

Implementation of Character Education at Boarding School in Samarinda City (Case Study at Samarinda Forestry Vocational School)

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Abstract

Dormitory-based character education is a system of instilling character values to the school communities that encompasses the components of knowledge, awareness or desire, and action to implement those values. This study aims to find out school programs to improve character education at Samarinda State Forestry School, model of character-based education at Samarinda State Forestry School and character education impact for students at Samarinda State Forestry School. To obtain the results of this research, the research was conducted qualitatively with a qualitative descriptive approach. The methods used in this research are observation, documentation, and interview. The results show that there are 4 school programs in the framework of improving character education at Samarinda State Forestry School, namely Sharpening School Management Using Business Approach; Improving Learning Quality; Strengthening School relation with Industry and Related Institutions; as well as Increasing Entrepreneurial Focus. Character Education Model at Samarinda State Forestry School including character education development is done through routine learning activities, spontaneous activities, habits, and conditioning. For learning activities, character education is integrated into each school's subject. The impact of character education for learners at Samarinda State Forestry School is to care for the nature of students and Character Education as a solution for the character development of students at Samarinda State Forestry.

Keywords: Character Education; Dormitory; Forestry School.

Introduction

The functions and goals of national education as set out in National Education System Law No. 20 of 2003 Chapter II Article 3 is "to develop skills and to shape the character and civilization of a nation in order to enhance the life of the nation, aimed at developing the potential of the students to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. The government's commitment to optimize the function and realization of the national education goals can be seen from character education policy voiced since 2003. Character education is expected to be adopted by all educational units integrated into the classroom and school-based learning.

In addition, student code violations and student misconduct indicate that the government's character education policy has not been formalized as expected. Problems such as truant, cheating, often being late to school, not doing work, pornography, insubordination, drugs, and alcohol have been very damaging for many

parties. Faced with a variety of student problems above, the implementation of character education becomes increasingly urgent.

On the other hand, many teachers have not yet practiced character education in their learning process. Moral messages are forgotten while the burden of teaching is overwhelming. Educators focus only on the basic competencies that are required for graduation and forget the main goal, character education. Here, the author will analyze the character education model applied by the teacher to support the implementation of character education.

Learning is not an activity that can be easily seen and measured only by our senses. To avoid confusion and discrimination in assessing bad or good teacher habits, knowledge about learning theory in applying character education is required. Good teaching habits are in line with the goal of character education in a new orientation of education which can help students optimize all of their creativity, taste, and intention so that all the potential is optimal and the results are satisfying. Therefore, researchers want to conduct a study and extract more in-depth information about the

Implementation of Character Education at Boarding Schools in Samarinda City (Case Study at Samarinda State Forestry Vocational School).

Objectives of Research

The objectives of this study are:

1. To find out school's programs in order to improve character education at Samarinda State Forestry
2. To find out the Implementation of dorm-based character education at Samarinda State Forestry School.
3. To find out the impacts of character education for the students at Samarinda State Forestry School

Research Methods

Types of Research

In this study, the qualitative approach was taken. This means that the data collected is not a number, rather it comes from interview scripts, field notes, personal documents, scrapbooks, and other official documents. The purpose of this qualitative research is to illustrate the empirical reality behind the in-depth, detailed and thorough phenomena. Therefore, the use of qualitative approaches in this research is to match the empirical reality with the existing theory using descriptive methods (Nasution, 2004).

Research Approach

This study uses a descriptive approach, which is a concept that seeks to describe an object related to the problem being studied without questioning the relationship between variables. This study will describe the character education at Samarinda State Forestry School.

Location of Research

The researchers took place at Samarinda State Forestry Vocational which is a boarding school locates in East Kalimantan Province. The school is equipped with full facilities such as hostel for students and implemented a system of learning that integrates technology and student characters, enabling students to become intelligent, professional, and have spiritual depth.

Research Objects

The objects of the study on character education at Samarinda State Forestry School is the students and teachers at Samarinda State SMK.

Data Source

1. Primary Data

Researchers used this data to obtain information on Learning Management at the boarding school in the city of Samarinda by interviewing students and teachers.

2. Secondary data

Secondary data can be magazines, newsletters, publications from various organizations, attachments from official bodies such as ministries, study results, theses, survey results, histories studies, and so on. Researchers used this secondary data to reinforce the findings and complement the information gathered through direct interviews with learners and teachers.

Data Collection Techniques

Data collection is a very important step in the research; therefore, a researcher must be skillful in collecting data to obtain valid data. Data collection is a systematic and standard procedure for obtaining data you need. Data collection is done through observations, interviews, and documentation

Data Processing Techniques

To make sure data is properly grouped, the following steps need to be done.

- Editing, which is the process of examining the collected data, includes the content of the text, readability, clarity of answer, relevance of answers, uniformity of data units used, and so on
- Coding, which is the activity of giving code to each data collected in each research instrument. This activity aims to facilitate data analysis and interpretation
- Tabulating is to put data that has been grouped into tables for easy reference.

Data Analysis Techniques

Once data from the field has been collected using the above data collection method, researchers will process and analyze the data using descriptive-qualitative analysis, without using quantitative techniques

Results of Data Research and Analysis

Overview of Research Locations

Profile of Samarinda Forestry Vocational School

- School Name: Samarinda Forestry School
- School Establishment SK: PKS.4./Menhut-II/2008 June 20, 2008
- School Address: JL P. U. Suropathy Sei. Load Postal Code 75126 Samarinda City, East Kalimantan Province
- Principal's Name: Dra. Hj. Maryati
- Phone / Fax: 0541-274327 / 273208
- Web: smkk-samarinda.webs.com
- E-mai: bdk-smd-kaltim@yahoo.com
- Expertise Program: Forestry

The implementation of the Forestry Vocational School is aimed at producing middle-level forestry professionals who are at the forefront of forestry

development in the field. Forestry Vocational School graduates are expected to not only be able to work domestically but also highly competitive to work abroad. One of the five Forestry Vocational Schools held under the management of the Ministry of Forestry and Ministry of National Education is Samarinda's Forestry Vocational School which covers the entire work area of the island of Kalimantan.

Student and Teacher Status at Samarinda State Forestry High School

1. Student Condition

The total number of students at Samarinda State Forestry High School is 299, with details of Class X male 66, female 28, total students 94, Class XI male 66 female, female 26 females, total students 92, Class XII male 40 men, 16 women, total 56 students, while Class XIII men 48 men, 13 women, total 61 students. There are a total of 303 students, but 2 male students and 1 female student were disqualified for violating the school's rules. There is 1 student who participated in the student exchange program in Germany, therefore the active students up to November 2014 are 299.

2. Teacher condition

The number of officers at Samarinda State Forestry School is 52 with details 8 as field personnel, 10 administration personnel and 34 persons as instructors and extracurricular coaches.

Research Results and Data Analysis

1. School Programs in Improvement of Character Education at Samarinda State Forestry

a) Financing School Management Using Business Approaches

Programs, in order to enhance the management of these schools, are:

- 1) Strengthening the school constitution
- 2) Development of business-based school management system (SBP)
- 3) Development of ICT-based school management systems
- 4) School accreditation
- 5) ISO 9001: 2000 or higher certification.
- 6) Improved monitoring, reporting, and evaluation

b) Improved Learning Quality

The arrangement of the program for improving the quality of learning is done by the approach of splitting the program into three parts (input, process and output).

- 1) Improvement of Educator Quality
- 2) Increase Access and Quality of New Students
- 3) Enhanced Quality of Energy Research Related to Academic Activities Directly (Technician, Reporting)

- 4) Improved Quality of Facilities, Means and Good Learning Habits
- 5) Improving Academic Services Quality
- 6) Improved Quality of Teaching and Practices
- 7) Improvement of Assessment System for All Elements of Schools
- 8) Quality Improvement of Learning Methods for Students
- 9) Improvement of Student Activities and School Culture

c) Strengthening of School Relation, Industry and Related Institutions

This developmental focus is very much needed by the school in support of the various improvements that are required to establish a relationship or partnership with Industrial World / Business World. But partnerships are built not only from the industrial world but also to related agencies such as State Enterprises, City government, regional government, provincial government, district government, entrepreneur, other vocational schools, Forestry Vocational School, etc. Good partnerships with industry and other agencies can be achieved after having the trust and ability to use school services (graduate quality, school image, etc.).

- 1) Developing Academic Partnerships with Industry
- 2) Implementation of the Professional Competence Test with the Professional Association
- 3) Strengthening the Constitution with the Institutions of Regional Education, Other Secondary Schools and Related Institutions
- 4) Bridging Sister City with A Vocational School Abroad

d) Increasing the Focus of Entrepreneurship

The main objective of this focused development is to prepare vocational graduates to have entrepreneurial skills to enable vocational graduates to create alternatives to work alone or create jobs. However, the focus of this development is also intended to enable vocational graduates to continue their study to higher levels of education, such as polytechnics or universities.

- 1) Development of Entrepreneurship Programs for Students
- 2) Development of Production Units and Their Management
- 3) Development of Evaluation and Monitoring Systems

2. Series of Rules which must be obeyed by students at Samarinda State Forestry Vocational School

a) Student Rights

- 1) Obtaining teaching in order to create graduates who are professional and have good character
- 2) Obtaining mental, spiritual, religious, physical guidance in order to create independent and noble graduates
- 3) Getting the same opportunity to sit in the school's organization

b) Student Obligations

- 1) Doing worship in accordance with the religion they follow
- 2) Be faithful and uphold the values of Pancasila, the 1945 Constitution and the State of the Republic of Indonesia (NKRI)
- 3) Following the teaching and learning process which is the main task of students, following mental and religious coaching and physical coaching by following applicable regulations
- 4) Following the activities programmed by the school
- 5) Look neat
- 6) Staying in a dormitory while attending education
- 7) Obey and enforce all rules and regulations that apply in school
- 8) Maintain the cleanliness and beauty of the campus environment and school inventory items properly

c) Student Rules

To maintain order and the smoothness and safety of Samarinda State Forestry Vocational School, the Ministry of Forestry has made regulations that must be obeyed and implemented jointly by the school community to realize the vision and mission of the school so that school capable of printing forestry human resources with noble character.

3. Implementation of Dormitory Based Character Education at Samarinda State Forestry Vocational School

Character Education is an education system that develops character values for students so that they have values and characters and apply these values in their life. Boarding schools have advantages in implementing character education. With the boarding school program, the implementation of character education is more monitored because all student activities have been scheduled and monitored 24 hours. The boarding school system also emphasizes independence education. Learning applications are easier to implement. In addition, the character education methodology in the form of examples and teaching will be more directed and effective. The implementation of

character education does not only take place in the dormitory, but there is also a synchronization between education in the dormitory and activities in the school.

There are several activities at boarding-based character education at Samarinda State Forestry Vocational School that refer to character education such as Commemoration of Islamic Holidays (PHBI). Through this activity, students are expected to take *ibroh* from the meaning contained in that big day. In addition, PHBI is also intended for Islamic scholars and Islamic propaganda.

Boarding-based character education at Samarinda State Forestry Vocational School also holds Monday flag ceremonies and national day ceremonies, morning briefing before heading to school, as well as regular neat check in a predetermined time scale. This is one way to foster student discipline and responsibility. Implementation of character education in the spiritual aspect, Samarinda State Forestry Vocational School implements prayer before learning by reading *al-fatihah*, prayer before learning, *asmaul husna*, one part of *al-ma'sturat*, and *sholawat nariyah*.

The congregational prayers were also held at the Samarinda State Forestry Vocational School mosque, as well as the habit of greeting when meeting teachers and other students. To maintain the cleanliness of Samarinda State Forestry Vocational School, a daily picket team is held for class cleanliness and a dormitory environment. This aspect is an integration between the attitude of a loving environment and responsibility in carrying out the task.

Boarding-based character education at Samarinda State Forestry Vocational School is also implemented in spontaneous activities such as reprimands from teachers and friends for bad deeds such as cheating, eating and drinking while walking, disposing of rubbish out of place and so on. Reprimands here do not have to be words but can also be through finger gestures or sharp eyes and reprimands that contain advice so that it will be more remembered.

In the dormitory life with the same system as the pesantren, students are instilled with character education and family social situations for twenty-four hours. Therefore, it could create a strong sense of kinship and be implemented with *tasamuh* such as visiting or waiting for friends who are sick, *takziyah* to the house of a friend whose family member died, self-financing to help friends who have difficulties, and monthly infaq for each class.

To support the effectiveness of the development of character education in the school and dormitory environments, mosques and prayer rooms are built, as well as efforts to keep the school and dormitory

environment clean and friendly with cleaning staff and mobilizing students to carry out clean pickets.

4. The Impact of Character Education for Students at Samarinda State Forestry Vocational School

In the National Education System Law No. 20 of 2003 in article 3, the function of national education has been explained, where education aims to develop the potential of students as a whole, namely the potential in the form of noble character, knowledgeable, capable, creative, and independent. This has shown that education is expected to be able to produce people who are not only intelligent (cognitive) but also who have good character, responsible and useful human beings for the motherland (Undang – Undang No.20 Tahun 2003).

Actually, the content and material of Pancasila and religious moral lessons in schools are good, but the approach used only relies on cognitive abilities, so that all children only know what is good and what is bad at the cognitive level. Therefore, explicit character education is needed, which includes not only awareness or knowledge about good and bad things, but also includes how to foster a love for virtue, and continually practice good deeds in concrete actions.

Conclusion

Based on the problems and the research's results regarding the Implementation of Character Education

at Boarding Schools in Samarinda City (Case Study at Samarinda State Forestry Vocational School), it can be concluded that there are 4 school programs in order to improve character education at Samarinda State Forestry Vocational Schools, namely Sharpening School Management Using a Business Approach, Improving Learning Quality, Strengthening School Relationships, Industries and Related Agencies, and Increasing the Focus of Entrepreneurship and code of conduct as well as the rights and obligations of students at Samarinda State Forestry Vocational School.

The implementation of boarding-based character education at Samarinda State Forestry Vocational School is the development of character education through learning activities, routine activities, spontaneous activities, habituation, and conditioning. Character education learning activities are applied through integration into each subject. The impact of character education for students at Samarinda State Forestry Vocational School is to care for the nature of students and character education as a solution to build students' character at Samarinda State Forestry Vocational School.

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