
Establishment of Participant Character through *Full Day School System in Smk N 1 Kawali*
(Descriptive Study at SMK Negeri 1 KawaliCiamis Regency)

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ABSTRACT

Enlightened and qualified Indonesians are the source of the nation's wealth. Indonesia's main wealth is man who had educated, enlightened, integrity, character. The Indonesian people need adequate human resources as the main pillar in National development. Within that framework, formal education (School education) has a very important role. School education that has its own domain , has become an integral part of everyone's life. Based on Law no.20 of 2003 on the National Education System in Article 3, which states that national education functions to develop capability and to form dignified characters and civilization in order to improve the life of the nation. Education with a dignified and good quality begins with the formation of noble characters of learners. This study aims to describe the formation and character building of learners in SMK Negeri 1 Kawali. Research study method was use descriptive, to explain and describe the character formation of students through the system Full Day School. Then got the result of research: Planning forming of Full Day School character at SMK N 1 Kawali already planned and prepared well and mature. The process of forming the character of learners through Full Day School by following the religious activities which is usually carried out every day before the learning begins, learners must obey the rules and discipline in school . There are sanctions for individual violations for participants who violate the rules. Stakeholder responses to the Full Day School system point to excellent responses. Constraints faced in the formation of the character of learners through the system Full Day School in SMK N 1 Kawaliwhen faced with complaints and boredom of students who will affect the behavior of learners to violate the rules of school rules. Thus it can be concluded that the character formation of learners in SMK N 1 Kawali through Full Day School system can form the character of religious, discipline, hard work, spirit of nationalism and independence for learners, and can improve morals and aqidah learners SMK N 1 Kawali.

KEYWORDS : *Character Formation , Full Day School , Learners .*

INTRODUCTION

Indonesian is currently experiencing a number of moral problems that hit the young generation. The development of information and communication technology and limited parental assistance to their children make education in schools is not optimal in fostering character or morale education for learners. As a result, the moral crisis is now engulfing the young generation of Indonesia. The moral crisis is in the form of increased promiscuity, the rise of violence among children and adolescents, crimes against friends, theft of teenagers, cheating, drug abuse, pornography, and even the destruction of others has become a problem social issues that until now cannot be solved completely in the lives of our young generation today. In its relation with the President Joko Widodo also concerned with his nation condition in Indonesia which began experiencing increasing character. According to the President, should the ideal condition of education in Indonesia is the fulfillment of students at Elementary School (SD) get 80% of education and general knowledge 20%. As at the level of First School of Youth (SMP) fulfilled 60% character education and 40% general knowledge. Thus, learners can consciously limit in the association, and act in accordance with moral values, use values instilled by teachers. Enlightened and qualified Indonesians were the source of the nation's wealth. Indonesia's main wealth is man who was educated, enlightened, integrity, character. The Indonesian people need adequate human resources as the main pillar in National development. Within that framework, formal education (School education) has a very important role. School education that had its own domain, became an integral part of everyone's life. That is why it became important for the Minister of Education and Culture (Mendikbud) to issue a policy that anticipates the degradation of the character or morals of Indonesian children. Moreover, the formation of character is one of the goals of national education. Article I of the National Education System Act (Sisdiknas) of 2003 states that the purpose of national education was developing the potential of learners to have intelligence, personality, and noble character. In *Sisdiknas* Law in 2003 that intends for education not only to form a smart Indonesian inhabitants, but also personality or character, so *NawaCita* will be born a generation of developing nations with a character that breathes noble values of the nation and religion. It is not only that, in *Nawa Cita*, President Joko Widodo also emphasized that character education becomes one priority of education under his government besides two other important programs namely Indonesian Card, it is a Smart card for all students in Indonesia and vocational education (vocational) in high school level, especially in areas that have potential for the development of vocational education. With reference to the three it was the direction of President Joko Widodo and Education Law, Education Minister Muhadjir Effendy have need to strengthen character education (KDP) through a policy of *full day school* (FDS), especially in the environment of the junior learners and upper learners in Senior High School (SMA). The discourse was made shortly after Muhadjir was officially inaugurated on 27th of July 1996 to replace Mendikbud after Anies Baswedan. Mendikbud, Muhadjir Effendy was immediately reap pro and contra from various circles. The Part of pro assess the discourse

needs to be realized in a policy to strengthen the character education of students, and vice versa counter that discourse is only burdensome children as learners. Mendikbud as *opinion leader* wants the idea to get *feedback* from the community. *Feedback* is to know the response from the behavior of the community, both those who support and who do not support, so can know the positive impact and negative impact if *full day school* policy finally applied by the government. Even in various occasions, Mendikbud convey the idea both in print and electronic media especially television. At least from early August until mid-August 2016, the mass media highlighted the steps or discourse of Education Minister MuhadjirEffendy. Even up to now, the policy discourse is still discussed in the mass media. Given the *full day school* policy discourse into the spotlight of mass media, both print and electronic media, Bureau of Communications and Public Service (BKLM) Kemendikbud also took the role of policy discourse. BKLM Kemendikbud in this case has a role to arrange the right *public relations* strategy to convey the ideas of the *leaders of* MendikbudMuhadjirEffendy following the ranks of echelon officials below, in this case including the form of socialization of the policy of *full day school* to the community and what packaging messages to convey to the community. This needs to be done so that the policy thrown can continue to run in accordance with the direction of *opinion leader* and able to minimize friction in the community due to the enforcement of the policy in schools. The role of the Bureau of Communications and Community Services (BKLM) Kemendikbud started from the outset of the idea until the implementation of the policy was implemented. Both those who support and who do not support, so can know the positive impact and negative impact if *full-day school* policy was finally applied by the government. Even in various occasions, Mendikbud convey the idea both in print and electronic media especially television. At least from early August until mid-August 2016, the mass media highlighted the steps or discourse of Education Minister MuhadjirEffendy. Even up to now, the policy discourse is still discussed in the mass media. Given the discourse of *full day school* policy into the spotlight of mass media, both print and electronic media, Bureau of Communications and Public Service (BKLM) Kemendikbud also took the role of policy discourse. BKLM Kemendikbud in this case has a role to arrange the right *public relations* strategy to convey the ideas of the *leaders of* MendikbudMuhadjirEffendy following the ranks of echelon officials below, in this case including the form of socialization of the policy of *full day school* to the community and what packaging messages to convey to the public. This needs to be done so that the policy thrown can continue to run in accordance with the direction of *opinion leader* and able to minimize friction in the community due to the enforcement of the policy in schools. The Role of Bureau of Communications and Public Service (BKLM).Kemendikbud it started from the outset of the idea until Implementation of the policy is implemented. Megawangi (Elmubarok, 2008: 111) as the originator of education the characters compose noble characters that should be taught to the child, and referred to as the 9 pillars, namely:

1. God's love and truth (*love God, trust, reverence, loyalty*)
2. Responsibility, discipline, and independence (*r esponsibility, excellence, self reliance, discipline, orderliness*)

3. Amanah (*trustworthiness, reliability, honesty*)
4. Respect and courtesy (*respect, courtesy, obedience*)
5. Love, caring, and cooperation (*love, compassion, caring, empathy, generosity, moderation, cooperation*)
6. Confident, creative, and never give up (*confidence, assertiveness, creativity, resourcefulness, courage, determination and enthusiasm*)
7. Fairness and leadership (*justice, fairness, mercy, leadership*)
8. Good and humble (*kindness, friendliness, humility, modesty*)
9. Tolerance and love of peace (*tolerance, flexibility, peacefulness, unity*)

It is caused of the failure of character education in the community especially the school community is the school is still limited to the delivery of *moral knowing*, and *moral training*, but less touching the *morale of being*, that is to familiarize children to continue to do moral deeds. Schools should have the right policies to implement character education.

To be able to behave independently, one of the things that need to be developed is with the existence of a conducive school environment. Budimansyah, Sapriya (2012).

Character is the foundation of ability in all human beings. That's why, being someone who has a strong character that requires a long process of education, training, assignment and experience. In such an important character, leadership expert Dr. John Maxwell says " *Character is everything*". Character definition refers to Sumantri's opinion (2011, p. 3) which looked at: "character as a character, character, character or personality are formed from the internalisation of the various virtues (*virtues*)". Without a good character, a leader who has reached the top of his glory will not last long. The "core character is the virtue (*goodness*) in the sense of thinking good (*thinking good*), feeling good (*good feeling*), and behave good (*behaving good*)" (Budimansyah, 2010, p.1). From the various explanations as mentioned above, then the issues raised in this article is "how the character formation of learners through the system of *Full Day School* in SMK Negeri 1 Kawali?". The purpose of this research is to know and explore about the character formation of learners through the system *Full Day School* in SMK Negeri 1 Kawali.

RESEARCH METHODOLOGY

Based on the problems that have been formulated, the approach in this research was use qualitative approach. The reason for choosing a qualitative approach in this research, because researchers will examine the activities of human groups of learners who were associated in the formation of the character of learners through the system of *full day school* in SMK Negeri 1 Kawali. Based on this the researcher got a view of the problems that occur in depth (in the form of words, pictures, behavior) and not poured in the form of numbers or statistics, but still in the form qualitative. Such an opinion (Al Muchtar, S (2015, p.124) which states that:

Qualitative research means something that is related to aspects of quality, value or meaning contained behind the fact of empirical reality. Thus it is argued that quality, value or meaning can only be expressed and explained through linguistics, language, or

words. Therefore, the form data used is not a form of numbers, numbers, scores or values, ratings or frequencies, which are usually analyzed using mathematical or statistical calculations.

This opinion was supported by Creswell (2010, p 46) which states that "Qualitative research is a type of research in which the researcher relies heavily on information from the object / participant on: rung a broad scope of general questions of data collection consisting mostly of word- words or texts from the participants, explaining and analyzing the words and doing the research subjectively".

In Moreover, qualitative research has the power to enable high adaptability pe Scan constantly adapt to the changing situation. In addition, according to Nasution(2001 , p.40) that:

" Qualitative research is open, so it cannot be ascertained when this study ends, research is going on to gain an ever deeper understanding, but this study was discontinued due to consideration of time, cost and effort " .

The reason for used this approach relates to the object to be studied is human, where the researcher got a view of the problems that occur in depth (in the form of words, pictures, behavior) and not poured in the form of numbers or statistics, but still in qualitative form. In conducting this research, researchers took the location of research at SMK Negeri 1 KawaliCiamis Regency which is located at No. Talagasari Street. 35 Kec. KawaliCiamis Regency. The method used in this research was descriptive study method. Descriptive study method according to sugiyono states (2008: 15) that descriptive qualitative research is a research method based on postpositivism philosophy that is usually used to examine the natural objective conditions in which researchers act as key instrum ent. While Nawawi and Martini (1994: 73) defines descriptive method as a method that describes a certain objective or eventual circumstance based on apparent or otherwise apparent facts which are then accompanied by general conclusions based on these historical facts.

Data collection techniques in qualitative was the researcher itself in revealing the source data (respondents) in depth and is comprehensive to the root of the problem , so that obtained a complete data about all statements submitted sources . While the auxiliary instruments were interview guides, observation guides, and documentation study guides, literature study guides and field note guides .

So the subject of research in qualitative research was the parties who become the target of research or sources that can provide information selected purposively related to a particular purpose. As for the subject of research as many as 20 people consisting of:

- a. Principal of SMK Negeri 1 Kawali: 1 Person
- b. Teachers at SMK Negeri 1 Kawali: 2 Persons
- c. Vice Headmaster in the field of Student and Curriculum : 2 Persons
- d. Students at SMK Negeri 1 Kawali : 15 Persons

RESULT

Based on the research that has been conducted related to formed of character through *full day school* system in SMK N 1 Kawali with integrity, it could be presented data research results. At this stage, the research conducted on the principal, Vice Headmaster Curriculum, Vice Headmaster of Academic, Teachers and Learners themselves. Effective character building efforts begin with the emphasis of school institutions in promoting the development of character education. The process emphasizes essential elements, including strengthening the school mission as an institutional identity that promotes character education. Put simply the school has an authentic statement of mission and vision as a direction to underscore the importance of educational development

character in school. The originality depends on resource allocation, teacher performance and its evaluation process, as well as the modeling that is created within the school community as a character education player (Berkowitz & Hoppe, 2009). The principal as the top officer in this school takes a considerable role in realizing the responsibility for better character formation of learners. Realizing this, Headmaster and Teachers was negotiated school vision and mission. The vision of SMK N 1 Kawali namely creating SMK Negeri 1 Kawali become Referral School that produces Human Resources of noble, Professional, Qualified, Independent, Smart, Creative, Competitive, Healthy Environment, a place of Training Center and Terunggul in West Java on year 2019 . And with Mission 1) *Establish a faithful and devoted person to God The Almighty*; 2) *To increase the resources of morality, trust, productive, and competitive*; 3) *Growing the spirit of the practice of religious values and values of the nation's cultural character as a source of wisdom in acting*; 4) *Striving for School Professionalism and Accountability as a center of National and International Competence Culture* ; 5) *Creating a professional middle-level workforce and global perspective, to meet the demands of the industrial world or entrepreneurship*; 6) *Produce independent graduates and able to become honest and caring enterpreuner*; Character formation in SMK N 1 Kawali Ciamis Regency implemented in FDS. The Implementation was gradually done since the implementation of the 2013 curriculum (Kurtilas) 2016. Materials coaching students accordingly *Permendiknas* No 20 of 2003 covering aspects of institutional, leadership and management, refers to the concepts that promote morals and academic achievement. Improved personality quality, enhanced managerial skills and knowledge of contemporary educational concepts supported by *short-course* activities, orientation program and comparative studies in these programs were implemented in a simultaneous and *continuous* manner. The learners in addition to getting cognitive knowledge, affective, and skills they also do extracurricular in *full day school*. These activities include preliminary education, which includes: marching (UN), discipline, and leadership (*ledadership*) which is focused on The first semester. While in the 4th semester or at the same grade XI level was still in the formation activities character through a *full day school* system that includes the domain of a state defense education simulation where learners are prepared to go to work. And the extracurricular exercises are usually held every ahri Wednesday at 15:00 to 17:30 pm. In addition, there were many other *full day school* activities

related to character formation and fostering the skills of learners in accordance with the majors of interest to learners, but in this section was not described in more detail. Similarly, other activities related to the fostering of interest in the field of sports and art. *Full Day School* was done to form and develop the character of the learners. Programs are specific leads to the planting of values core ethics (such as perseverance, affection, integrity, and justice) which encourages learners to productive, act justly, and become a citizen democratic society. When they grew in character, they were sure for growing in capacity and commitment to do the best job, do the right thing, and live life with a purpose clear. Character education that implemented at SMK N 1 Kawali effectively involves various majors were not just one of the competency skills alone, as well as involving the school environment which allows all participants educated, without exception, for realizing their potential within achieve important goals. The formation of a superior character encourage the cadets to achieve academically. Learners with Strong characters definitely have better learning achievement, compared with learners of ugly character. Thus the program *Full Day School* give a positive impact on schools and learners in particular intelligence better than emotional, formed the discipline of learning so that a positive impact on academic achievement. Based on the results of interviews with teachers, obtained information that the academic achievement of learners has increased significantly compared with previous condition. Character is related to the moral of a person. Learners who had good character, tend to had good moral and aesthetic value. The importance of the rules-or norms in the implementation of character education proposed by Nucci&Navaes (2008) that in moral education needs to involve the support of the authority of the norm. Normal authority in this case is interpreted that the rules in the implementation of character education course in the form of guidelines about the behaviors that must be done by learners.

CONCLUSION

Based on the results of the research, it could be conclude that the school's response to the *Full Day School program* in the building character of learners with integrity had great positive response. This program is considered very useful in instilling good things to learners to become a nation's gold generation with integrity in the community. Therefore, schools need to continue to develop *Full Day School* activities thus strengthening the cultivation of character values and noble character for learners. The results of the research character of the learner was still quite good because the school had students with different cultural, economic, social, and personality backgrounds that influence the value of the learner's character. *Full Day School* formed a formidable physical and psychic appearance. Physical appearance shows their identity as true learners. Spiritually / psychically formed the character of learners were disciplined, honest, tough, hard work, soulless knight, willing to sacrifice, and responsible. These character values had a positive effect on academic performance achievement more better. Furthermore, it was necessary to assess the impact of the *Full Day School* program for learners' motivation and learning achievement, including

learner of firm a firmation and inclusion. Se continued research are also advised to obtain information on *output* graduates in the workplace or in the community.

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