

# Analysis of Character Value Application in Junior High School

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**Abstract**—The purpose of this research is to know the analysis of the application of character value in Junior High School. Research subjects were 10 published articles on character education in Junior High Schools. The method used in this research is content analysis and descriptive. Data analysis was done by descriptive content analysis technique. In examination and checking the validity of data used triangulation technique. Based on the research results, the following conclusions are drawn, that there are some values of character that have been applied in junior high school are: (1) Religious, (2) Concern, (3) Discipline, (4) Integrity, (5) Critical Thinking, (6) independent, and (7) Nationalist.

**Keyword**—analysis of implementation, character value, junior high school

## I. INTRODUCTION

The value of character in Indonesia is built since the Indonesian independence period known as "nation and character building". But it has not been realized well because the condition of Indonesian society at that time has many difficulties. Currently, the character has been reaffirmed, among others by the Ministry of National Education through the national movement of character education (2010-2025). It is to realize the ideals of the Indonesian nation based on the four pillars of nationality, named Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Bhineka Tunggal Ika.

Discussion on character education is contained in Pasal 1 Ayat (1) Number 20, 2003 in the Law of Indonesia Republic about National Education System. It is affirmed that education is a conscious and planned to create a study atmosphere and learning process so that learners actively develop their potential to have spiritual strength of religion, self-control, personality, intelligence, good character, and skills for him, society, nation and country.

Next, in article 3 of the law states that national education have function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, to the development of potential learners in order to become a faith and cautious

to God, morals, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Character education is a process of character formation that becomes an important part in building the identity of a nation. Because this is the goal of character education is not only to give make to intelligent people, but also to create a strong character.

The needs of applying the character value is influenced by the big problems with the globalization challenges in all aspects of life. Globalization does provide something good like excellence and independence, but also unavoidable negative impact. As we know today, news in the print media and electronic many expose the problems of the nation's next generation that is unrelenting.

In everyday life in school alone can be seen a variety of behaviors that do not reflect good character, such as skipping school, cheating, often late, not doing the task, pornography, defiance, drugs, and so forth. Various problems have indicated that the character education policy according to the Ministry of Education and Culture has not felt the results as expected.

The weak character of a child can actually be changed and improved so that it becomes stronger. It is believed that all people through a process of learning that is directed and natural can form themselves so that it has a stronger and stronger character. Therefore, research analysis of the application of the value of the character becomes very important to do. The main problem in this research is how to apply character value in junior high school and how to supervise character education in junior high school.

## II. THEORETICAL REVIEW

### A. Character

Characters derived from the Greek '*karasso*' mean blueprints, basic formats, fingerprints, such as fingerprints. According to Ki Hadjar Dewantara [2] character is a blend of any special character to distinguish one person from another. Driyarkara [3] equate characters with manners. According to him, a person is

called to have a character or character if he has a habit of defeating impulses that are not good in him. Appears the notion that character is understood as an unfinished spiritual condition. It can be changed and developed its quality, but it can also be neglected so that there is no increase in quality or even worse.

Based on that understanding, then people who are resigned to the conditions of self that already exist, called the character of weak. On the other hand, those who do not want to simply accept the conditions of the existing self, but trying to overcome them are called strong or tough character. Weak characters can actually be changed and corrected to become stronger.

It is believed that all people through a process of learning that is directed and reasonable can form themselves have a stronger and stronger character. Based on the results of research conducted by Chih Ming Chang and Cien Chou from the Institute of Education, National Chiao Tung University, Taiwan shows that the virtue of character education that is considered important is respect, discipline, and social sharing [4].

The characters appear in the habitus (habitus) in everyday life; therefore, a person is said to be good character if his habits are also good in real life every day. Good characters have three habits, namely: thinking of good things (habits of mind), wanting good (habits of heart), and doing good (habits of action).

According to Lickona, there are two fundamental virtues needed to form a good character, namely respect and responsibility. Both virtues are fundamental moral values that must be taught in character education. In addition to these two fundamental virtues, there are ten essential virtues: wisdom, justice, fortitude, self-control, love attitude, positive attitude, hard work (hard work), integrity (integrity), gratitude, and humility.

In addition to the two virtues and ten essential virtues, the school can add other virtues in character education. In this case, for example, the virtues contained in Pancasila such as: respect diversity, tolerance, deep pro existence, moderation, humanity, civilization, equality, cooperation, discussion, wisdom, justice, social solidarity and simplicity [5].

Character formation can also be through the community. Society needs to focus on moral development, moral character and broader character development, civic education and civic skills development [6]. One can produce a higher level of character actualization within the indigenous community, especially about courage, generosity, cooperation, respect and honesty [7].

## *B. Character Values*

The Ministry of National Education in 2010 issued a National Action Plan (RAN) for character education to develop stubs in schools throughout Indonesia with eighteen (18) values of religious values, honesty, tolerance, discipline, hard work, creative, self-reliant, democratic, curiosity, sharing spirit, love of the homeland, respect for achievement, friendship / communication, peace of mind, reading, social caring, environmental care and responsibility [8]. This program is supported by local government and non-governmental organizations so that the character education program can be done well.

Presidential Regulation No. RI. 87 of 2017 decides on strengthening character education (PPK). Strengthening character education (PPK) is an educational movement to strengthen the character of learners through harmonization by heart, taste, thought, and sport by involving and collaborating among education, family and community units as part of National Movement of Mental Revolution (GNRM).

The PPK Movement is a continuation and continuity of the National Movement of Nation Character of the Year 2010. In the formal education unit, PPK can be performed on intraarticular, curricular, and extracurricular activities. The five main values of interrelated characters form a value network that needs to be developed as a priority of the PPK Movement. The five main values of the nation's character are as follows [9]:

### *1. Religious*

The value of religious character reflects the belief and belief in God Almighty embodied in the conduct of practicing religious teachings and beliefs, respecting religious differences, upholding the tolerant attitude towards the implementation of religious worship and other faiths, living harmoniously and peacefully with other faiths.

The expression of the above beliefs is a charity of worship, and a state of mind or way of life that reflects the love or belief in God, will, attitude and behavior according to God's rules as seen in customary life [10].

The value of this religious character encompasses three dimensions of the relationship at once, i.e. the individual relationship with God, the individual with others, and the individual with the universe (environment). Religious sub-districts, among others, love peace, tolerance, respect for differences of religion and belief, firm stance, self-confidence, interfaith and religious relationships, unbullying and violence, friendship, sincerity, do not impose will, love the environment, protect small and isolated.

## 2. *Nationalists*

The value of nationalist character is a way of thinking, acting, and doing that shows loyalty, awareness, and high appreciation for the language, the physical, social, cultural, economic, and political environments of the nation. The nationalist can place the interests of the nation and state above the interests of the self and the group.

People who are loyal to the nation will grow their courage to defend and protect, even with limited capital capabilities, faithful people will be desperate to fight against the dangers that threaten their nation [11]. Nationalist sub-values include the appreciation of the nation's own culture, safeguarding the nation's cultural wealth, willing to sacrifice, excel, and achievement, love the country, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion.

## 3. *Independent*

Independent character values are attitudes and behaviors independent of others and use all the energy, thought, time to realize hopes, dreams and goals. Self-supporting sub-values include work ethic (hard work), resilient, professional, creative, courage, and lifelong learners.

## 4. *Mutual Cooperation*

The value of the character of mutual cooperation reflects the act of appreciating the spirit of cooperation and shoulder to shoulder to solve common problems, establish communication and friendship, provide assistance / help to people in need. The sub-values of mutual cooperation include appreciation, cooperation, inclusiveness, commitment to joint decisions, consensus deliberations, help, solidarity, empathy, anti-discrimination, non-violence, and volunteerism.

## 5. *Integrity*

The value of the integrity character is the value that underlies the behavior based on the effort to make itself a trustworthy person in words, actions, and work, committed and faithful to humanitarian and moral values (moral integrity). A person who has integrity will be able to behave and do wisely. He will become an intellectual who practices his intellect in everyday life [11].

The character of integrity includes the attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words based on truth. The values of integrity include honesty, love for truth, faithfulness, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect for the dignity of individuals (especially persons with disabilities).

The five main values of character are not values that stand and develop independently but rather values that interact with each other. These values develop dynamically and form a personal whole. From the primary value of any character education begun, individuals and schools need to develop other key values both contextually and universally.

Religious value as a reflection of faith and piety to God Almighty. Religiosity embodied intact in the form of worship in accordance with their respective religions and beliefs in the form of human life as a group, society, and nation.

In life as society and nation the religious values referred to underlie and merge in the main values of nationalism, independence, mutual cooperation, and integrity. Similarly, if the nationalist primary value is used as the starting point for the inculcation of character values, this value should be developed based on the values of faith and piety that grow together with other values.

## III. METHODOLOGY

The research method used content analysis and descriptive. Content analysis is a systematic method for analyzing content and how messages are delivered. Mentioned that content analysis becomes useful because it can predict who delivered the messages, and how the message was delivered [1]. Data accumulation techniques is collecting data by 10 articles with the title are: (1) "Result of character education integrated in junior high school", (2) "Character education management at SMP full day school in Yogyakarta city", (3) "Implementation of character education at SMP Negeri 8 and SMP Negeri 9 Purwokerto", (4) "Implementation of character education program in junior high school", (5) "Implementation of character formation in SMP Negeri 1 Tanggul Jember", (6) "Implementation of character education through school culture in SMP N 14 Yogyakarta", (7) "Strategy and implementation of character education implementation at SMP N 9 Yogyakarta", (8) "Mapping the implementation of character education in elementary, junior and senior high school in Yogyakarta city", (9) "Study of the implementation of character education on mathematics instruction in Special Intelligence (CIBI) class of SMP Negeri 2 Surakarta", and (10) "Application of character education in school".

Research subjects in this study is an article about character education that has been published. The article contains the results of research in several junior high schools, namely SMP Stella Maris, Bumi Serpong Damai, South Tangerang, SMP Negeri 4 Wates, Kulon Progo, Yogyakarta, SMP Negeri 13 Yogyakarta, SMP Negeri 6 Surakarta, Central Java, SMPK Santa Maria II,

SMP Full Day School Yogyakarta, SMP Negeri 1 Sapuran, Wonosobo Central Java, SMPN 1 Tanggul Jember Malang, East Java, SMP Negeri 8 and SMP Negeri 9 Purwokerto, SMP N 14 Yogyakarta, SMPN 9 Yogyakarta, and SMP Negeri 2 Surakarta.

Data analyzed by descriptive content analysis technique that was started from the analysis of various articles that successfully collected by the researcher. To test the validity of the data, researchers used the theory of triangulation technique that compares the data obtained with existing theories to strengthen the argument of researchers.

#### IV. RESULT AND DISCUSSION

##### A. Character Values Application in Junior High School

Application of character values in junior high school covers all activities that take place in schools. All school leaders, teachers, employees, parking officers or cleaners, and the community, together have an obligation to build a school culture with good character. The value of this character can be shown when communicating and interacting with all the citizens of the school as well as in the form of speech, dress, and behavior.

Character education in each school with each other has a variety of different variations. Schools have signs of character education issued by the government. But most of the implementation of character education that has been included in the RPP has not been implemented properly, just wishful thinking. In spite of this, schools have actually sought the application of character values to students in schools, both in the learning process and outside the classroom. Here are the values of characters that have been applied in junior high school namely:

##### 1. Religious

The value of religious character that is implanted to junior high school students is manifested in the habit of performing *tadarus* every morning. In learning Islamic Religious Education there is a material about understanding *Asmaul Khusna* and congregational prayer. To implement it, the school implements prayers in congregation of *dhuhur* prayers and recites *Asmaul Khuzna* every morning [12]. There is also a habit of *sunna* prayer that is *dhuha* prayer. Although it is *sunna*, but junior high students are expected to inculcate it as a daily routine [13].

Other routine activities that lead to the religiosity of Muslim students are obliged to follow the recitation activity held by schools, including *pesantren kilat* or Pondok Ramadhan that are held annually in the holy month of Ramadan. For non-Muslim students, religious activity is also arranged by the school with the agreement of parents/ guardians [14].

In addition to learning and routine activities, religious attitudes are also applied outside of classroom learning. In junior high school there is an extracurricular reading al-Qur'an that trains children to be more adept at studying the Qur'an [15]. This activity is important to do to water the spiritual students to be more religious.

##### 2. Concern

The nature of caring should be taught early on, especially at the junior level. Caring is done to human beings as well as the surrounding environment. This is done to maintain a balance between human life as well as the surrounding natural environment. Awareness that has been applied in junior high school such as the holding of the clean and healthy Friday program. This activity raises the value to the students to care more about maintaining the cleanliness of the surrounding natural environment.

Concern for the environment around the school is also shown by arranging the cleanliness of the classroom and practice room [16]. But the concern for the school environment is not only done by cleaning the environment in the classroom, but also outside the classroom. For example that is not littering, do not scribble the wall, and others. In the school there is also a composting activity that has been scheduled compost for students. It is intended that students familiarize themselves with hygiene for the common good [17].

Then another form of concern is concern for fellow human beings, such as mourning, visiting teachers or friends who are sick. Social care can strengthen the ropes of brotherhood towards fellow human beings because humans as social beings [12]. The attitude of care that is taught through other activities of extracurricular PMR [15]. In PMR activities, students are taught to have caring for help with others when experiencing disaster or illness.

##### 3. Discipline

Discipline is an important thing in school. This is because the school is a structured institution and has rules that must be obeyed. The form of discipline attitudes applied by junior high school students are routinely following extracurricular activities, always following the flag ceremony, commemorating national and religious days [12]. There is also the attitude of discipline that can be applied in the activities of worship is through prayers in congregation just in time. When students do activities on time, students also will not be late in entering classes to return to study [18].

Discipline of students in junior high school is arranged in manners and rules of school social life, namely books that regulate the norms and customs that apply in the school environment. In the book the rules and sanctions for violations. One of the rules is about how to dress at school, the provisions of hair, nails, tattoos,



and make-up, as well as the conditions for entering and returning to school. This regulation applies to students without exception so that students can be more disciplined in behaving in their daily lives [14].

In addition to the implementation of the students, as for the Principal and teachers in junior high school that gives exemplary discipline to the students is always leaving early to welcome the students and maintain tidiness in dress [13].

#### 4. Integrity

The attitude of integrity is needed to maintain the unity of a society. Therefore, children should be familiarized from an early age. The attitudes of integrity that have been accustomed to junior high school children is to respect others, to say help or apologize, to be grateful when getting something from others, to be responsible, and to always say hi, asking for permission when not in class [12]. Then there is also the value of integrity character that exists in the extracurricular activities of soccer and scout which in it contains the implementation of character education of responsibility, honesty, and respect [15].

In addition, integrity is also applied in an attitude of respect for ideas, thoughts and opinions, copyrights of others and the property of friends and citizens of the school. Students are able to convey honesty so dare to convey something wrong is wrong and what is true is true. The attitude of integrity in respecting diversity is also desirable by respecting the differences in choosing friends of learning, playmates and associating, both at school and outside the school, and respecting the different religions and socio-cultural backgrounds of each [14].

#### 5. Creative Thinking

In an effort to build students' creative thinking characters, teachers can take advantage of the learning process in the classroom. For example, the teacher gives the opportunity for students to understand the material by working on the task first, so that with this it is expected that students' creativity and innovation will emerge in the task.

In addition, the teacher also provides many questions that involve the logic of students' thinking, this is so that students can develop students' creative and critical thinking characters. Creative students will answer teacher questions with varied answers, and critical students will not easily accept their friends' answers [19].

#### 6. Independence

Implementation of the character of independence can be done by the teacher by giving the task to read the material to be given at the next meeting. The activity was

chosen to build student self-reliance in home study [19]. As Zuchdi said that the establishment of the character of independence can be done through reading and writing [20].

In addition, independence can be implemented in activities outside the classroom learning that is by giving the opportunity to students to follow the race or tournament [21]. There are also extracurricular scout activities that can encourage student independence is by providing training to students in solving a conflict. So, students are directed to be self-sufficient in overcoming problems if he experienced it himself [20].

#### 7. Nationalism

The value of nationalism character applied in school is by singing national anthem. This activity is done before and after the learning takes place. Every time before learning begins, students sing Indonesia Raya songs and when after learning students sing "Padamu Negeri" songs. This activity is done in the hope that the students have more sense of nationalism.

Then in addition to habituation in class, there are also routine ceremonial activities. The school has a ceremony schedule every Monday. In ceremonial activities, students are taught to respect the national flag, the 1945 Constitution, Pancasila, and the national anthem. This is done to instill the values of discipline and foster students' nationalism [17].

### V. CONCLUSION

The implementation of character education in various junior high schools is at Stella Maris Middle School, Bumi Serpong Damai, South Tangerang, 4 Wates State Middle School, Kulon Progo, Yogyakarta, 13 Yogyakarta State Middle School, 6 Surakarta Middle School, Central Java, Santa Maria II Junior High School, Full Junior High School Yogyakarta City Day School, Sapuran Middle School 1, Wonosobo Central Java, Jember Embankment 1 Junior High School Malang, East Java, 8 Public Middle School 9 and Purwokerto 9 Middle School, Yogyakarta 14 Middle School, Yogyakarta 9 Middle School, and Surakarta Secondary School 2 through classroom learning, routine activities, and extracurricular activities.

The values that have been applied in the junior high school above are (1) Religious, (2) Concern, (3) Discipline, (4) Integrity, (5) Critical Thinking, (6) Mandiri, and (7) Nationalists. Implementation of the value of this character becomes the responsibility and under the supervision of all the citizens of the school. So far, the entire school community has made efforts in facilitating the implementation of character education optimally.

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