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## **Implementation of character education at seminary Franc Xavier high school Kakaskasen Tomohon, Indonesia**

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### **Abstract**

The purpose of this research was to obtain a detailed and clear description of character education at seminary Franc Xavier high school Kakaskasen. The research described about: (1) The planning of character education (2) The implementation of character education, (3) The evaluation of character education. This research uses a descriptive qualitative approach that takes place in a natural setting, as is without any particular treatment. Data collected through in-depth interviews, direct observation and documentation presented in the form of words and images. The reason for using this approach is to deepen understanding and scholarship about character education at Seminary Franc Xavier high school Kakaskasen. The results of this research are that: Character education planning is very important so that it is routinely programmed and implemented periodically to be able to find the types of activities and programs that are in line with the objectives of character education. The implementation of character education in this school is made based on school culture, class based, integrated in subjects and also carried out in daily life in the dormitory. Evaluation of character education is carried out rigorously and thoroughly. What is assessed in character education is behavior and action through observation. Therefore it is recommended that the school continues to involve all teachers and education personnel in this planning activity so that the results are more optimal and in line with expectations. The school should maintain the totality of the implementation of character education while making better efforts through the development of techniques or methods of character education. The school should maintain and develop the character education evaluation system while looking for and finding the best assessment format.

**Keywords:** Character Education, Implementation

### **1. Introduction**

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of the family, community, nation, and country (Suyanto, 2011) <sup>[32]</sup>. Whereas character education is an effort to educate children to be able to make wise decisions and practice them in their daily lives, so that they can make a positive contribution to their environment (Megawangi 2009) <sup>[16]</sup>. So it can be said that character education is an effort in educating children to be able to think and act wisely, both within the scope of the family, community, and nation.

Character values include honesty, respect for others, working together with people who are different, harmonious, have a great struggle for progress, are sensitive to the poor and small, love for the motherland, fear and believe in God and respect for creation -His. These characters need to be developed from elementary, secondary, to higher education. The problems that arise relating to the character of the nation are a matter of social justice, lack of respect for the human person, weak endurance in young people, conflicts that often take lives, or also a lack of attention to poor citizens of the nation.

Character education actually has long been implemented in school. Previously it was seen that character education in schools is usually done through special subjects of character education or through subjects that contain character values. There are schools using character education through separate lessons.

This method only requires one teacher, the character education teacher. In this model only one teacher is responsible for character education, namely the subject teacher.

Character education is also given through several subjects that contain a lot of character values, such as religious studies, citizenship, Pancasila and counseling guidance programs. Through a number of subjects the character value that you want to instill in your students is conveyed. In many schools most character education is provided through subjects of religion and citizenship. Then the religion and citizenship teacher is responsible for the children's behavior. This model is clearly better than the first because there are at least a few teachers involved in character education. However, this approach still has weaknesses, that is, only a few teachers are involved in value education and not all teachers.

In addition to the inadequacy of the model in character education when using the old style, the process of character education in schools can also be constrained due to several things, first: Programs made by schools are not appropriate for students. Inaccuracy can be caused by not being contextual, the method does not move the child, the time is not right, the model is only lecturing and there is no experience of practicing grades. Second, Educators or teachers are not competent. Educators do not master the program and its methods, and approaches to students are not good. Third, there are no good role models from educators. Fourth, there is no communication and support with parents. Fifth, the School does not develop and evaluate its program, so it is never advanced and static, even students become bored.

Various obstacles in character education in schools require improvement. But it must be said that character education is a must in educational institutions. With character education in schools, the various problems of the nation are expected to be overcome by strengthening the character of the students since entering school. The many problems of the nation are directly related to the bad character of the people. Therefore in the 2013 curriculum used today, character education is integrated in all school lessons. This is done because in many schools bad character is still very visible, such as corruption or disrespect for others.

Another problem that is seen in this school is that some students are not accustomed to respecting other friends. There are students who are bullied. Also in connection with advances in information technology found students who are victims of negative information, such as pornography, or immoral ideas. It was also found that children who did not go to school with unclear reasons, others were caught cheating when exams, theft, lazy work, spoiled, and more problematic was the conspiracy of children to fight the teacher.

Really good quality human resources can only be possible if since in education, children study hard, work hard, and also develop their personalities well. In this case it is necessary to strengthen character. Through a well-planned and well-structured character education it is hoped that the young generation will truly develop. Character education at seminary Franc Xavier high school Kakaskasen will be the focus of this paper.

#### **This study aims to describe and analyze about:**

1. Planning for character education at seminary Franc Xavier high school Kakaskasen.

2. Implementation of character education at seminary Franc Xavier high school Kakaskasen
3. Evaluation of character education at seminary Franc Xavier high school Kakaskasen

## **2. Literature Review**

### **2.1 Management concept**

Etymologically the word management comes from two Latin words, namely manus which means hand, and agere which means to do. It means hands do. The words are combined into a management verb which means to handle. In English, management comes from the verb to manage which means to regulate and the noun is management, which means regulation (Usman, 2011: 3) <sup>[34]</sup>. Terry (1975) <sup>[33]</sup> explains "management is the performance of conceiving and avenging desired results by means of group efforts consisting of utilizing human talent and resources".

Terry's concept emphasizes the process of directing and mobilizing human and other resources, such as material, money, methods and markets to achieve organizational goals. While Hersey and Blanchard stated "management is a process of working with and through individuals and groups and other resources to accomplish organizational goals. His opinion over was strengthened again by Mondy & Premeaux (1995) <sup>[18]</sup>. They argued that: "management is the process of getting things done through the efforts of other people.

Management functions consist of planning (organizing), organizing, organizing, coordinating and controlling. These five functions are considered sufficient for managerial activities that will integrate the utilization of human resources and material resources through cooperation to achieve organizational goals (Candra Wijaya and Muhammad Rifa'.2016: 25) <sup>[27]</sup>. Mondy & Premeaux (1995) <sup>[18]</sup> explain that planning "... is the process of determining in advance what should be accomplished and how it should be realized". This means that in planning determined what will be achieved by making plans and ways to carry out plans to achieve the goals set by managers at each level of management. Terry (1975) <sup>[33]</sup> argues that planning "... is the selecting and relating of facts and the making and using of assumptions regarding the future is the visualization and formulation of proposed activities, believe necessary to achieve desired results". Here there are three main elements about planning, namely data collection, fact analysis and concrete planning.

Implementation is one of the management functions in organizational activities. The meaning of the implementation is similar to actuating, implementing, or driving. Every plan that is a product of the planning process needs to be followed up with implementation. According to Salusu (2003) <sup>[29]</sup> implementation is a set of activities carried out following a decision or operationalization of various activities to achieve certain targets. Achieving goals requires a series of activities in the organization. Implementation is the operationalization of various forms of activities. Higgins (1996) <sup>[8]</sup> states that implementation is a summary of activities to achieve the objectives of the strategy in which human resources use other resources. According to Rondinelli (in Yunus, 2014: 117) <sup>[38]</sup>, there are two approaches in implementing policies, namely the compliance approach which emphasizes that policy implementation is nothing more than routine technical techniques, and the political approach approach. According

to Nugroho (2014: 182) <sup>[26]</sup>, evaluation is intended to assess the extent to which the effectiveness of the policy is accountable to its constituents and the extent to which objectives can be achieved. Another goal is to see the gap between expectations and reality. Evaluation must be understood as positive action.

## 2.2 Concept of character education

characters derived from the Greek *karasso* means blueprints, basic formats, prints, such as fingerprints (Koesoema, 2007: 90) <sup>[13]</sup>. Mounier (in Koesoema, 90-91). see characters in two approaches: (1) as a collection of conditions that are given away, which already exist; and (2) as a desired process, built in the future. Here the character is seen as an attitude that already exists in students and that must be developed in the future. The National Curriculum Center defines character as the character, character, character, or personality of a person that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting, and acting (Puskur, 2010: 3) <sup>[25]</sup>. According to Dewantara (2013: 407-409) the character is the same as the character. Character or character is a mixture of all human nature that is permanent, so it becomes a special sign to distinguish one person from another. For him the character happened because of the basic development which had been affected by the teaching. Driyarkara (2006: 488-494) equates character with character. According to Driyarkara, a person is said to have character or character if he has the habit of defeating impulses that are not good in him. Or positively, people have a habit of running good impulses. In character education, good talents are developed so that they dominate the life of the person. The initial talent must be developed so that the character becomes good. The element of education is very important to build one's character.

According to Dewantara (2013: 407-409) <sup>[5]</sup>, a person's character is influenced by the initial talent and subsequent teaching, or the child's initial talent and education that influence the next. This means that in character education it is necessary to pay attention to the innate talents of children. Need to look at the qualities and attitudes of good and bad that are already owned by children.

According to Dharma Kesuma, *et al.* (2011: 5) <sup>[11]</sup> character education is seen as learning that leads to the strengthening and development of children's behavior as a whole which is based on a certain value referred by the school. Masnur Muslich (2011: 84) <sup>[20]</sup> also revealed that character education refers to the system of instilling character values to school members which includes components of knowledge, awareness or will, and actions to carry out these values, both towards God Almighty, himself, environment and country.

The things above mean that character education is actually an effort to help people understand, care, and act based on core ethical values, implement them and become part of their personality positively. Mulyasa (2011:9) <sup>[19]</sup> argues that character education emphasizes exemplary, environmental creation, and habituation. This means that character education prioritizes role models, establishes a conducive environment, and practices good behavior. Megawangi (2009) <sup>[16]</sup> states that character education is a plus character education, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Thus character education can be interpreted as designing an effort to shape learners' morals systematically and continuously in order to

have knowledge, feelings, and behavior based on noble norms prevailing in society.

Lickona (1991) <sup>[14]</sup> emphasizes the importance of three elements in character education, namely elements of moral understanding, moral feelings, and moral action. These three elements are interrelated. These three elements need to be considered so that good moral values do not remain as knowledge, but are really a person's actions. A supportive community or environmental situation will make a person develop better and more appropriate character education. For Lickona (2007) <sup>[15]</sup> character education in schools can run effectively if 11 character education principles are applied.

The Curriculum Center of the Ministry of Education and culture formulates 18 values of cultural education and national character that are considered important to be formed for students throughout Indonesia. The character values are (Puskur, 2010: 9-10) <sup>[25]</sup>. The values above can be grouped more simply as values or attitudes related to God, neighbor, country, self, and the environment as follows:

- Values relating to God: religious, self, tolerance, and responsibility;
- Values relating to others: honest, tolerance, democratic, friendly, peace-loving, social care, responsibility;
- Values relating to countries; democracy, nationalism, love for the motherland, love for peace, social care;
- Values relating to yourself; honest, discipline, hard work, creative, independent, want to know,
- appreciate achievement, responsibility;
- Values relating to the environment; care about the environment, responsibility.

Character education aims to shape character and create noble character for students. Masnur Muslich (2011: 81) <sup>[20]</sup> said that the purpose of character education is "improving the quality of the implementation and educational outcomes that lead to the achievement of character building and noble character of students in a whole, integrated and balanced, through character education it is expected that students are able to independently improve and use knowledge, study and internalize, and personalize the values of character and noble character so that it is manifested in everyday behavior ". Here it is revealed that the aim is the achievement of the formation of the character of students to become whole human beings.

Dharma Kesuma (2011: 9) <sup>[11]</sup> revealed that the goals of character education are:

- A. Improvement and development of life values that are important and necessary in order to
- B. become the personality / ownership of students that are distinctive according to the values developed.
- C. Change the behavior of students who do not match the values developed by the school.
- D. Creating harmony relations with families and communities in playing the role of character education.

Buchori (2007) <sup>[4]</sup> revealed that character education must bring students into cognitive recognition of values, affective appreciation of values, and finally to the introduction of real values. So character education aims to develop real life values that are realized in synergy between schools, families, and the community.

### 3. Research Method

This type of research is qualitative research. This study aims to explain the deepest phenomena through data collection. The emphasis of research is the depth of the data not the amount of data. The approach used is a descriptive analytical approach. According to Issac (in Umar, 2003: 29), the descriptive approach aims to provide a systematic picture of the facts or characteristics of certain populations factually and accurately. In this thesis will be described systematically, carefully and factually about implementation of character education at seminary Franc Xavier high school Kakaskasen Tomohon. This research was conducted from November 2019 to March 2020. With regard to the purpose of qualitative research, the most important thing is to determine key informants or information-laden social situations in accordance with the focus of the study. The main characteristics of the selection of sources are developing and continuing, and adjusted and directed to achieve data saturation.

With regard to the purpose of qualitative research, the most important thing is to determine key informants or information-laden social situations in accordance with the focus of the study. The main characteristics of the selection of sources are developing and continuing, and adjusted and directed to achieve data saturation. There are four parameters for determining the source of information in this study, namely context, actors, events, and processes. The criteria for selecting key informants follow the following considerations made by Spradley (1980)<sup>[30]</sup>:

1. The subject has been long enough and intensively integrated with the activities or fields of activity that become information. This is seen by its ability to provide information clearly and understand something that is asked.
2. Still active in the environment of concern to researchers.
3. Have enough opportunities to be interviewed.
4. Those who provide information innocently and as is, do not tend to be processed or prepared in advance so that the information provided is more actual.

In this thesis there are several informants who are used as sources of information to support the completion of the research. The informants in this study were taken from the principal, teachers, students and the prefect of the dormitory currently in seminary Franc Xavier high school Kakaskasen. Sources of information used in this study are primary and secondary data. According to Lofland and Lofland (in Moleong 2006; 157)<sup>[17]</sup>, the main data sources of qualitative research are words and actions. In this thesis the primary data source is the results of in-depth interviews and observations. Interviews were conducted with research informants (principals, teachers, students, prefects). Secondary data is a source of literature and other references, be it articles, journals, and documentation relevant to the topic under study also can fully support this research.

Data collection techniques in this study were interviews, observation and document extraction. Qualitative data analysis is an effort made by working with data, organizing data, breaking it down into manageable units, synthesizing it, searching and finding patterns, discovering what is important and what is learned, and deciding what can be told to others (Maleong: 249). In qualitative research data analysis is generally divided into three levels, namely data

analysis at the initial level, data analysis at the time of data collection, and final data analysis (data reduction, data presentation and conclusion)

### 4. Result and Discussion

Seminary Franc Xavier high school Kakaskasen is a prospective priest's educational institution. This school is a mid-level preparatory institution before further training at Pineleng seminary. The school is included in the Manado Diocese Catholic Education Foundation. The Bishop of Manado is the main person in charge of coaching in this school. While for the executor of this school, a priest who is both the chancellor and principal is assigned. This school is located at Jalan Opo Worang number 263 Kakaskasen Tiga Kota Tomohon.

In the Curriculum section above it is said that Kakaskasen Catholic High School implements the senior high school plus curriculum. Senior High School with a national curriculum and a seminary curriculum with a special school specialty of prospective priests. Because it is a school for developing candidates for priests, the character development plan has been discussed in the decree on the formation of priest candidates, *optatum totius*. This decree became a guideline for all schools called seminary.

#### The researcher found several important things related to character education planning in this school

- A. This school is an old school that has a background in its founding, vision, mission, and clear goals. The school's vision and mission and goals are the basis for the design of character education
- B. Character education planning takes place at the beginning of the school year. This is carried out in meetings of the school principal, teachers, supervisory staff, and education staff. Here also a division of tasks and a job description are made
- C. This character education planning is integrated into the school work program.
- D. Planning for character education has actually been included in the Guidance Guidance for St. Francis Xaverius Seminary High School Kakaskasen. The character education plan is also the church's cry in preparing prospective priests who are fostered at this school
- E. The purpose of character education planning is to find strategies related to the implementation of character education and also look for forms of activities to support the implementation of character education.
- F. Character education planning is the integration of language education and coaching for all parties involved also to achieve the basic values that have been set since the beginning of this school
- G. Planning is associated with national character values and elevates core values as school characters, such as courtesy, confidence, competitiveness, disciplinary relations, cleanliness, health, responsibility, social, and honesty
- H. Planning for character education in schools goes hand in hand with coaching character in the dormitory. This is understood as a unity in character education.

From the above understanding it can be seen that St. Seminary Catholic High School Francis Xaverius Kakaskasen placed planning management as a strategic step

in character education. This is evident in the findings that have been disclosed. This school has a vision, mission, goals and regularly plans for character education. Interview data about character education planning reveal that character education is an important part of planning. It was stated that the formation of character formation is part of coaching and education. Strategically character education is an important factor in education. Because it is very important, in the initial meeting of the school year it was said that this character became an important element of program design. This part of the planning section also discusses the development strategy, who is involved, how to integrate it in the curriculum, conformity with the vision and mission and goals of the school, as well as the background of thought.

Referring to the opinion of Wiyani (2012: 94-135)<sup>[37]</sup> about the steps in developing a character education curriculum, namely identifying the problems of character education, formulating the Vision, Mission, and School Objectives, indicators of student behavior, syllabus development and learning plans based on character education, integrating the contents of the character education curriculum into all subjects, developing an educational assessment instrument to measure the achievement of the character education program, and building communication and collaboration with the parents of students, the entire planning process at this school is actually in accordance with the theory of educational planning. However, in an effort to implement character education, schools must really plan for more mature character education.

The results of observations, interviews and documentation studies on the exposure of research data make researchers find important things related to the implementation of character education:

1. Character education is carried out by all parties involved in education and coaching both at school and in the hostel.
2. Integrated character education and focused on certain core values that have been determined in each year of education and coaching.
3. Character education covers the daily lives of students.
4. There are rules and regulations and focus on character building contained in written documents such as Guidance for High School Seminary and unwritten rules that have been transmitted in schools and implemented by all parties.
5. Principals, head of dormitories, boarding supervisors, teachers and education personnel take roles and responsibilities in implementing character education.
6. The implementation of character education involves students directly in direct interaction within the school and boarding communities with a focus on implementing good values.
7. Curriculum documents are guidelines used to implement education.
8. The implementation of character education also includes BP teachers for each class
9. The implementation of real character education is also held at weekly conferences in the dormitory, Flag Ceremonies and Morning Apples that contain character building.
10. The teacher also directly monitors the implementation of character values because the school is in a dormitory and there are teachers who work as caregivers in the dormitory.

11. The implementation of character education is also evident in the culture and culture of schools that support and familiarize students with good character such as neat clothes, prayer together, greeting, and discipline.
12. The implementation of character education in the classroom can be seen from the activities of opening and closing lessons with prayer, greeting and cooperation, discipline, responsibility, honesty during the learning process
13. The implementation of character education is also evident from the mentoring of classroom teachers, there are also BK teachers for each class and boarding tutors who accompany and coordinate with each other to strengthen student character.
14. The implementation of character education in this school is also by involving the student council in overseeing the rules and school rules.

Implementation of character education at St. Seminary High School Francis Xaverius Kakaskasen is also an implementation of character education planning. It also refers to the act of mobilizing, implementing and involving the principal as leaders, teachers and students. The implementation of character education can be done through various activities, but it will actually be more smooth and broader if through education, especially formal school education because of its wider reach, faster, and competent educators to help students explore and practice character. The school also has methods and models for delivering character education, in the form of planned curricular, curricular and extracurricular activities.

This character education is carried out holistically, namely through all the programs, activities and situations in the school, whether it is the atmosphere of the school, school lessons, curricular activities, extracurricular activities. With this comprehensive approach, all parties are involved and character inculcation becomes faster. This was held at St. Seminary Catholic High School. Francis Xaverius Kakaskasen. The implementation of character education in St. Catholic High School Fransiskus Xaverius Kakaskasen is implemented through all school programs, activities and situations, the delivery of grades and training in values.

**From the results of observations, interviews and documentary studies conducted, it was revealed the form of character education evaluation as well as the driving and inhibiting factors as follows**

1. Evaluation of character education is programmed regularly and is carried out consistently
2. This evaluation is carried out every month, every three months every semester and every year. Evaluation is carried out periodically and also directly covers all aspects that need to be evaluated.
3. Within the scope of the hostel, character education evaluations are also made every two weeks and informally occur at any time when there are obstacles through encounters with students every day
4. The success of character education achievement is measured from the success of students meeting predetermined criteria.
5. Evaluation of character education becomes an input for further character education planning.

6. Evaluation of character education is the main consideration material to help students make choices for the continuation of their educational process at school.
7. The evaluation of character education is made by the school principal and teachers based on findings or experiences regarding the attitudes and behavior of both students, teachers and school staff.
8. There are also educational reports in the form of books that contain the achievement of character values. There, the attitude assessment is described in the notes
9. Parents are involved in conducting the evaluation by looking at student evaluation books (report cards) as well as through meeting invitations, mid-semester and semester meetings and on Parents' Day. Problems prominent students also followed up with notification to parents.
10. There are indicators of each character's value to be achieved and observing the implementation carried out by the teacher. Here the teacher makes observations and provides a journal

Within the scope of the St. Seminary Catholic High School Francis Xaverius Kakaskasen, regularly evaluating character education. This is done every month, every three months, every semester and every year. So the evaluation is carried out periodically and also directly covers all aspects that need to be evaluated. In the dormitory, a character education evaluation is also made every two weeks. The success of character education achievement is measured by the success of students fulfilling predetermined criteria, and evaluation of character education is an input for further character education planning.

An evaluation of character education was made by the principal and teachers regarding the attitudes and behavior of both students, as well as teachers and school staff. There are also educational reports in the form of books that contain the achievement of character values. Parents are also involved in conducting the evaluation by inviting meetings, mid-semester and semester meetings. For ordinary problem students also invite parents to work together. There are indicators of each character's value to be achieved and make observations on its implementation by the teacher. Here the teacher makes observations and provides a journal.

## 5. Conclusion

1. Every beginning of the academic year St. Seminary Catholic High School Francis Xaverius Kakaskasen always holds teacher and staff advisory meetings. This meeting was chaired by the school principal. Its nature is that it requires the presence of all related parties. This work meeting is made to prepare a work plan. The result is a work plan for one year. In this meeting also determined the distribution of tasks and the task details of the teachers and staff of the coach. Character education is always integrated in the work plan with an emphasis on values that are specific to and priority of the current year. Likewise, in each subject the affirmation of character values for each lesson is emphasized. These character values are also followed up in daily life in the dormitory.
2. The implementation of character education in St. Seminary Catholic High School Fransiskus Xaverius Kakaskasen was carried out by involving all parties involved in education and coaching both at school and

in the dormitory. The implementation is integrated and focused on certain core values that have been determined in each year of education and coaching. The implementation is not only oriented towards learning activities in the classroom, but covers the daily lives of students.

3. Evaluation of character education at St. Seminary Catholic High School Francis Xaverius Kakaskasen was carried out routinely. This evaluation is carried out every month, every quarter, semester and yearly. Monthly evaluations are carried out to coordinate achievement for one month both character education and semester work programs. Quarterly evaluations are directly linked to students' cognitive, psychomotor and affection evaluations. Evaluations in the context of schools are conducted in teacher council meetings chaired by the school principal. Here every child is evaluated as a whole his development.

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