STRATEGY FOR THE IMPLEMENTATION OF STUDENT CHARACTER EDUCATION SENIOR HIGHS SCHOOL I MARON OF PROBOLINGGO

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Abstract

Strengthening character education in the Formal Education Unit is carried out by optimizing the function of the trip-center education partnership which includes schools, families, and communities. The implementation of KDP which optimizes the function of the education trip center is carried out with a class-based or integrated approach through learning activities, school culture, and the community. Research Type This research is a qualitative descriptive research type. Descriptive research is research that is intended to investigate circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of a research report. Based on the results of research and data analysis conducted by researchers regarding the strategy for implementing character education at SMAN 1 Maron, it can be concluded that the implementation of character education at SMAN 1 Maron is carried out in an integrated manner in every school activity through three main channels, namely 1) integrated through learning activities, 2) integrated through extracurricular activities, 3) integrated through cultural and habituation activities

Keywords: Character, Eduaction, Strategy

INTRODUCTION

Education is an activity that carried out by humans to develop the potential of the people that brought from the birth (Muklasin: 2016, (B. Prasetiya, Hadi, & Khoiriyah, 2018). Education has an important and central role in the development of human potential, including the mental potential. Through the education, it is expected that there will be a transformation that can develop a positive character, as well as change the character from bad to be good. According to Ki Hajar Dewantara, education is an effort to promote the growth of ethics (inner strength, character), mind and children bodies. Referring to this understanding, education means the signs is given to learners in order to perform their nature as an educated that being able
to carrying their potential, and in the next life will have the limitations of life in accordance with applicable norms. The purpose of education is to form intellectually intelligent and characterful learners (Muklasin 2016; Prasetiya, Safitri, & Yulianti, 2019; benny A. D. S. H. Prasetiya, 2019). This is the importance of the character education.

Education is the necessity of human life throughout life both as individual beings, social groups, as well as the nation and the state. Through the good education and the quality, will be formed individuals of good character, with a good individual character will form a good society, and with a good character of society, it will be formed the character of the nation and the country too. The existence and the glory of a nation is determined by its character. Only a nation has a strong character is able to make it as a dignified nation and respected by the other nations.

In this global era, the moral problems that occur are more and more complex than the moral problems of the past. The deterioration of moral behavior, especially the students, is influenced by the easy access to information obtained and uninformed associations that reflect poor character education. The characters without a good development will make a widespread character degradation among the students. The rise of social behavior that shows a character degradation behavior such as frequent fights between the students, as well as drinking alcohol and drugs.

Another phenomenon that really tarnishes the image of the students and educational is free sex, even pregnant out of wedlock. As reported by Sexual Behavior Survey who have conducted surveys in 5 major cities in Indonesia, there are Jabodetabek, Bandung, Yogyakarta, Surabaya and Bali on May 2011. Of the 633 respondents has direct interviewed and it is claimed that 93% of adolescent respondents aged between 15 – 19 years old had sex, the remaining 61% were between 20 – 25 years old (Azmi, 2017). According to the research conducted by Maunah in The Journal of Character Education Year V volume 1, April 2015, in 2013 there were at least
128 cases of fights between the students that killed about 82 students, and in 2014 it is increased to 139 cases of fighting between the students that killed about 12 students (Maunah, 2015). Also, there are many signs of abandoning of local culture and turning into western culture.

This condition is a major challenge for the government, the educational institutions including the teachers, and parents to further improve the character education for the students. Analyzing the character crisis and moral demoralisation facing the nation of Indonesia today, The Minister of Education Muhammad Nuh has declared the start of character education with 18 grades on May 10, 2017. Since that the development of the nation’s character has become a national education focus (Sutrisna, 2016; Agustin & Muhammad, 2020)

The commitment of the government in character building of the nation is increasingly seen by rolling out the 2013 Curriculum called character-based curriculum, that is all subjects must contribute to building the character. The Report of Center for Religius and Cross-Cultural Studies (CRCS) Gajah Mada University Post-Graduate School has records, one of the three causes of the change of KTSP Curriculum in 2006 into Curriculum of 2013 because curriculum of 2006 has not been fully competent as stipulated in the functions and objectives of national education. At the curriculum 2013 introduced the concept of Core Competencies containing Spritual, Social, Knowledge, and Skills (Sutrisna 2016:).

Accordance with the purpose of national education in Law No. 20 of 2003 on the national education system Chapter II Article 3 that is ”National education serves to develop and character form the and civilization of a dignified nation in order to educate the nation life, also aiming to develop the potential of learners to become human beings who believe and believe in Allah the almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become a responsible democratic citizen. Thus, education should be a strategic vehicle for efforts to develop all the
individuals who potential, so that the ideals of building indonesian people can be fully achieved. On that basis, it can be concluded that the character education is at the education core.

The government seeks to character building of the nation through education by establishing Presidential Regulation of the Republic of Indonesia No. 87 of 2017 about Strengthening Character Education that must be held on formal education, non-formal education, and informal education. The implementation of Strengthening the Character of Education is further regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 about The Strengthening of Character Education in Formal Education Units.

In the chapter 31 paragraph 3 of the State Constitution of the Republic of Indonesia " The government strives and organizes a national education system that enhances the faith and laughter and noble morals in order to educate the nation life that regulated by law". The nasional education base on the Pancasila and The Constitution of the Republic of Indonesia 1945 affirmed in Law No. 20 of 2003 article 3 on the National Education System, at the principal affirmed that “The National education serves to develop the ability and character form and civilization of a dignified nation in order to educate the life of the nation, also aiming to develop the potential of learners to become human beings who believe and trust in Allah the Almighty God, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens”.

Based on the mandate of the State Constitution of the Republic of Indonesia and the National Education Function in the National Education System, that national education provides a mandate to the schools or madrasah islamiah as formal educational institutions to organize character education to students. The implementation of the school based on the management provides more opportunity for schools to design a quality
process of management. In the context of character education implementation, schools can implement character values in each management function. The integration of character education in every function of school management will create a school management process of character. So that the management of character education at every level of the education unit is very possible to be done with the implementing policy School-Based Management. From the description it is clear that the school is a very strategic medium of the character education implementation at the level of the education unit.

At the Law No. 20 of 2003 chapter 13, Sisdiknas mentioned that the education path consists of formal, nonformal, and informal that can complement and enrich each other. The formal education level consists of primary education, secondary education, and higher education. Secondary education consists of general secondary education and vocational secondary education. Secondary education in the form of High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), Vocational Madrasah Aliyah (MAK), or any other similar form.

The Senior High School 1 Maron is a formal educational institution that has the vision of "Making achievements of people whose are based on imtaq". From that vision The Senior High School 1 Maron has a purpose that appropriate with the mandate of the Constitution of the Republic of Indonesia and the National Education Function in the National Education System. The ideals of the school make the students who perform both academic and non-academic achievements by putting forward the values of faith and taqwa and noble ethics. To realize it, The Senior High School 1 Maron was develop in the mission that is: 1) Realizing a quality education by promoting the values of religiousness and the noble ethics; 2) Increasing the strength of faith and taqwa to Allah the Almighty God; 3) Realizing a conducive and religious learning environment through the patterns of participatory partnership; 4) Forming the creative students, innovative, and
master imtek; 5) Realizing the learning that active, creative, innovative, and fun; 6) Preparing the students who be able to compete in continuing education to a higher level (Maron 2019).

The researcher choose Senior Gigh Schol 1 Maron of Probolinggo as the object of research. First, The senior high School 1 Maron is located in Village of Maron Wetan, District of Maron, Probolinggo. There are some of the external factors that affect to the implementation of education in the senior high school 1 Maron one of them is the social condition of maron society. The heterogeneous of social condition of society. This is known by the community that consisting of various tribes, nations, and religions. In Maron Sub-district there is a traditional market which is one of the largest and most complete markets in Probolinggo Regency, which is not only visited by people of maron, but also the outside people. The market of Maron is also famous and known as the cow market, where the buyers are not only from Probolinggo, but from the outside of Probolinggo. This condition causes very high mobility of people in Maron. The high mobility of maron people causes the ease of Maron society to be affected by the outside culture.

Second, based on the first observations has been made, there are a very interesting program to increase the value of the character of faith and taqwa in the senior high school 1 Maron it is called ISTAMIL (Istighosah, Tausiyah, and Khotmil Qur’an).

The previous research was conducted by Binti Maunah (2015), the title is The Implementation of the Character Education in The Formation of Holistic Personality of Students, has showed the results of the analysis that: 1) the character education management can be divided into the two strategies, that is internal and external; 2) the strategy of school's internal can be achieved through the four pillars, that is teaching and learning activities in the classroom, the daily activities in the form of school culture, activity of habituation, activity of co-curricular, dan Extracurricular; 3) the
external strategies can be pursued through the cooperation with the parents and the community.

The other research was conducted by Muklasin (2016) the title is The Santri Character Education Management. From this research, it was obtained that the management of student character education includes 1) The planning of program; 2) Organizing which is an activity of human resource management, facilities and infrastructure, and management of tasks and responsibilities; 3) The coordination of programs; 4) the implementation, through the learning, self-cleansing, habits, conscientiousness, motivation, and regulation. It is as same as with the other research, the research was conducted by Nailul Azmi (2017) the title is The Student Character Education Management of MAN 1 of Brebes and MAN 2 of Brebes, it was obtained that the character education organizers in MAN 1 of Brebes and MAN 2 of Brebes it was conducted in an integrated in the each school activity through the three main that is, (1) integrated through the learning activities, (2) integrated through the Extracurricular activity, and (3) integrated through the Cultivation and Habituation activities. The Student Character Education Management in MAN 1 & 2 of Brebes consists of: (1) character education planning, (2) organizing of character education, (3) implementation of character education, and (4) supervision of character education.

The character education is a system of teaching the character values that include a complement of knowledge, awareness or willingness, and actions to carry out these values, both against Allah the God Almighty, himself, fellow, environment, and nationality.

The purpose of the nation’s Character Education is: 1) Developing the active potential of the students as human beings and citizens who have cultural values and the character of the nation; 2) Developing the habits and behaviors of students that are praiseworthy and in line with universal values and the cultural traditions and the character of the nation; 3) educating the
spirit of leadership and responsibility of students as the next generation of the nation; 4) Developing the ability of students to become independent, creative, and national-minded; 5) Develop the school environment as a safe, honest, creative, and friendly, and with a high sense of nationality and strength.

The strategies in the Development of Character Education, one of which is character education strategy through Multiple Intelligence. This strategy aims to develop all the potential of students which is the development of potential that builds self concept that support the mental health.

The strengthening character education in the Formal Education Unit is organized by optimizing the function of the three center educational partnerships that is the schools, families, and communities. The organizing of PPK optimize the function of the three center educational partnerships that is implemented with a class-based or integrated approach through the learning activities, school culture, and community.

**RESEARCH METHODOLOGY**

This research is qualitative descriptive research. Descriptive research is the research that is intended to investigate the circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of research reports.

The research used a descriptive approach with qualitative methods. Sugiyono (2018: 9) said that, the qualitative research method called naturalistic research method because the research is done in natural setting; it is also called as the method of ethnography, because at the basic this method was used for research in the field of cultural anthropology, it is called as qualitative methods, because the data collected and the analysis are qualitative.

Focus is a problem. The qualitative research concentrates on the study of research or the subject matter to be studied that contains an explanation of the dimensions that appropriate to be the center of attention in terms discussed depthly and completely. The focus of the study is
intended to give a limit the qualitative studies while limiting the researchers to choose which data is relevant and which is irrelevant. This research will be focused on the implementation of character education both in planning and implementation Senior High School 1 of Maron.

The location of the study is the location where the research was conducted by the researchers. The determination of the research location is a very important stage in the study, because with the establishment of the research site, it means that the objects and the goal have been set so it can make the researchers be easier to research. The research is conducted in the Senior High School 1 of Maron, The Maron Wetan Village, District of Maron, Regency of Probolinggo.

In this study, the primary data that obtained were observations during learning and the student activities, interviews with the principals, vice principals of academic affairs, vice principals of student affairs, teachers, and some students. The secondary data was required in this study that is: Documents. The documents means are the school curriculum document, the Work Program of the Vice Principal of Student Affairs, the Learning Implementation Plan (RPP), the photograph of classroom learning, the photograph of student activities.

Data analysis is the organizing process and data sorting into the theory and the basic description units so that themes can be found and it was formulated working hypotheses as suggested by the data. According with the type of research, this study uses a descriptive analysis, where after the data is collected and then sorting selectively has done it is adjusted to the problems that raised in the study, and the data analysis was after. The data was obtained in the study are descriptively described through the description of words and sentences which then the conclusion.

The researchers used an interactive models from Miles and Huberman, to analyze the data of research because it is accordance with the research type. Activities in qualitative data analysis are conducted...
interactively and continuously until it's complete, so that the data is saturated as what Sugiyono said (2018: 133-141)

EMPIRICAL DATA AND ANALYSIS

a. Learning Implementation Through The Character Education

The research found that the character education implementation through the learning in the Senior High School 1 of Maron was appropriated with the Guidance on the Character Education Development of the Ministry of National Education that learning activities start from the preliminary, the core, and closing stages are selected and implemented so that the students practice the values of characters was targeted.

The character education implementation in the Senior High School 1 of Maron learning is also appropriated with the Regulation of the Minister of Education and Culture No. 81a of 2013 appendix IV on the Curriculum Implementation which is states that the learning process consists of five main learning experiences, that is: observing, questioning, gathering information, associating, and communicating.

Base on the observation, the learning character di the Senior High School 1 of Maron it was conducted by the method of PAIKEM (Learning of Active, Innovative, Creative, Effective, and Fun). The activity of learning is focused on the students. The teachers as the facilitators actively to monitor, to guide, and to direct the student's learning activities. By Choosing the right learning model to help the students learn very well and comfortable. The use of contextual media and learning resources was appropriate with the characteristics of KD and learning materials and also using TIK.

This is match with the Guidelines of The Implementation of the Skills 21st Century Curriculum of 2013 General Directorate of Primary and Secondary Education PSMA said that the characteristics of 21st Century learning is: 1) The Student centered learning, the teachers should be more listen to their students interacting to each other, arguing, and collaborating. The teacher's function changes by itself to become a facilitator for the students; 2) The learning mechanisms must have been sufficient multi-
directional interactions in various forms of communication and use a variety of contextual learning resources so it is suitable with the materials of learning. Teachers should be strive to create the learning through a variety of approaches or learning methods or techniques, including to utilizing the TIK.

Based on the observations, the researchers can show that the learning process di the Senior High School 1 of Maron consists of introduction, the core activities, and closings. The character value instilled in the introductory activity is that the teacher arrives on time. The educated value is restraint. It is start from the teacher greets you kindly when they entering the classroom. The educated values are politeness and compassionate. Praying before start the study. The value of being tought is religious. Checking the presence of the students. The value of being tought is discipline. Pray for students who are absent because of sick or because of any other illness. The value of being tought is religious and caring. Ensure that every student arrives on time. The value of being tought is discipline. Reprimand the late students politely. The value of being tought is discipline, manner, and caring.

The character values of being tought in the core activities which is facilitating the students cooperatively and collaboratively. The value of being tought is are friendly or communicative and tolerant. To engage the students to looking for the extensive information about the material learned from a variety of learning resources. The value of being tought is curiosity, fondness for reading, and creative. Using a variety of learning media and learning resources. The value of being tought is creative. Facilitating interaction between the students, the students and the teachers and the environment. The values of being tought are tolerance, democracy, friendship, and peace-loving. The teachers actively to engage the students in every learning activity. The value of being tought is hard work, creativity, and curiosity. Facilitating the students to do their own finding a truth and
being associated with theory. The values of being tought are honest, independent, creative, and hard work.

Familiarizing the students with diverse reading and writing through certain meaningful tasks. The values of being tought are discipline, hard work, creative, love of science, creative, independent, curiosity, fondness for reading, and responsibility. Facilitating the students through the assignments, discussions, and others to come up with new ideas both verbally and in writing skill. The values of being tought are honesty, hard work, creative, democratic, curiosity, and responsibility. Give some opportunities to think, analyze, solve problems, and act without fear. The values of being tought are discipline, hard work, independence, curiosity and responsibility. Facilitating the students to make exploratory reports which is conducted both verbally and in writing, individually and in groups. The values of being tought are honest, creative, independent, democratic, national spirit, and responsible. Facilitating the students to present the results of individual and group work. The values of being tought are creative, democratic, national spirit, and responsibility.

Providing a positive feedback and reinforcement in the form of speech, written, cues, and gifts to the success of the students. The value of being tought is appreciating the achievement. The teachers provide the motivation to the students who lack or unparticipated actively. The value of being tought is caring.

The values of being tought in the closing activities which is the teachers with students and or themselves making summaries or conclusions of learning materials. The value of being tought is creative, and caring. Facilitating the students to conduct assessments or reflections on learning activities. The values of being tought are honest and democratic. Provide the tasks as feedback on learning outcomes, plan a counseling services, and deliver learning plans at the next meeting. The values of being tought are discipline, social care, and responsibility. When the teacher end the
learning by praying and saying greetings. The value of being taught is religious.

b. Character Education Implementation Through Extracurricular

Based on the observations, the researchers can inform that the implementation of character education in the extracurricular activities at the Senior High School 1 of Maron is appropriate to Permendikbud No. 62 of 2014 on Extracurricular activities says that extracurricular activities are curricular activities that carried out by the students outside of the learning hours of intracurricular activities and co-curricular activities, under the guidance and supervision of educational units, it was aimed at developing the potential, talents, interests, abilities, personalities, cooperation, and independence of the students optimally to support the achievement of educational goals.

The Senior High School 1 of Maron was organized extracurricular activities consisting of extracurricular flag raising troops (Paskibra) it is called Pasbarama (Pasukan Pengibar Bendera SMAN 1 Maron), the name of scout extracurricular is ambalan Rama Sinta, the extracurricular of PMR it is called PMR WIRA SMARON, volleyball, futsal, hadrah Al Furqon, pencak silat, and OSN coaching. Here is a table of extracurricular activities in the Senior High School 1 of Maron:

<table>
<thead>
<tr>
<th>No</th>
<th>Extracurricular Activities</th>
<th>The Value of Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paskibra</td>
<td>The spirit of nationality, responsibility, discipline.</td>
</tr>
<tr>
<td>2</td>
<td>Pramuka</td>
<td>Nationality, love of the homeland, responsibility, discipline, caring, environmental care, tolerance.</td>
</tr>
<tr>
<td>3</td>
<td>PMR</td>
<td>The spirit of nationality, love of the motherland, responsibility, discipline, social care, environmental care, tolerance.</td>
</tr>
<tr>
<td>4</td>
<td>Olahraga (voli, futsal, pencak silat)</td>
<td>Discipline, hardwork, responsibility.</td>
</tr>
</tbody>
</table>
c. Implementation of Character Education through Culture and Habituation Activities

Based on the data, the researchers can inform that the implementation of character education through culture and habituation activities in the Senior High School 1 of Maron was appropriate to the Guidance on The Implementation of Character Education of the Ministry of National Education that the development of school culture and learning centers are carried out through self-development activities, that is: routine, spontaneous, civility, and conditioning. Here is a table of culture and habituation also the development of value in the Senior High School 1 of Maron:

<table>
<thead>
<tr>
<th>Activity</th>
<th>The Value of Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kesenian (hadrah)</td>
<td>Discipline, love of the homeland,</td>
</tr>
<tr>
<td>Pembinaan OSN</td>
<td>tolerance</td>
</tr>
<tr>
<td>Discipline, hardwork, creative,</td>
<td></td>
</tr>
<tr>
<td>self-reliant, curious, fond of</td>
<td></td>
</tr>
<tr>
<td>reading.</td>
<td></td>
</tr>
</tbody>
</table>

### Tabel 4.4
Habituation Activity in the Senior High School 1 of Maron

**Daily Routine**

1. Pray to start and end the learning activities;
2. Praying Dhuha and Praying Dhuhur in jamaah;
3. Say salam to each teacher’s material in every new learning;
4. Implementation of daily pickets

**Weekly Routine**

1. infaq movement;
2. Flag ceremony routine

**Monthly Routine**

1. ISTAMIL (Istighotsah, Khotmil Qur’an, dan Tausiyah);
2. Clean Friday and healthy Friday activities
### Annual Routine

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ramadhan activity</td>
</tr>
<tr>
<td>2.</td>
<td>Zakat fitrah collection</td>
</tr>
<tr>
<td>3.</td>
<td>Halal bi halal for school residents and families.</td>
</tr>
<tr>
<td>4.</td>
<td>Qurban day, distribution of qurban meat to dhu’afa around the school.</td>
</tr>
<tr>
<td>5.</td>
<td>Ceremony of the great days of islam.</td>
</tr>
</tbody>
</table>

### Religious, responsibility |

### Spontaneous Habitation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Character form by giving smile, greet, salam, manner and polite (5 S).</td>
</tr>
<tr>
<td>2.</td>
<td>Raising the tolerance and respect to the others, solving cross-opinion problems by prioritizing a sense of family.</td>
</tr>
<tr>
<td>3.</td>
<td>Giving a donation also carrying if there are a citizen or any residents while pass away</td>
</tr>
<tr>
<td>4.</td>
<td>Dispose of trash in its place.</td>
</tr>
</tbody>
</table>

### Friendly, social care |

### Conscientiousness

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Neatly dressing.</td>
</tr>
<tr>
<td>2.</td>
<td>Good and correct speaking.</td>
</tr>
<tr>
<td>3.</td>
<td>Politely and friendly to the others</td>
</tr>
<tr>
<td>4.</td>
<td>Praying activity.</td>
</tr>
<tr>
<td>5.</td>
<td>Praise a kindness and people success.</td>
</tr>
<tr>
<td>6.</td>
<td>On time, respect the time.</td>
</tr>
<tr>
<td>7.</td>
<td>Simple life system.</td>
</tr>
<tr>
<td>8.</td>
<td>Healthy and clearly life.</td>
</tr>
<tr>
<td>9.</td>
<td>Selection of the class presidents</td>
</tr>
<tr>
<td>10.</td>
<td>Selection the leader of OSIS.</td>
</tr>
</tbody>
</table>

### Discipline, achievement |

### CONCLUSION

Based on the results of the research and data analysis that what the researchers did to implement the character education strategy in the Senior High School 1 of Maron, so it can be concluded that the implementation of
character education in the Senior High School 1 Maron has conducted integratedly in each school activity through three main ideas, yaitu 1) integrate through learning, 2) integrate through kegiatan extracurricular activity, 3) integrate through habituation and culture activity.

The Character of education in the Senior High School 1 Maron related to the school management. The strategy of character education implementation in the Senior High School 1 Maron that is: 1) The character education planning stage, 2) The stages of character education implementation, 3) The character education evaluation stage.

The results of the research is: First, the character education planning include: 1) The school conducts the character education planning at the beginning of the year. This program is conducted annually with planning school activities by conducting internal and external condition analysis of the school including planning and evaluating character education programs; 2) each program planning is based on the developed of the vision and mission of the school; 3) in the character education planning activities involving all the stakeholders start from the principals, teachers, employees and the school committees; 4) the character education programs are documented and integrated into the school curriculum documents; 5) the development of character education is socialized to the school residents and student parents; 6) division of the teacher duties in the learning process and the guidance as well as the other tasks including the division of duties of coaches of extracurricular activities based on their competence; 7) the character values was integrated into the learning of planning; 8) the school develops an extracurricular program and cultivation and the habituation activities. Second, the implementation of character education that is: 1) learning activities, not just to making the students master the targeted competencies, are also designed to make the students know, realize and care, and internalize values and make them to be behavior; 2) the extracurricular activities are carried out to support the
achievement of character education; 3) the implementation of culture and habituation activities are create an atmosphere or climate of character through activities in the schools both routine, spontaneous, and conscientious. Third, the character education evaluation is conducted through monitoring the implementation of character education that is: 1) the supervision of the implementation of character education involving all the components of the school (the teachers, the employees, and parents), 2) the supervision is carried out in the observation of the student behavior in daily life, both the learning activities in the classroom and the extracurricular activities outside the classroom, 3) the cooperation between the teachers, homeroom teachers, students, public relations, and the parents to monitor the character development of the students, 4) the evaluation of the implementation of the character education is conducted through the discussions and the coordination meetings.

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