and ability to think logically and innovatively. In addition, Open School activities also include social activities, such as bazaars or cheap markets. The proceeds from the bazaar sale will be donated to the people around Bantul who are less fortunate.

### **5. The Values of Characterized Educational Characterization in Refraction Activity**

This research was conducted in SMP Negeri 1 Bantul. Overall, teachers have internalized the values of character education through some habituation activities.

The successful implementation of educational values that are internalized through habituation activities can be observed based on student behavior in schools. They practice these values in everyday life. Here, the character values that students have done SMP Negeri 1 Bantul:

#### **a) Nationalist**

SMP Negeri 1 Bantul doing flag ceremony every Monday at 07.00 WIB. In this routine activity, students also singing Indonesia Raya.

#### **b) Religious**

Every Tuesday-Thursday, students always read the Qur'an (for Muslims) and the Bible (for non-Muslims). Students also jama'ah praying Friday, infaq, and pray before studying.

#### **c) Politeness**

Students always behave politeness when meeting teachers, academic staff, and people who are in the school environment. They also greet, and kiss their hands or bend their heads.

#### **d) Integrity**

Students show integrity behavior while doing the teacher's assignment and provide the information truth to the person in need.

#### **e) Responsibility**

Students always do the task on time and clean up the class.

#### **f) Social Care**

Students do not mind sharing with friends, lending things or money, and sharing with the surrounding community through charitable activities.

### **6. Conclusions**

Internalization of character education values in SMP Negeri 1 Bantul not only done by giving the concept of character, but also give exemplary to the students. The school also implements some routine activities to optimize the value internalization. A good relationship between school, family (parents), and the community is expected to help maximize the internalization effort. The success of this effort can be observed from the habits and behavior of everyday students, including nationalist, religious, social caring, integrity, responsibility, and politeness.

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