CHARACTER EDUCATION PROCESS

IN SMK MUHAMMADIYAH BOBOTSARI PURBALINGGA

IAIN
PURWOKERTO

THESIS

Submited to Faculty of Tarbiya and Teacher Training
As a Partial Fulfillment of the Requirements for Undergraduate Degree in
Islamic Education

By:

WAHYUNI ALFIANTI

1123301156

STUDY PROGRAM OF ISLAMIC EDUCATION

DEPARTMENT OF ISLAMIC EDUCATION

FACULTY OF TARBIYA

STATE INSTITUTE ON ISLAMIC STUDIES PURWOKERTO

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays we can see so much differences if they are compared to some decades ago. Many changes occur in all aspect of life. We will see that early year elementary student now are able to get online trough Facebook, Twitter, Path and browse anything they want by internet.

Of course we cannot ignore that we can get many advantages from internet. But on the other hand, it also has negative impact. By using internet, the children will know anything, including many cultures from abroad. Sometimes, parent are don't care about what their children do on by internet. They just give whet their children need, such as smartphone, tablet, laptop and so on. It will make children freely to access whatever they want without control.

Frankly we understand that many cultures which adopted from abroad cannot be apply particularly in Indonesia. Indonesia is polite society. Because we live in a nation with Muslim majority so we are guided and demanded with good behavior and we must obey Islamic rules.

According to Komisi Perlindungan Anak Indonesia (KPAI, 2003) as wrote by Agus Wibowo, there are 32% of teenagers in the age of 14-18 at the big city in Indonesia (Surabaya, Jakarta, Bandung) have made sexual intercourse. The other survey has stated that 1 of 4 teenagers in Indonesia has made sexual

intercourse before married and it is realized that 62,7% teenagers is lost the virginity since they were in Junior High School, and the other facts.[1]

According to the data of Badan Narkotika Nasional (BNN) ac wrote by same writer, until the 2008 the drugs users in Indonesia is reached the number of 3,2 milion. From this nominal, 32% is school students and university students. It is very sad to hear.[2]

More than it, there is a discrepancy of social, economy and politic among the citizen. Environmental damage which being happen everywhere, unfair law, violence and corruption which happened sporadic and affecting in all aspect of life. Some decades ago, Indonesian citizen was known as polite person, honest, friendly. But now they are tend to be selfish, grouping life, and always want to destroy other society. Those all behavior is happened in all circle include students as explained in previous page.

If again we compared to the era of 80-90, mostly students are very respect to their teacher. They will obey anything their teacher command. They never reject all duties that being given by their teacher. But if we see now the attitude of students, it is so different. They could be using same language that they use for their friend to speak with their teacher. And also the other fact.

Those facts are impact on apprehension from some circle of social. It means that something is wrong. Islam is seeing education as a process which correlated with effort to prepare human become able to hold *taklif* (life task) as a *khalifah* (leader) in the world. For this aim, human are created completely with

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their potential, those are brain and ability to learning[3]. So, if students are do not have good character from their early age, how the future of this world will be.

According to Thomas Lickona as cited by Agus Wibowo, a nation is going to a destroying if it shows 10 evidences, such as:

1. The height of violence among teenagers

2. Habitual of knavery

3. Fanatic to a group

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5. The blur between good and evil

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7. The height of self-damaging like drugs, alcohol and free sex

8. The low responsibility as an individual citizen

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10. there is a sense of suspicious and less of caring to the others[4]

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Many ways are being done by some side to avoid this horrible thing. Some parents send their child to boarding home. Some parents are give so many

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restriction to their child. Even school also has many programs dealing with that situation.

One of the ways that can be done to build the student character is by the education at school, because education also has tight relationship with character. One of the general purposes which correlated with the education of ever after life is "character education" purpose.[5] Education is any effort which be done by the adult in the interaction with children to lead their physic and psychic development to maturity orientation.[6]

According to Education Ministry as cited by Agus Wibowo, Pendidikan is interpreting as the preventive alternative. It is because education is built the better nation generation. [7] Character education is the soul of Education of Islam. Perfect character education is the real purpose of the education. The aim of character education is to form person who have good moral, hard will, polite in speaking and good act, wisdom, perfect, polite, and behave pure and honest[8].

The Character of children or students firstly is planted by their family. After that many other factors may support it too, such as, environment, friend, school, and so on. Each of them has different portion of affect. On growing age like them, mostly time are over in school. That is why school has highest role in affecting character of student.

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But there are some program of habitual which also a rule from school that different with another school. Those are Praying presence, writing Quran as a punishment, wearing a wide and thick veil which given by school, and the great one is Class Preaching. Class preaching is a program for every class every month which be done like a preaching in one of student home. They will manage everything by themselves. It is such a nice character education.

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From those facts, the researcher want to make a research about character education, entitled "Character Education Process in SMK Muhammadiyah Bobotsari Purbalingga"

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B. Operational definition

Definition operationally about title above is bellow:

1. Character education

   a. Character

   Character is fast response which be done by someone to every stimulation which come from conscious situation (Golemen), the character word itself come from Greek, that is "caracteer" means mark, identity or carved representation.[10]

   Character is a term from English. State that character is a noun which has meaning: (1) differentia quality (2) positive quality (3) reputation and so on. Character according to those meaning refer to something as follows: first, character is bears to human and not human. In scope of character education, this word is especially refers to human. Second, it refers to the quality, not quantity and someone reputation. Third, it refers to differentia, differences or limits something to something else.[11]

   In Islam, character is called *Ahlaq* which has same meaning.

   b. Education

   Education is a mindful effort and programed to realize the learning situation and instructional process so that the student actively develope their potential to have the power of religious spiritual, self control, personality, intelegence, good character, and also necessary skill

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themselves, society, develop all the potentials of student trough instructional process.[12]

Other definition according to Poerbakawatja and Harahap (1981) as cited by Muhubin Syah, education is the deliberate effort of adults with its influence to increase the child to a maturity that always interpreted capable to have moral responsible of his all acts.[13]

c. Character Education

Character education is an effort to planting good habit, so that the student able to act and behave as the values of which become their personality. With another explanation, the good character education should be involve the good moral (moral knowing), good feeling or loving good (moral feeling) and good behavior (moral action) so that formed the realization of behavior unity and life attitude of the student.[14]

According to Marvin in his book" What Works in Character Education": A Research-Driven Guide for Educators as cited by Saptono, character education is an effort which is done with full of consciousness to develop the good character based on core virtues which objectively, for every person or citizen.[15]

Other explanation about the meaning of character education is taken from Elkind and Sweet as cited Heri Gunawan, they said that Character

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[12]Undang-Undang No. 20 Tahun 2003 tentang Sisdiknas pasal 1

[13] Muhubin Syah, *Psikologi Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2010), hal. 11.

[14] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter,* (Jakarta: Kemdiknas, 2011), p. 6

[15] Saptono, *Dimensi-Dimensi Pendidikan Karakter,* (Jakarta: Erlangga, 2011) p 23

Education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.[16]

2. SMK Muhammadiyah Bobotsari

SMK Muhammadiyah Bobotsari is a vocational school which addressed in di state of RS. Yosomiharjo Num. 08, Bobotsari, Purbalingga, Jawa Tengah. As a private school which is take shelter under the Muhammadiyah institution, this school not only give the general subject, but also supply the student with many Islamic Studies deeply, such as Arabic, *Ibadah, Aqidah, Tarikh, Al-Quran Hadits* and also *Kemuhammadiyahan* as an identity of Muhammadiyah school.[17]

C. Problem Statement

According to above explanation, we can take a problem statement which is : "How is the Character Education Process in SMK Muhammadiyah Bobotsari Purbalingga?"

D. Objectives and Significance of the Research

1. Objectives of the Research

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[16] Heri Gunawan, *Pendidikan Karakter: Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), p. 23

[17] Based on the information which been given by School Principle and History Document

The aim of this research is to know the implementation of character education in SMK Muhammadiyah Bobotsari. We will know what things that be done by that school in order to be a reference for character education in other place. In other side, it can be an evaluation thing for the school so that they can develop the education process to be better than before.

2. Significance of the Research

   a. Give complete information about the implementation of character education in SMK Muhammadiyah Bobotsari.

   b. Give the scientific contribution for the academic who make the next research, weather it is advanced research or new research.

   c. To add library collection for STAIN Purwokerto, that is education research report.

E. Literature Review

Literature review is need for making a research, because it will enhance and supporting the theory and also to give visualization for the researcher about her research. There are some research report which the researcher use as a review for this research :

1. In thesis of Marliya Solihah (the student of Tarbiya faculty Islamic State University Sunan Kalijaga Yogyakarta, 2013) which entitled *Penanaman Nilai Karakter pada Siswa di MAN Wonokromo Bantul Yogyakarta*. This thesis is talking about education character outside of school. It has great impact for the people who live around the school. The religiousity is increase among them.

2. In thesis of Wahyu Mustaqim (the student of Engineering Faculty State University of Yogyakarta, 2013) which entitled *Pengaruh Penerapan Pendidikan Karakter di Sekolah Terhadap Perilaku Akademik Siswa Kelas XI Teknik Komputer Jaringan di SMK PIRI 1 Yogyakarta*. The conclusion of this thesis is, there is good effect of character education. It seen from the result of research by the qualitative and quantitative aspect.

3. In *Panduan Pelaksanaan Pendidikan Karakter* which is published by the Ministry of Education that stating how important of character education is.

F. Structure of the Study

This thesis is divided into 3 main part, those are first part, middle part or the body of thesis, and last part.

First part of thesis contain of Title page, statement of originality, endorsement, supervisor memos, motto, dedication, introduction, table of content, table of pictures, and abstract.

Second part that is middle part or the body of thesis, contain of 5 chapters. Those are chapter I until chapter V. chapter I contain of Introduction, Problem Background, Operational Definition, Problem Statement, Objectives and Significance of Research, , Literature Review, and Structure of the Study.

Chapter II explained about Theoretical Basic, which divided into 3 points, those are Character Education, Strategy of Character Education and Implementation of Character Education.

Chapter III explained about Research Method, which divided into 5 points, those are, Type of research, Location of Research, Data Resource, Data Collecting Method and Analyze Data Method.

Chapter IV explained about the Data Presentation and Discussion. It's the main contain about the observation result. This chapter divided into 4 points, those are Overview of SMK Muhammadiyah Bobotsari, Data Presentation, Data Analysis, and Supporting and Inhibiting Factors.

Chapter V is Closing Chapter, it contain of Conclusion, Suggestion and Closing.

And the last part is containing of Bibliography, Appendix and Curriculum vitae. After this part will be attached some attachments.

CHAPTER V

CLOSING

A. Conclusion

From the explanation about the character education process in SMK Muhammadiyah Bobotsari, it is can be taken conclusion that SMK is runs some program to makes student character is match with the vision which be proclaimed. Those are:

1. Reciting Quran which be done 10 minutes every morning before the class start. This program has purpose to make student is usual to always reading Quran even at home. Beside of that, by this program also be wished that student will change their attitude to be better.

2. Uniformed of veil with the thick and wide material is be hope that it can be fulfill the Islamic rule for women who should covering all her whole body. Beside of that, the veil is become the identity of SMK Muhammadiyah Bobotsari.

3. Writing Quran punishment is a variant of punishment for student who come school late. It purposed to make them wary by educating punishment. Beside of that they can be learned to write Arabic.

4. Class Preaching is a religious program where the preaching is done in one of student home. This is purposed to make closer relation between school and parents.

5. Praying presentation is a list to check weather student is doing dzuhur prayer of not. It will make them thinking twice to don't doing prayer. Because every month, teacher will check this list to make sure that there is nobody don't doing prayer without any reason.

One thing that being emphasized is character education process is need habitual and figuration. Beside of that, the role of parents is very important also for student character education. Because school is cannot monitoring to their whole time.

B. Suggestions

1. Suggestion for Teachers

The teacher is being desirable to be discipline dealing with the reciting Quran at the first season. By that, the student will be more controlled. Always increase the teacher professionalism and competency about character education. Because, character is very important for humans. With good character, life will be more guided to straight path.

2. Suggestion for School

School is being desirable to be more firm when determine a rule. It will make student is not take it easy. Facility enhancement if it is necessary also important. Beside of that, to make sure that all teachers are the part of character education also need. It will make the process is become stronger.

3. Suggestion for Parents

Parents are being desirable to always monitoring the development of their children. Because school is cannot supervise them all times. Make closer relation with children will make them felt being understood. It will make easy to direct them to good way. Check the each friend of children also important. Because, usually evil effect is being carried by close friend.

C. Closing Remarks

Alhamdulillahirabbil'alamin, thanks to Allah is being gifted to Allah because of His mercy, the writer could be finish this thesis which is far from perfect. And also to all part who give the help, thank you very much. Writer hopes that Allah will give them more.

The writer is aware that because of limitation and weakness from the writer itself, perfection is an impossible without any advice and critic.

Finally only to Allah is all the truth. The writer hopes that this thesis is useful for all sides. Amiin.

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c. Character Education

Character education is an effort to planting good habit, so that the student able to act and behave as the values of which become their personality. With another explanation, the good character education should be involve the good moral (moral knowing), good feeling or loving good (moral feeling) and good behavior (moral action) so that formed the realization of behavior unity and life attitude of the student.[14]

According to Marvin in his book" What Works in Character Education": A Research-Driven Guide for Educators as cited by Saptono, character education is an effort which is done with full of consciousness to develop the good character based on core virtues which objectively, for every person or citizen.[15]

Other explanation about the meaning of character education is taken from Elkind and Sweet as cited Heri Gunawan, they said that Character

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[12]Undang-Undang No. 20 Tahun 2003 tentang Sisdiknas pasal 1

[13] Muhubin Syah, *Psikologi Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2010), hal. 11.

[14] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas, 2011), p. 6

[15] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga, 2011) p 23

Education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.[16]

2. SMK Muhammadiyah Bobotsari

SMK Muhammadiyah Bobotsari is a vocational school which addressed in di state of RS. Yosomiharjo Num. 08, Bobotsari, Purbalingga, Jawa Tengah. As a private school which is take shelter under the Muhammadiyah institution, this school not only give the general subject, but also supply the student with many Islamic Studies deeply, such as Arabic, *Ibadah, Aqidah, Tarikh*, *Al-Quran Hadits* and also *Kemuhammadiyahan* as an identity of Muhammadiyah school.[17]

C. Problem Statement

According to above explanation, we can take a problem statement which is : "How is the Character Education Process in SMK Muhammadiyah Bobotsari Purbalingga?"

D. Objectives and Significance of the Research

1. Objectives of the Research

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[16] Heri Gunawan, *Pendidikan Karakter: Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), p. 23

[17] Based on the information which been given by School Principle and History Document

The aim of this research is to know the implementation of character education in SMK Muhammadiyah Bobotsari. We will know what things that be done by that school in order to be a reference for character education in other place. In other side, it can be an evaluation thing for the school so that they can develop the education process to be better than before.

2. Significance of the Research

   a. Give complete information about the implementation of character education in SMK Muhammadiyah Bobotsari.

   b. Give the scientific contribution for the academic who make the next research, weather it is advanced research or new research.

   c. To add library collection for STAIN Purwokerto, that is education research report.

E. **Literature Review**

Literature review is need for making a research, because it will enhance and supporting the theory and also to give visualization for the researcher about her research. There are some research report which the researcher use as a review for this research :

1. In thesis of Marliya Solihah (the student of Tarbiya faculty Islamic State University Sunan Kalijaga Yogyakarta, 2013) which entitled *Penanaman Nilai Karakter pada Siswa di MAN Wonokromo Bantul Yogyakarta*. This thesis is talking about education character outside of school. It has great impact for the people who live around the school. The religiousity is increase among them.

2. In thesis of Wahyu Mustaqim (the student of Engineering Faculty State University of Yogyakarta, 2013) which entitled *Pengaruh Penerapan Pendidikan Karakter di Sekolah Terhadap Perilaku Akademik Siswa Kelas XI Teknik Komputer Jaringan di SMK PIRI 1 Yogyakarta.* The conclusion of this thesis is, there is good effect of character education. It seen from the result of research by the qualitative and quantitative aspect.

3. In *Panduan Pelaksanaan Pendidikan Karakter* which is published by the Ministry of Education that stating how important of character education is.

F. Structure of the Study

This thesis is divided into 3 main part, those are first part, middle part or the body of thesis, and last part.

First part of thesis contain of Title page, statement of originality, endorsement, supervisor memos, motto, dedication, introduction, table of content, table of pictures, and abstract.

Second part that is middle part or the body of thesis, contain of 5 chapters. Those are chapter I until chapter V. chapter I contain of Introduction, Problem Background, Operational Definition, Problem Statement, Objectives and Significance of Research, , Literature Review, and Structure of the Study.

Chapter II explained about Theoretical Basic, which divided into 3 points, those are Character Education, Strategy of Character Education and Implementation of Character Education.

Chapter III explained about Research Method, which divided into 5 points, those are, Type of research, Location of Research, Data Resource, Data Collecting Method and Analyze Data Method.

Chapter IV explained about the Data Presentation and Discussion. It's the main contain about the observation result. This chapter divided into 4 points, those are Overview of SMK Muhammadiyah Bobotsari, Data Presentation, Data Analysis, and Supporting and Inhibiting Factors.

Chapter V is Closing Chapter, it contain of Conclusion, Suggestion and Closing.

And the last part is containing of Bibliography, Appendix and Curriculum vitae. After this part will be attached some attachments.

CHAPTER II

CHARACTER EDUCATION

A. Character Education Theory

1. The meaning of Character Education

There are some terms that similar to character, those are 'Budi Pekerti" and *Ahlaq* that is translated into English to be Character and moral. In *Kamus Besar Bahasa Indonesia* (KBBI) "*Budi Pekerti*" means behavior, character, *Ahlaq*. In general case we found that *Budi Pekerti* is same with *Ahlaq*, character, behavior and moral.[18]

Moral, in same dictionary, is defined as: (1) (science about) good and evil in common sense about act, behavior, obligation and so on. (2) Mental condition which make someone keep spirit, brave, discipline and so on (3) Moral value which can be taken from a story. This definition about moral stated that moral is knowledge about moral.

Character is a term from English. It is state that character is a noun which has meaning: (1) differentia quality (2) positive quality (3) reputation and so on. Character according to those meaning refer to something as follows: first, character is bears to human and not human. In scope of character education, this word especially refers to human. Second, it refers to the quality, not quantity and someone reputation. Third, ot refers to differentia, differences or limit something to something else.[19]

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[18]Dharma. Kesuma, *Pendidikan Karakter*. (Remaja Rosdakarya: Bandung) p. 22
[19] Dharma. Kesuma, *Pendidikan Karakter*. (Remaja Rosdakarya: Bandung) p. 23

The conclusion is character is a word that refer to human quality with special characteristic. So that the truth is all of those words: character, *Budi Pekerti*, moral, *ahlaq* and behavior have same meaning. That is why we use all of those words and refer it to character.

According to Bukit Seriwati, character is fast respons which be done by someone to every stimulation which come from counscious situation (Golemen), the character itself come from Greek that is "caracteer" means mark, identity or carved representation [20] According to KBBI the term Character means Psychological behavior, moral or sensibleness which distinguish someone to another else; behavior; nature[21]

Another meaning, character is understood as a grade of someone power or strength in effort to overcome a psychological condition which has been given. It is someone willed process to complete his humanity.[22]

From those all definitions, we know that that character is something which make someone doing something without long consideration, of fast response to any stimulation which came from outside. This meaning is almost same with the meaning of *ahlaq* according to Ibnu Maskawaih. He said that *Ahlaq* is someone's character which makes him doing something without thinking.

According to Thomas Lickona in his book Character Education in America's School, cited by Saptono, we cannot see the existence of character, because character is abstract, it's a value. But we can feel the essence of it.

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[20] Seriwati, Bukit, *Pendidikan Karakter*, (Sumatra Utara: Kemenag) p 3

[21] Depdiknas, Kamus *Besar Bahasa Indonesia Pusat Bahasa*, (Jakarta : Gramedia Pustaka Utama) p 623

[22] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga, 2011) p 18

Character is visible inside the habitual. That's why someone is called having good character when in the real life he has 3 habits, those are: thinking good things (habits of mind), need good things (habits of hearts), and doing good things (habits of action).[23]

At the year of 2011, Education ministry was published the book of training and development of nation character culture which has arranged by Badan Pusat Penelitian dan Pengembangan Pusat Kurikulum Kemdiknas RI. On that book, being arranged 18 characters of nation character culture education, those are:

1. Religious
   Attitude and behavior which are obey to the religion that he being followed
2. Honest
   Attitude who base on the effort to make himself become people who always could be trusted on the speak, act and work.
3. Tolerance
   Attitude and act who respect to the differences of religion, ethnic, opinion, behavior and act of other people who different with himself.
4. Discipline
   Act which is shows the behavior of harmonic and obey to any condition and rules.
5. Hard work
   Behavior which is shows the read up of preventing any learning obstacles and duties.
6. Creative
   Thinking and make something which is produce new way or product.
7. Autonomous
   Behavior which is not depending on other people to finished the duties.
8. Democratic
   Way of thinking and act which is interpret similar between his right and obligation with other people
9. Curiosity
   Act and behavior which always try to know deeper and wider to the something which he is being learn.
10. Nationalism

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[23] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga, 2011) p 20

11. Patriotism
   The way of thinking, attitude and act which shows the loyalty, care and high appreciation to the language, physical environment, social, culture, economy, politic and nation.
12. Appreciation to achievement
   Attitude and act which push himself to produce useful thing for society and also appreciate to peoples achievement.
13. Communicative
   Act which show that he is like to talk, interaction, and cooperate with other people
14. Love in peace
   Attitude, speak and act which make other people is feels happy with his existence
15. Love reading
   The habit to provide time for reading any script for his goodness
16. Caring to environment
   Attitude and act which always to try to prevent any damaging in natural environment around him.
17. Social care
   Attitude and act which always to give help to the people who need it.
18. Responsibility[24]

While education, is a mindful effort and programmed to realize the learning situation and instructional process. So that the student actively develop their potential to have the power of religious spiritual, self control, personality, intelligence, good character and also necessary skill for themselves, society, develop their potential of student trough instructional process.[25]

Education is also understood as a process to educate the student, in order to make them increase their knowledge in cognitive, affective and psychomotor aspect. Education in Indonesia is divided into 3 kinds. Those are Formal Education, Informal Education, and Non Formal Education. Formal education is an education which be done in formal institute such as school. This education has

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[24] Ulil Amri, *Pendidikan Karakter Berbasis Al-Quran* (Jakarta: RajaGrafindo Persada, 2014) p. xi
[25] Undang-undang no. 2 tahun 2003 tentang Sisdiknas pasal 1

formal concept and the graduation will get and a legal certificate. Mostly people interpreted that education is only formal education. Non formal education is an education is an education which organized but have no formal concept, such as TPQ, course and so on.

This education is usually used to support the formal education. The last one is informal education. This education has no concept and not organized. It is come from family and environment. This education already started since a human was born. Family is the first place for children to get education about life.

Character education itself is a term that day by day getting appreciation from Indonesian this recent time.[26] Character education still seldom defined. Theoretical study in character education can makes the wrong meaning about it. Some problem in inaccuracy of the meaning of character education which outstanding in society about definition of character education such as :

a. Character education   : subject of Religion and Civic Education. So that, it become the responsibility of the teacher of those subject.

b. Character education   : subject of moral education

c. Character education   : education which become the responsibility of family, not the school.

d. Character education   : there is addition of new subject in KTSP and so on.

Character education according to Ratna Megawangi on her book "Pendidikan Karakter: Solusi yang Tepat untuk Membangun Bangsa", cited by

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[26] Dharma.Kesuma, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya) p 4

Dharma Kesuma is an effort to educate student to take decision wisely and applied it in daily life. So that they can give positive contribution to the environment. Another definition declared by Fakri Gaffer which cited by same author, Character education is a transformation process of life value to develop in someone personality, so that become one in his daily behavior.[27]

So, according to Marvin in his book What Works in Character Education: A Research-Driven Guide for Educators as cited by Saptono, character education is an effort which be done with full of consciousness to develop the good character based on core virtues which objectively, for every person or citizen.[28]

While according to Ramli, cited by Heri Gunawan, Character education has same essence with moral education and ahlaq education. The purpose are to form the children personality to good human, good citizen and good people.[29]

If it seen in Islamic views, all humans are being created to be a leader (*khalifah).* Leader is not only being followed by many peoples. But leader here is also to lead himself to be a good people.

As a *khalifah,* having good character is a must, but for getting it and maintaining it is not easy thing. Experts and scholars, since long time ago analyze Quran and *Hadith* and conclude that minimum there are 4 criteria which must be owned by someone as requirement to be a leader. All of them are collected in 4 characters which owned by all prophets. Those are:

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[27] Dharma.Kesuma, *Pendidikan Karakter* (Bandung: Remaja Rosdakarya) p 5
[28] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga, 2011) p 23
[29] Heri Gunawan, *Pendidikan*…., p. 24

1. *Amanah*

   Amanah principle become the basic element in live a leadership for all level, either family, society, nation and country. A leader is a people who have been given *amanah* and be the God vice to uphold the words of Allah among the humans. The authority of a leader from what he leads, is an *amanah* which must be hold, maintained, and must be done with full of responsibility.[30]

2. *Shiddiq*

   As a leader a people must be true, correct or right. It means that what we do must be true or trying to be.

3. *Fathonah*

   Fathonah means clever, diligent. A leader must be clever to face any situation. He must be able to thinking well about a problem so he can dicide the best determination. It is need also because a leader must be lead other people, even himself. So he must be able to facilitating the entire aspiration from people who he leads.

4. *Tabligh*

   Tabligh means submit, explaining or telling. For prophet, this means that they explain about religious science for his followers including us. For us, this term can be interpreted that we must be giving good advice to each other.

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[30] Ali Anwar Yusuf, *Wawasan Islam*, (Bandung: Pustaka Setia, 2002), p. 103

2. Base and Goal of Character Education

"The welfare of a nation start from the strong character of the citizen" those words was declared by Marcus Tulius Cicero (106-43 SM), Rome Intellect, to reminds the entire citizen of Rome Kingdom about practical function of goodness in real life. [31]

We knew the nation which has strong character commonly grow up and become welfare. Current examples are India, China, Brazil and Russia. All of them are the countries which are in massive progress.

About this thing, according to Lickona on his book Character Matters as cited by Saptono, famous historian Arnold Toyrbeen had declared, " From the 21 world civilization which has been recorded, 19 of them are destroyed doesn't by a conqueror from outside, but rather by moral decaying from inside.[32]

For an easy sample is our nation, Indonesia. Indonesia is very rich country on its nature resource, much of citizen with many smart intellect and educated person. But in economy we are in low rank. According to Tempo, Indonesian corruption is in rank of 114 from 174 countries. All of them are because of the degradation of moral.

That is why good character is so much important. It has higher role than intellectuality. It means character education is important too. Because of good character should be studied and developed.

If we talk about character, it should be pay attention to the contain of UU No 20 2003 about National Education System verse 3 which said " National

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[31] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga, 2011) p 15
[32] Saptono, *Dimensi-Dimensi Pendidikan Karakter*, (Jakarta: Erlangga) p 16

education functioned to develop the ability and form the character, in order to make smart the nation life…" there is a character word in this verse, even though it doesn't clearly explained.

It means the constitution has special attention for character education. The goal of character education itself cannot be separated from the goal of education in Indonesia. Generally, character education goal is for facilitating the student to be able to use the knowledge, analyze and internalize and also personalize the values, developing the social skill which might be make grow up and develop the good character of the student. And realize it into daily behavior in every context of social culture which is *bhinneka* along life.[33]

Beside of that, the discussion about the goal of character education according to Cahyoto in his book Budi Pekerti dalam Perspektif Pendidikan as cited by Nurul Zuriyah can be returned to the peoples wishes to the school which want the student to have ability and skill of thinking, become useful citizen and having good ability as a citizen.

According to Nurul Zuriyah, there are some goals of character education. Those are:

a. Student understand the value of moral in the environment of family, local, national and international trough culture, law, constitution and arrangement among nation.

b. Students are able to develop their character of behavior consistently in moral determination inside the complexity of society life.

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[33] Zuriah.Nurul, *Pendidikan Moral & Budi Pekerti*, (Jakarta: Bumi Aksara, 2008) p 65

c. Students are able to face the real problem in society rationally for the best determination after making consideration based on moral norm.

d. Students are able to use the good moral experience for the consciousness forming and model of behavior which useful and also responsible to their act.[34]

From those points we can conclude that general goal of character education is to form a person to have a good character. Based on the previous point, that good here is good in mainstream, in every society and religion.

After that, to reach the goal of character education, we need vision and mission. Vision in the context of character education is an ability to see the orientation of character education in the future based on the current problem to arrange the plan as wise as can. Because of character education is not about memorizing material only. But it is habitual to form good behavior, because it cannot form instantly. So that, vision and mission are important balancing the educational practice and the real character of the students.

According to "Buku 1 Pedoman Umum dan Nilai *Budi Pekerti* untuk Pendidikan Dasar dan Menengah (2000:4)", the vision of moral education is to realize the moral education as a kind of value education, moral, ethic which has function to develop the personality of citizen which have good character in thinking, behaving and daily activity, which in curricular is indeed understand all of the subject that relevant and also the socio-culture system of education. So that,

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[34] Zuriah.Nurul, *Pendidikan Moral & Budi Pekerti*, (Jakarta: Bumi Aksara, 2008) p 67

from each of graduation, every kind, department and grade or education shined of good character.[35]

While mission is the wishes of character education is to achieve the goal of education. Based on this understanding, according to Cahyoto in his book "Budi Pekerti dalam Perspektif Pendidikan" as cited by Nurul Zuriyah, between vision and mision is an unity with chronological steps.

The mission of moral education, are as follows:

a. Help the students to understand the society tend, which opened in globalization era, quality demand in every sector and democratic life which still based on moral norm of Indonesian.

b. Help the students to understand to science discipline which has role in developing of moral. So that obtained the scholar concept which useful to developing the utilizing of rights and obligation as a citizen.

c. Help the students to understand the meaning of democracy by learning in democratic situation in order to realize the more democratic citizen.[36]

Leave the mision of character education according to the Buku 1 Pedoman Umum dan Nilai *Budi Pekerti* untuk Pendidikan Dasar dan Menengah (2000:4) the mision of character education are as follow :

a. Optimalize the substance and practice the relevant subject, especially religious education and civic education, and also another subject which

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[35] Zuriah.Nurul, *Pendidikan Moral & Budi Pekerti*, (Jakarta: Bumi Aksara, 2008) p 65

[36] Zuriah.Nurul, *Pendidikan Moral & Budi Pekerti*, (Jakarta: Bumi Aksara, 2008) p 63-64

relevant as a character education, so that the student not only smart in rational, but also smart in emotional, spiritual and social.

b. To realize the arrangement and socio-culture climmate of education by consciousness has been developed as an education environment which shined of pure moral as a media for student, educator and education manager to build educative interaction and school culture which also shined of good moral.

c. Utilize the mass media and social environment selectively and addaptively to support the whole effort of growing and developing of good moral value trough relevant subject trough school education culture development.

3. Function of Character Education

Character education functioned as (1) to build the nation life which multicultural; (2) to build the smart nation civilization, having good character and able to contribute to human life development; develop the basic potential to be good heart, good thinking and good act; (3) to build the citizen behavior which love to peace, creative and able to life together with the other nation in one harmony.[37]

According to Doni Koesuma on his book "Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah, cited by Novan Ardi, said that there are 3 purposes and function of Character Education at school, those are:

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[37] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas, 2011) p 3

a. Strengthen and develop the necessary life virtue, so that it will be special personality based on the value which be taught.

b. To evaluating the students behaviors which are not match with the values which are developed by school.

c. To build the harmony interaction with the family and society in portray the collective character responsibility.[38]

Character education has many functions, as follow:

1. To build multicultural nationality life, like we know that Indonesia is Multicultural country. So it needs a good character to be able to accept it without any hostility.

2. To build the nation civilization which smart, glorious culture, and able to give contribution for the human development, develop basic potential to be good heart, positive thingking and behave good.

3. To build the citizen attitude which loving peace, creative, autonomous, and able to live contiguous to other nation in a harmony.[39]

In other explanation which is almost same, the function of character education are:

1. Developing basic potential to be good feel, good think and good behave.

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[38] Ardi, Novan, Membumikan Pendidikan Karakter di SD, (Jogjakarta: Ar-Ruzz Media, 2013), p. 70-72

[39] Aranger Team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta, Kemdiknas, 2011). P. 7

2. Strengthen and develop the attitude of multicultural nation.

3. Increase the nation civilization which competitive in the global association.[40]

4. Character Forming Values

Character forming values is the values that affecting someone character. There are many factors. From those many factors are divided into 2 parts, those are intern factor and extern factor.

a. Intern Factor

There are some things which is affecting this intern factor, some of them are:

1) Instinct

According to Ahmad Amin, cited by Heri Gunawan, Instinct is a character which is able to growing the act that is explaining to the purpose by thinking first to that purpose and doesn't be started by practicing that act. It means that instinct could bring to good or evil based on the person.

2) Habit

Habit is a repeated activity, so it will be make easy to do. It means to be having good behavior, human should be repeat it many times.

3) Willingness

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[40] Heri Gunawan, *Pendidikan Karakter: Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), p. 30

Willingness is a will to realize all the idea and everything is, even though it is followed by some threat and obstacles. Willingness sometimes can make someone over his limitation.

4) Heart voice

Inside of human, there is a power which is can give "warning" if he doing evil. This power is heart voice. Any bad person, he still has good heart voice inside himself.

5) Genetic

Genetic is something which could be affecting human's behavior, beside of physic effect.

b. Extern Factor

There are two things which are affecting on this extern factor, those are:

1) Education

Education is important thing in affecting character. Because the instinct which be planted can be developed and oriented.

2) Environment

Environment is divided into natural and creature. Both of them are having effect on character. For example village girl and city girl, will give different response to same stimulation.[41]

B. Strategy of Character Education

According to Saeful Bahri on his book "Strategi Belajar Mengajar", cited by Heri Gunawan, generally the term of strategy often be interpret as the main line to act, in effort that have been determined.[42]

Character education scope is so wide, that is why each level has its own job to take a chance in character education process. Because, if this duty is handled by one institution, it will not gets the best result.

a. Strategy in Grade of Education Ministry

The approach used in the Ministry of National Education development of character education, namely: first through a top downstream; second through the stream bottom up; and the third through the revitalization program stream. Third groove is visualized in Figure 4 below:

1) Intervention by policy (Top - Down)

Paths / first flow more initiatives taken by the Government / Ministry National Education and synergistically supported by local government in

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[41] Heri Gunawan, *Pendidikan Karakter: Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), p.19-22

[42] Heri Gunawan, *Pendidikan….*, p. 184

this regard Provincial Education Department and District / City. In this strategy the government using five strategies undertaken coherently, ie :

1) Introduction

This activity aims to build a collective awareness of the importance of character education in scope / national level, collective motion and declaration of character education for all. It is need because some circles haven't realized how important the character education is.

2) Development of regulation

To continue to accelerate and ground the National Movement Education Character, the Ministry of National Education moves to consolidate them in the level of internal to make efforts in the development of regulations to provide strong legal framework for the implementation of policies, programs and activities character building.

By this regulation, the coordination of the ministry with its lower grade will be connected well. By this thing, the implementation of character education will be run as it planned also.

3) Capacity building

The Ministry of National Education in a comprehensive and massive will do capacity development efforts in character education resources. Need prepared a training system for character education stakeholders which will

be the leading actors in developing and socialize character values. Because as a new thing in education line, need expert to be starter.

4) Implementation and cooperation

The Ministry of National Education synergizes various matters related to the implementation of character education in the scope of the main tasks, functions, and the target main unit.

5) Monitoring and evaluation

Comprehensively Ministry of National Education will monitor and evaluation focused on the roles, responsibilities, and functions and objectives of each unit Good job on the Main Unit and the Department of Education District / City, and stakeholders other educational purposes. Monitoring and evaluation is important in control and controlling the implementation of character education in each work unit. [43]

b. Experience Practitioner (Bottom - Up)

Construction of the track / level of initiative that is expected to come from education units. The government provides technical assistance to schools -school which has been developed and implemented in accordance with the characteristics of character education typical in the school environment.[44]

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[43] Heri Gunawan, *Pendidikan*…….., p. 190
[44] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas, 2011) p 12-13

c. Revitalization Program

On line / third level, revive activity programs character education which is generally found in many activities extracurricular existing and loaded with character values.

Integration of Three Strategies

Third track / level in Figure 4, namely: a more top-down interventions, a more bottom-up excavation bestpractice and habituation, and revitalization existing program of activities that are more empowerment is one unity mutually reinforcing. The third approach, should be implemented in an integrated manner in four important pillars of character education in schools as stated in Character Education Parent Design, (2010: 28), namely: learning activities in class, cultural development of educational units, co-curricular activities, and extracurricular.[45]

b. Regional Level Strategy

There are several steps used in the development of local government character education, where everything is done coherently.

a. Formulation of policy tools at the provincial and district / city.

Education is school work, family, community and government. in Order To support the implementation of character education at the unit level education is influenced and dependent on the policy of regional leaders who have authority for synergizing all the potential that exists in the area including involving other agencies concerned and to support this character education. It required a strong support in the form of the legal basis for the implementation of policies, programs and activities of the characters.

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[45] Heri Gunawan, *Pendidikan….*, p. 191-192

b. Preparation and dissemination of educational materials prioritized character

Character education materials are made from the center, the majority is still common and yet characterize peculiarities of a particular area. Therefore, it is necessary adjustments and the addition of both indicators and the value itself based local distinctiveness. It is also necessary to develop strategies and forms of support to multiply and spread the material - material that is (not only among schools but also in the wider community).

c. Providing support to the Curriculum Development Team (TPK) and provincial level district / city through the Department of Education

Coaching schools for character education derived values priority should be planned and programmed in a programs in the education office. Implementation of these activities carried out by the team TPK-level professional areas such as provincial and district / city.

d. Giving Support Facilities, Infrastructure, and Financing

Support facilities, infrastructure, and financing supported by local governments, conduct business in ornamental plants or plant productive.

e. Socialization to the community, Education Committee, and government officials in environment and outside the national education[46]

c. Strategy at the Unit Level of Education

Strategy implementation of character education in the education unit is a Unity of program management school based quality improvement implemented in the development, implementation and evaluation of the curriculum by each education units. In order for a character education can be implemented optimally, Character education is implemented through the following steps :

1. Socialization to stakeholders (school committees, societies, institutions)

2. Development in school activities

3. Learning Activities

Learning activities within the framework of the development of the character of learners can use active learning approaches such as contextual learning approach, cooperative learning, problem-based learning, project-based

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[46] Aranger Team, *Panduan*….p. 14-15

learning, service learning, work-based learning, and ICARE (introduction, Connection, Application, Reflection, and Extension) can be used for education character.

4. Cultural Development School and Learning Center

Development of school culture and learning centers conducted through self-development activities, namely:

a. Routine

Routine activities are activities carried learners continuously and consistently every time. For example, activities Monday's ceremony, a large ceremony state, hygiene inspection agency, picket class, prayers, marching when entering class, pray before the lesson begins and ends, and greeting when meeting teachers, educators, and friends. For CLC (Community-Based Activity Center) and LCS (Studio Activity Learning) adjust routine activities of the educational unit

b. Spontaneous activity

Activities undertaken learners spontaneously at that time, for example, collecting donations when someone is affected or contribution to the community when disaster strikes.

c. Modeling

Is the behavior, attitudes of teachers, educators and learners in provide examples through good actions so that the expected a role model for other students. For example, the value of discipline (teacher attendance earlier than learners), cleanliness, tidiness, affection, courtesy, caring, honest, and hard work and confidence.

d. conditioning

Conditioning is the creation of conditions that support the feasibility study characters, such as cleanliness of the body and clothes, clean toilets, where garbage, green courtyard with trees, posters wise words at school and in the classroom.

e. Activities or co-curricular and extracurricular activities

Implementation of co-curricular activities and extracurricular support character education requires the guidelines for the implementation, development human resource capacity, and the revitalization of the activities that have been carried out of school.

6. The daily activities at home and in the community

In this activity, the school may seek the creation of harmony between characters developed in schools with habituation in the home and community. Schools can make a questionnaire regarding the value that was developed in the school, with respondents are closest family and neighborhood children / students.[47]

Those methods are similar with the method which have been offer by Abdurrahman An-Nahlawi as cited by Heri Gunawan. He had offer some methods, those are:

1. *Hiwar* method or conversation

2. *Qishah* method or story

3. *Amtsal* method or parable

4. *Uswah* method or exemplary

5. *Habitual* method

6. *Ibrah* and *Ma'uidah* method

7. *Targhib* and *Tarhid* method (promise and threat)[48]

C. **Implementation of Character Education**

1. **Introduction**

It is already become a fact that long time before the government declares about the character education, many schools already apply it on their education process. In the chapter the writer will give some exemplary on character education that appreciated as featured school. Beside of the implementation, it is indirectly explain the process also.

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[47] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas) p 193-196

[48] Hari Gunawan, Pendidikan Karakter (Bandung: Alfabeta, 2012), p. 88-96

2. The Example of Character Education Implementation in Elementary School

There are many character education activities that can be done in elementary school. Some of the examples are taken from SD Al Hikmah Surabaya. This school has the implementation of character education which is become the identity of this school. Such as, what it call Subuh Call.

About 4 am before Subuh Adzan is sounds, the class teacher call the students to wake them up and immediately doing Subuh prayer, the student also take part to call their friends sequently, so that all students are called to wake up and doing Subuh prayer. The values which be planted in this activity are trust and devotion, thanks God, piousness, discipline and obeying.

Habitual of clean life is done by monitoring is the students usually to brush the teeth, cutting the hair, and cut the nail every Friday. There is a special guidance for 1st and 2nd grade of student when they going to toilet (toilet training). So that they can implement value of clean well. There is a bathroom for female student who finished their menstruation at school, so that she immediately joins the *dzuhur* prayer together at school. The values which be planted in this activity are appreciate clean and healthy, discipline.

The other genuine idea is creative painting activity for 5th grade student. They are obligate to make picture and present minimum 2 pictures. At the fair, they should explain what is the meaning of their picture, uses material, painting process, uses modal, and also the sell price. The picture is

displayed along 3 days and can be bought by visitor. Beside of train their creativity, it also train the entrepreneurship skill.

The other activity is Business Day. There is such market for transaction place where the students plant what will be selling, how much necessary capital, until the expected profit. The buyer is all of the school parts, include some parents. Beside of teach in communication skill effectively, also planted the creativity, honest, and entrepreneurship spirit.[49]

3. The example of Character education implementation in Junior High School

As a teenager school, Junior High School should be have different model of implementation of character education which be done in elementary school. Some the examples are taken from SMP Negeri 115 Jakarta.

Even though it's a simple thing, the rule of IKK (izin keluar kelas) (out from class permission) which be done in Junior High School of 115 Jakarta is belong to genuine. IKK is a kind of name tag which is applied to the student neck who wants to going out from class and functioned for the legalization for them. Obeying and discipline value is developed here.

The other character education process is there available pocket for lost things. If any students found something, he will put it into the lost and found pocket, so student who lost their thing can found there. But if the lost thing

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[49] Muhlas, Samani, 2013, Konsep dan Model Pendidikan Karakter, (Bandung: Remaja Rosdakarya) p. 230-232

is such as shock, t shirt or another clothes, the owner is tend to be don't care. The found things such that make the view isn't good. Then those goods will be washed and enter to the Charity Box. When it is much enough, the student with teacher will bring them to orphanage.

The other activity which be done also by this school is rubbish care, social charity box, motivation slogan, profession introduction by inviting the parents or other resource from outside, creativity in recycling scraps, independence and entrepreneurship. Any values which implemented and developed on those activities already explained before.[50]

4. The example of Character Education Implementation is Vocational School

Vocational school is different with Senior High School, mainstream said that they are unique. Especially in mechanical department. It means they way to handle them also different. There are some examples of character education implementation which have been applied in SMK Negeri 1 Bantul.

This school classified in featured, that is why the input of student who enter this school was chosen based on the score of Junior High School National Exam even though comes from low-middle grade family. The implementation of discipline among students is good enough, seen from the high presentation.

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[50] Muhlas, Samani, 2013, *Konsep dan Model Pendidikan Karakter*, (Bandung: Remaja Rosdakarya) p. 232-233

The gain of achievement generally is good, it shows from the National Examination result, commonly always in big 5 of province grade.

There are some program which be done by this school based on the values which want to be implemented:

    d. Religious

        1) Reading al-Fatihah, ayat Qursy and another short surah on the first learning season

        2) Intensified TPQ on Masjid, once a week

    e. Honest

        1) Hold honesty canteen

    f. Discipline

        1) Implementation of strict rules

        2) Teachers are waiting for the student in front of the gate

        3) Prohibition of smoking for everybody at school areas

    g. Hard work

        1) There is a special cooperation for student

    h. Creative

        1) There is an additional learning season for making compos

    i. Communicative

        1) Teacher is habituate to always greet everybody he met, that's why student will follow what he did

    j. Cooperation

        1) It is be done by some activities

    k. Clean

        1) Washroom which previously not working, start to be repaired and maintained the clean.

        2) There are available sink in front of some classes.[51]

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[51] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas) p 55-56

Those are some examples which can be done or as references in other school. All of those school are the school figure which have been choose by education ministry for character education.

Some of them already applying character education since it have not being declared by government. They are applying it because it is realized or not, everybody understands the importance of character education.

CHAPTER III

RESEARCH METHOD

Before we come to the main topic, let see what research method is. Research methods are the tools you use to collect your data.[52] Method refers to technique which be used in a research, such as survey, interview and observation.[53]

According to Sugiyono, research method means as a scientific way to get data for the purpose and specific function.[54]

There are 4 keywords that must be note; those are scientific way, data purpose and function. **Scientific** means this research activity must be based on scientific identity, those are rational, empiric, and systematic. Every scientific research should be fulfilling those requirements. **Data** which be gotten from the research must be valid and accountable. Every research has special purpose, generally there are 3 **purposes**; discovery, verification and development. While generally the data which be gotten from a research is **uses** for understanding, solving, and anticipating problem.[55]

So, in this chapter will be explained about the method which has been used in this research. It contain of type and kind of research, location of being observed, the resource of data which have been used in this research, the

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[52] Cathrine Dawson, *Practical Research Method*, (Oxford: How To Books, 2002), p. 27

[53] J.R. Raco, *Metode Penelitan Kualitatif*, (Jakarta: Grasindo, 2010) p. 1

[54] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2010), p.1

[55] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 2

method which been used to collecting data, and the method which been used to analyzing data.

1. **Type and Kind of research**

      This kind of research is Qualitative research, that is a kind of research method which be used to observe the natural condition, where the researcher is as the key instrument. The data collecting method is done by triangular (merge), inductive data analysis, and the result of it is emphasize in meaning more than generalization.[56]

      Qualitative research is more likely to explore *processes* (for example, how the community makes sense of the accident) than *outcomes* (the frequency of farm accidents).Qualitative research focuses on the *meanings* of experiences by exploring how people define, describe, and metaphorically make sense of these experiences. The grand narrative has identifiable functions for the community, in that it instructs its members in emergency procedures and models the presence of mind required in such an emergency.[57]

      Design format of qualitative research contain of 3 models, those are descriptive format, verification format, and grounded research format. In this research is used qualitative method with descriptive design, which is which

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[56] Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: CV. ALFABETA, 2012), p.1

[57] Scott W & Deidre Johnson, *Research Method for Everyday Life*, (San Fransisco: Jossey Bass, 2009) p. 165

giving visualization clearly about an individual or specific group about the situation or symptoms occurs.[58]

It means that the result of qualitative research is not in numeric form. But a narration about what has been researched.

While, if it seen from the data presentation technique, this research use descriptive style. That is according to Best as cited by Sukardi, is a research method which try to visualize and interpret the object as it is.[59]

From those definition, can be understood that qualitative research method with descriptive style which be used, has the aim to visualize systematically the fact and characteristic of the object or the subject which be observed. While the reason of why researcher has chosen this method are:

1. From the empirics observation was got that majority the research report was be done in descriptive form

2. Qualitative research method is useful to get the variety of problem which correlates to education line or human behavior.

3. Have the sensibility and adaptation power with much of affect which came from the faced pattern.

The type of this research is *field research* which means writer doing research on field to get data and information directly by visit the location. Which be chosen by the writer that is SMK Muhammadiyah Bobotsari.

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[58] Koentjaraningrat, *Metode-metode Penelitian Masyarakat*, (Jakarta: PT. Gramedia Utama, 1993), p. 89

[59] Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya,* (Jakarta: PT. Bumi Aksara, 2009), p. 157.

2. Source of Data

Data refers to a collection of organized information, usually the result of experience, observation, experiment. This may consist of numbers, words, or images, particularly as measurements or observations of a set of variables.[60]

What is called data source on research is the subject of where data is taken from. If the researcher using questionnaire or interview in data collecting, so the data source is the respondent, that is the people who gives response or answer the questions from researcher, both of written or orally.[61]

There are two kinds of data based on the source which is used in this research:

a. Primary Source

Primary source is a source of data that directly provides data to the data collector, in this case is the research.[62] To get this data, the observer directly observes the daily activities of the student in SMK Muhammadiyah Bobotsari. About the program and habitual related to character education.

b. Secondary Source

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[60] Robert. K. Yin, *Qualitative Research from Start to Finish,* (New York: The Guilford Press, 2011), p. 130

[61] Arikunto, Suharsimi, *Prosedur Penelitan: Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2010), p. 172*

[62] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p 308

Secondary source is a source of data that indirectly provides data to the data collector.[63] To get this data, the observer using document and interviewing some peoples who correlated with the character education in SMK Muhammadiyah Bobotsari.

Data source which be used by the researcher is *purposive sampling* technique that means determination of data source is taken by some consideration.[64] Furthermore, according Arikunto purposive sample selection in this study will be guided by the requirements that must be met as follows:

a. Sampling should be based on the characteristics, properties or certain characteristics, which are the principal characteristics of the population.

b. Subjects were sampled really a subject that most contain traits found in populations (key subjects).

c. Determination of the characteristics of the population carried out carefully in the preliminary study.[65]

3. **Location of research**

This research is take place in SMK Muhammadiyah Bobotsari Kabupaten Purbalingga with consideration bellow:

a. There is no any such research in that school before. So that the reserach result will give new information which never exist before.

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[63] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 309

[64] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabet, 2010), p.300

[65] Suharsimi, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010) p. 183

b. The school has the unique character education for the students. Beside of that also, this school has much of Islamic subejct which support the character education itself.

4. **Subject and Object of research**

Subject of research is subject which being observed by the researcher. While object of research is object which be the observation or become the spot of attention.

a. The object of this research is the process of character education in SMK Muhammadiyah Bobotsari. Its contain of the rules, programs and any event which we done by SMK Muhammadiyah Bobotsari dealing with character education.

b. Subject of research

Subject of this research is

1) The teacher of *Ahlaq* subject

The reason is because the *Ahlaq* subject teacher is a teacher who directly gives the explanation and understanding about *Ahlaq* theoretically.

2) 12th grade Student

SMK muhammadiyah Bobotsari has 1355 students which divided into 3 classes and 5 departments. By purposive sample, the researcher takes the students from 3 classes from 3 departments in 12th grade. The sum of 3 classes is 45x3= 135 students. It is 10% from all populations. So it can represent the population.

The reason of the observer choose the 12th grade student as the subject is

because they have been almost 3 years studied in this school, and knows

well how the character education process in SMK Muhammadiyah

Bobotsari run.

That is why 12th grade student is right choice.

3)   Guidance and Counseling teacher

The reason of why the researcher also takes guidance and counseling

teacher as a subject is, because the teacher knows well how the behavior

of the entire student is. Also he knows about any infraction which be

done by the students.

4)   School Principal

Shcool principal is a person who knows better about the rules and

programs which run in SMK Muhammadiyah Bobotsari. He will gives

information about how many program, what is the reason of made it and

the purpose.

5. **Data collecting method**

To get necessary data for this research, writer will use these methods:

a. Documentation method

Document is the record of past time event. Document can be shaped on

writing, picture or monumental creation from someone.[66]

Documentation is getting data about something/variable such transcript

note, book, letter, magazine, prasasti, meeting report, agenda and

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[66] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012 , p. 240

anything else.[67] It same meaning with data collecting method which is indirectly to the subject of the research, but it is by document. Document is written note which is the contain is every written statement which be arranged by someone or an instance for testing an aim to an event and significance for the data resource, information proof, the scientific which difficult to get, difficult to find and open the chance to more extent the knowledge research to the something which be observed.[68]

Research result from interview or observation will be more trustable and credible if supported by personal history of childhood life, at school, workplace, in society and autobiography.[69]

b. Interview Method

Interview used as a technique of data collecting if the researcher want to do preface study to find any problem which must to be observed, and also if researcher want to know deeply from the few of respondent.[70]

Interview can see as a data collecting technique by questioning which is done systematically and based on the aim of education. This method is used to know how the student behavior by interview with the guidance and counseling teacher, and also to know the student opinion about the school character education.

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[67]Suharsimi, Arikunto, *Prosedur Penllitian Suatu Pendekatan Praktek,* (Jakarta : Rineka Cipta, 2010), p 236

[68]Yaya Suryana & Tedi Priatna, *Metode Penelitian Pendidikan*, (Bandung: Askia Pustaka Utama, 2007), P. 208.

[69] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p.240

[70]Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung:Alfabeta, 2010), p. 194

There are some purpose of using interview as a method, those are :

1) To evaluate or assess a person in some respect;

2) To select or promote an employee;

3) To effect therapeutic change, as in the psychiatric interview;

4) To test or develop hypotheses;

5) To gather data, as in surveys or experimental situations;

6) To sample respondents' opinions, as in doorstep interviews.[71]

This method is used to observing the school principal, guidance and counseling teacher and also sample of sample. Sample of sample is the sample in lower number. They are 10 students which out of the sample. The will be interviewed with same question which be used in questionnaire.

c. Observation Method

According to Nasution as cited by Sugiyono, stated that observation is the basic of all knowledge. The scientist only could work based on data, which is the fact about real life which be gotten by observation.[72]

There are some reasons of why using observation as one of the data collecting method. According to Morisson as cited by Louis Cohen and her friends, observation enables the researcher to gather data on:

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[71] Louis Cohen, Lawrence Manion, and Keith, *Research Method in Education*, (London: RoutledgeFalmer, 2000), p. 268

[72] Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 310

1) The *physical setting* (e.g. the physical environment and its organization);

2) The *human setting* (e.g. the organization ofpeople, the characteristics and make up of

3) The groups or individuals being observed, for instance gender, class);

4) The *interactional setting* (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.);

5) The *programme setting* (e.g. the resources and their organization, pedagogic styles, curricular and their organization).[73]

There are some kinds of observation which are usually use in a research, those are:

1) Participative observation

   In this observation, the researcher is involved directly with the daily activities of the subject which is observed or what is used as the data resource of the research. While observing, the researcher also doing what the subject do. So that the researcher knows better that only observing without participate.[74]

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[73] Louis Cohen, Lawrence Manion, and Keith, *Research Method in Education*, (London: RoutledgeFalmer, 2000), p. 305

[74] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p226

Participative observation is used in this research. That is when the researcher joins the *Class Preaching*. The researcher also follows the program arrangement until the lunch together.

2) Frankly and subtle observation

In this case, the researcher when doing data collecting is expresses frankly to the data resource, that he is observation. So that they know from start to finish about researcher activities. But in the other chance the researcher doesn't tell them. It is for avoiding any rejecting from the subject.

Both of those kinds are done by the researcher. Frankly observation was done when the researcher joins the class preaching. The researcher is explained the purpose of join that class preaching.

While subtle observation was used when the researcher saw the student which be punished.

3) Unstructured Observation

Unstructured observation is observation which not be prepared systematically, because the researcher doesn't know exactly what will be observed.

Unstructured observation is not used in this research, because all observation is prepared well.[75]

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[75] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p.228

This method is use for observing the activities which be done in the school dealing with the process of character education, such as; reading Quran, Class preaching and so on.

d. Questionnaire

Majority of researchers are commonly using questionnaire as the data collecting method. Questionnaire has some advantages as data collecting instrument.

Questionaire is a data collecting method which be done by giving some questions, or wrotten statement to respondent to make them answer it. Questionnaire is very useful if the respondent is in large numbers or spread in wide area. Questionnaire can be in open or closed question, depending on needs.[76]

Questionnaire is good as long as the using is follow the rules, those are:

1. To formulate the purpose which want to be gained by the questionnaire

2. To identify the variable which is becomes the target of questionnaire.

3. To reduce each variable become sub-variable which is more specific

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[76] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* p. 142

4. To specify the kind of data which is will be collected. At once, to determine the analysis technique.[77]

This type of data collecting method is use to observing the sample; those are 150 students from 12th grade. The question is about their opinion or response to the character education which be done in their school.

6. Data Analyze Technique

There are some difficulties in identify the data analyze method which be used in qualitative research. According to Susan Stainback on her book *Understand and Conducting Qualitative Research*, cited by Sugiyono, "there are no guidelines in qualitative research for determining how much data and data analysis are necessary to support and assertion, conclusion, or theory"[78]

But Sugiyono was conclude from some source that data analyze method is finding process and arrange systematically the data which is gotten by interview, field record and documentation by organizing the data into category, reduce into units, doing synthesis, arrange into pattern, choose which one is important and will be learned, and making conclusion, so that it is easily understood by himself or other people.[79]

Data analyze method which using in this research is qualitative data canalize method, that is an analyze method which the data managing is

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[77] Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik, (Jakarta: Rineka Cipta, 2010), p, 268*

[78] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p. 243

[79] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, p. 244

compare to a standard or criteria which is made by the researcher.[80]Analyze in qualitative data is applying to a data such information, narrative in a prose form then correlating to other data to get a clearance about a truth or the opposite. So the form of this analyze is an explanation not statistic number or other numeric.[81]

There is some Process of data analyzing. Data analyzing is done since before enter the field or pre field, on field and post field.

1. Pre-Field Analysis

   This kind of analysis is done to the preliminary studies, or secondary data which will be use to determining the focus of research.[82]

2. On Field Analysis model of Miles and Huberman

   According to Miles and Huberman, cited by Sugiyono, activity on qualitative data analysis is occurs by interactive and continued until clear, so that the data is saturated ready. It means that anytime the researcher found a doubt, the researcher will confirm to the subject. The activities on data analysis are bellows:

   a) Data Reduction

      Data reduction means resume, select the main thing, focus on important part, found the theme and pattern, and removing the unnecessary. So that, the data which being reduce will gives

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[80]Suharsimi, Arikunto, *Prosedur Penelitian…*, p. 308

[81]Yaya Suryana & Tedi Priatna, *Metode Penelitian Pendidikan*, (Bandung: Askia Pustaka Utama, 2007), p. 218

[82] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D,* p. 336

the clear description, and make it easy for the researcher to do next data collecting, and found it if necessary.

b) Data Display

In qualitative research, data display can be done in form of narration, chart, and relationship between categories, flowchart, and its kind. It means that after the data is reduced the researcher must display it in any kind which matches with it.

c) Conclusion Drawing

Conclusion is qualitative research is a new discovery which never exist before. Discovery can be description or illustration about an object which before was still blur or dark, and after being observed is become clear.

In first step there is also beginner conclusion. It can be change if it is found new fact which supporting. So it means the last conclusion may be able to answer the previous problem statement, or maybe not. Because already explained in the beginner that problem in qualitative research is still temporal.[83]

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[83] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 245-252

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

A. Overview of SMK Muhammadiyah Bobotsari

1. Geographic Location

Formally which is stated in the school profile, SMK Muhammadiyah Bobotsari is addressed at Jl. RS. Yosomiharjo No. 8 Bobotsari, Purbalingga Regency, Central Java Province. The school is near to the office of sub-district Bobotsari. It is about 500 meters from the big traditional market Bobotsari. It is placed at not crowded road. From the main road take left on the front of sub-district office about 100 meters only. It is also only about 150 meters from the Bobotsari bus station.

At the first it was built, the school was had one building only, which was beside of Puskesmas of Bobotsari. But for some recent years, SMK Muhammadiyah Bobotsari is gets high of progress. That is why being build one more building about 100 meter from the first location. Those two buildings usually called Gedung Timur and Gedung Barat.

The center of administration is on the Gedung Timur, including school principal and half of teacher's room. And the Gedung Barat is being concern for the mechanic practical.

2. Brief History of Establishment

a. Introduction

Who wants to be success in reaching the world must be by knowledge, and who wants to be success in his afterlife must be by knowledge, and who want to reach both of them must be by knowledge. The expected science is the science which getting pleasure from God.

Education institution is an agency to deepening knowledge which be managed by government or private education institution which has purpose to make smart the nation life from the grade of Kindergarten, Elementary school, Secondary until University.

High secondary school is divided into General High School and Vocational High School.

Vocational high school is developed into some department, those are:

1. Program of Management, accounting
2. Program of Office Administration
3. Program of Business Marketing
4. Program of Engineering
5. Program of Electricity
6. Program of Computer Networking Technique
7. Program of Nursery, Medical and so on

In the era of 1969 until 1973, which become something longed for is such as STM (Engineering Vocational), SMEA (Accounting Vocational), SMOA, SPG (Teachers Education School) which giving subject material based on the education program. But in the era of 1975, those program are liquidated, removed by government, in this case is Education Ministry in Indonesia.

Around 1994, government is programming Vocational School which the subject material is submitted accordance the vocation, weather Engineering, Management, Office Administration and so on.

b. History of Establishment

Precisely in June 1993, the chairman of primary and secondary education of Muhammadiyah Bobotsari Mrs. Siti Kholisah Ahmad Salimi has an idea to build a vocational school which equal to SMEA, because about 1967 was build a SMEA of Muhammadiyah Bobotsari but no longer exist. Because the number of students, is far from what is expected.

From this bitter experience, the chairman of Muhammadiyah Foundation, department of Education and Preaching is never give up. But it makes more confident to realize it.

As the follow up of the new school establishment program, which being planned SMEA or SMK, he was discussed with the peoples who can be invited to thinking together, they are:

1. Mr. Suwardjo, BA, as the Principal of Muhammadiyah Junior High School of Bobotsari

2. Mafudi, S.E., as the educator staff in Muhammadiyah Senior High School.

3. Muhyidin, B.A., as the next generation of Muhammadiyah in Bobotsari.

4. Muh. Dasan Ciptoraharjo as the administration leader in Muhammadiyah Junior High School of Bobotsari.

From the discussion result of those persons, was agreed to establish a new school which namely SMEA Muhammadiyah Bobotsari.

The program which be opened are:

1. Program of Accounting

2. Program of Office Administration

3. Program of Business Marketing

By armed of mutual agreement, together with that is followed by petition to Regional Offices of Education and Culture Department of the Province of Central Java in Semarang.

As the first step, the chairman of Primary and Secondary School Department (Mrs. Cholisah Ahmad Salimi) is visit to:

1. Drs. Parijan as the supervisor of education in Vocational School (Chairman Ministry of SMEA Purbalingga)

2. Mr. Sudardjo, B.A., the principal of Senior High School of Purbalingga as Muhammadiyah family

The visiting of those two chairman which competent in education is to get suggestion for next step.

The next step is making the committee. From the discussion result which be lead by Branch Leader of Muhammadiyah Bobotsari, was determined:

1. Protector
    a. Bobotsari sub-district chairman
    b. Regional Leader of Muhammadiyah Purbalingga
2. Advisor
    a. Drs. Paridjan (Supervisor of Vocational Education)
    b. Mr. Sudardjo, BA.
3. Chairman   : Mrs. Siti Cholisah Ahmad Salimi
   Vice Chairman   : Muchisin, BA
   Secretary   : - Muh Dasan Ciptoraharjo
                       - Mafudi, S.E.
4. Treasure   : - Munirun, BA
                       - Sudardjo, S.P.
5. Members   :
    a. Ahmad Sayuti
    b. Sukarjo BCKH
    c. Abu Tolchah
    d. Suwandi Raharjo

Basic and Purposes of the establishment:

1. The ideology of SMK establishment is with the consideration of being removed the vocational school at 1974. After 20 years, vocational school needs to be revived. Because the graduate of general High School isn't ready for working, but for continue to college. Meanwhile

the graduate that ready for work must be have, remember that ready-use employee must be prepared. Because of that, the result of committee discussion under the coordination of *Majelis Pendidikan Muhammadiyah* is determined to establish SMK (Vocational School) with three departments:

    a. Accounting

    b. Secretary/ Office Administration

    c. Business Marketing

2. Purposes

    a. To help the government in improving education

    b. To accommodate the graduate of Junior High School who wish to pursue a vocational school

The processes of School Establishment Proposal are start from:

1. Take a survey in field includes seeds prospective workers who are ready to proceed to a vocational school.

2. Consolidation with the competent chairmen in vocation program

3. Visiting the Regent of Purbalingga, at that time was Drs. Sutarno

4. Consult with regional offices of education and culture department of Central Java, cq Vocational Education Department, Drs. Suratno

As the result he gives some suggestion, those are:

    a. To make school establishment proposal which being attached by recommendation of Purbalingga Regent

b. Preparing the land

c. Teacher based on the education background

d. Prepare the books for the teacher guide for every subject

e. To prepare typewriter for student practical

f. The vocation which be opened in earlier are only two:

1) Accounting

2) Office administration

Ratification Process

The follow up of the committee which is submit the new school establishment proposal to Regional Office of Education Department of Central Java and the application of Regent recommendation.

By the guidance of Drs. Paridjan and also Mr. Sudardjo, B.A. is realized an Operational License the establishment of school, at once being begin a instructional activity. With the license:

a. Recommendation of Regent Num. 420-0346/1994, 31 January of 1994 about Private School Establishment

b. Permission letter of establishment from Regional Office of Education Department, Num. 488/103/1/94, 3 May of 1994 about license of Private School Establishment.

Based on those license, so at 17 August of 1994 the instructional activity in SMK Muhammadiyah Bobotsari was officially opened by

Regional Chairman of Muhammadiyah Purbalingga. The beginner instructional activity is followed by …. Students which consist of:

a. Program of Accounting consist of 5 male students and 20 Female students.

b. Program of Office Administration hasn't get any student

The tools which being prepared to instructional program are:

a. Teachers guide book based on their own study program

b. Typewriter for practicing office activity as many as 25 pieces

c. Teacher of the subject which appropriate with his education background

d. Office tools which necessary

The instructional process is run well from the earlier until the end of study year 1994/1995 which maximum result

3. **Vision and Mission**

a. Vision

Mannered, Modern, Competitive, Independent, Superior Islamic Based

b. Mission

1) Arrange the open management of organization structure and constructive in the era of globalization and information.

2) Implement the instructional process and education which based on Islamic Competency, scholarly and skill which effective-conducive and dynamic, in order to produce the graduated which having knowledge, technology and high competitiveness, which doesn't forget the religious virtues.

3) Giving and supporting the increasing of human resource for teacher and staff to be more professional in carrying out the function and duties.

4) Fulfill and optimize the school and institution assets, from the implementation of instructional process and dual system education which effective and efficient.

4. State of Teacher and Staff

a. Teachers

Nu	Teachers	Education Grade					Certified teacher	Age			
		>S1	S1	D3	<D2	Jml		<22	20-50	56-59	Jml
1.	Normative	1	16	-	-	17	Normative	-	16	-	16
2.	Adaptive	0	15	0	-	15	Adaptive	-	15	-	15
3.	Productive	0	16	0	-	16	Productive	-	17	-	17
4.	BP/BK	1	3	-	-	4	BP/BK	-	4	-	4
	Total	2	49	0	-	53	Total	-	53	-	53

b. Staff

Nu	Staff	Education Grade					Certified Staff	Age			
		>S1	S1	D3	<D2	Jml		<22	20-50	56-59	Jml

1.	Administration	-	-	1	7	8	Administration	1	7	-	8
2.	Helper	-	-	3	3		Helper	-	3	-	3
						11			10	-	11

5. Circumstance of Students

Learning group study year of 2014/2015

Nu	Departments	1st Grade		2nd Grade		3rd Grade	
		Total classes	Total Students	Total classes	Total Students	Total classes	Total Students
1	Accounting	4	162	4	142	4	168
2	Secretary	3	125	3	112	4	141
3	Light Vehicle Eng.	2	59	2	66	2	57
4	Motorcycle Eng.	1	34	1	39	1	33
5	Computer Networking	2	83	2	59	2	75
	Total	12	463	12	418	13	474

6. Facilities and Infrastructure

a. Means

Nu	Type	Existence		Width (m2)	Functioned	
		Yes	No		Yes	No
1	Departemens leaders room	√		24 m2	√	
2	Teacher room	√		128 m2	√	
3	Administration room	√		32 m2	√	
4	Guidance and counseling room	√		12 m2	√	
5	Guest room	√		24 m2	√	
6	First aid room	√		24 m2	√	
7	School committee room	√		12 m2	√	
8	Special job fair room	√		24 m2	√	
9	OSIS room	√		16 m2	√	
10	Media and tools for instructional		√			
11	Security room		√	216 m3	√	
12	Art and Culture hall	√		192 m2	√	

13	Warehouse	√		30 m2	√	
14	Auditorium	√		192 m2	√	
15	Warehouse	√		30 m2	√	
16	School yard	√		2267 m2	√	

b. Classroom

Classroom condition	Classrooms numbers
Good	34
Slightly damaged	3
Damaged	0
Total	37

a. Library

Book type	Total Books
Learning book	5000
Supporting book	423
Reading book	100
Total	5523

B. Data Presentation

From the previous chapter we knew that character education is an education which is taught about good character, good moral, good *ahlaq* in general stream. It means that character education process is a process about how students are taught their character. As we have talked before that character is something which can be learned. So it must practiced by an education which is realized in programs.

The education what we will talk here is not in formal subject. But it is trough the program and treatment which been given by school to educate the student character.

There are some programs which have been run in SMK Muhammadiyah Bobotsari. Some of them are genuine from this school and doesn't exist at other school.

Character education process in SMK Muhammadiyah Bobotsari is run smoothly without being awarded by students. Because the school is not frankly tells to students that as long they have studied in SMK Muhammadiyah Bobotsari they also passed a character education process.

Character education in SMK Muhammadiyah Bobotsari according to the interview with the Principal, is a manifest of the vision and mission of SMK Muhammadiyah Bobotsari. One of the visions is Islamic Base. It has tight correlation with the education of *ahlaq*. The main purpose of this education is to

make the graduation is not only good in academic but also good in moral and act.[84]

1. The Programs

From the result of some observation, interview and questionnaire, the researcher got some information about the program which be done by school in order to educate the student's character.

a. Reciting Quran

One program that usually is done in an Islamic school is reciting Quran. It can be done in several times like in the morning. In SMK Muhammadiyah Bobotsari, reciting Quran is done in the morning along 15 minutes before instructional is start. This program is run since first day the student studying in this school.

Based on the observation of researcher, as the bell rings at 7 am in the morning, student will enter the class and followed by the teacher that teaching at first season. The Quran which be used for reciting is served by school at the first year the pay the registration. The Quran is completed by the translation, so the student is also understood what they have been read.

After the teacher and students are gathered in the class, the class leader is lead to praying. After that the reciting Quran is start. The technique of reciting is depends on class agreement. Some classes are read it one by

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[84] Interview Result which be done at Wednesday, 15 April 2015 with school principal

one. And the others are read together. While teacher is also monitor it and also scrutinize the student *tajwid*.

The intensity of reading Quran is different in each class. Some classes are could be finish it at the end of study year. Some of them are make a *khataman* program. But some classes are couldn't finish it. Usually it happened in engineering class because the entire students are male.

Based on the questionnaire that is given to 150 student of 12th grade, all of them are said that this program is very good, because they can read Quran well since they are entered to SMK Muhammadiyah Bobotsari. But there is 10% of them who said that this program is not success. Most of them are said that the problem is on the student awareness itself.

Sometimes student prefers to play their phone than reciting Quran. For male students they have no reason not to read Quran, but for female students sometimes they said that they are on their period time to avoid reciting Quran.[85]

Relation of this program with character education of course to make student is common with reading Quran. Because not all students is able to read Quran when they start to study in SMK. Beside of that, according to Principal, by reading Quran, at least they have a burden. Even though not all student feel it. But at least some of them will feel that they have responsibility because of that. By reading Quran it will minimize them to make any evil things.

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[85] Interview Result with Ahlaq Teacher, on Wednesday 15 April 2015

There is another opinion also from student that reading Quran before lesson start will refresh their mind and the brain will be more ready to accept the learning activities.[86]

b. Uniformed of Veil

Veil in Islam is a cloth which is covering head until the breast out of the dress. It is called Jilbab also in Indonesian. Veil, is an obligation for every muslimah, since she is get her first period. It is based on the Quran in verses Al-Ahzab:26
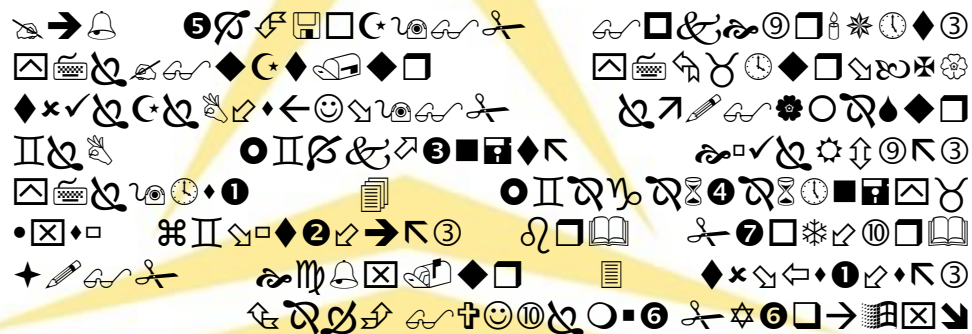
59. O Prophet! Tell Your wives and Your daughters and the women of the believers to draw their cloaks (veils) All over their bodies (i.e.screen themselves completely except the eyes or one eye to see the way). That will be better, that they should be known (as free respectable women) so as not to be annoyed. And Allâh is ever Oft-Forgiving, Most Merciful.

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[86] Interview Result with the Sample of Sample, on Tuesday, 8 April 2015

This verse is clearly tells that every women in Islam shouldn't be show her body except face and palm to the people who is not her *mahram*. The purpose is to save her purity and honor.

That is why, SMK Muhammadiyah Bobotsari as commonly a Religious-base school, is ordered the female student to wearing veil. But unlike the others school which is doesn't give specific veil, SMK Muhammadiyah Bobotsari is makes rules about the veil that must be used. Even though now the others school is following this idea especially in Purbalingga.

When the first time student is makes registration, the school is gives 3 types of veil. First is white for Osis Uniform, second is blue-egg for Muhammadiyah identity uniform, and the last is dark blue for HW (Hisbul Wathan – such Pramuka in Muhammadiyah- *Red*). HW is started in the last year together with the principal changing; the previous year was wearing Pramuka on Friday and Saturday.

Based on the information which is taken from the School Principal, the purpose of wearing uniformed veil is to make it become identity (the pictures will be attached). Instead of the motif is unique and different from the other, the cloth which is for make it also thick and wide. It will covering from the top until breast. Its dealing with the good veil requirements is must be not transparent and showing body shapes. It means the cloth material must be thick.

Based on the questionnaire and interview which is done to the sample, the majority students are don't feel burdened with the model of this veil. Even though about 12,6% student are gripe because of little pain on her ears. They like to choose common veil which is provide in shop.

But out of those different opinion, the advantages of this rule is to make student is feels usual to wearing veil even out of the school. The value which is taken is students will make a changing to their behavior.

c. Writing Quran Punishment

There are some methods of reinforcement in learning. Instead of in class, out of class including in character education also there is reinforcement. Reinforcement is such of giving emphasize in running a program or a rule. Reinforcement can be a reward or punishment.

In SMK Muhammadiyah Bobotsari there is a kind of punishment which different with other punishment. That is writing Quran, or copies it with hand writing on the paper. This punishment is usually done when some students are late to enter the school gate. Guidance and counseling teacher will be waiting every morning in back of the gate. While doing handshake with the student who passes the gate, teacher also checking them one by one, if there is any restriction.

At 7am, teacher will close the gate, and whoever try to pass it must be get permission from Guidance and Counseling teacher. But before they can enter to their class, teacher will gives such kind of punishment. One

which is often to do is the student must copy some *ayat* or a short *surah* from Quran.

This kind of punishment has some purpose. First, is to make wary effect to the student. Usually student which seldom to writing in Arabic is feel lazy to write it, so it will make them wary to repeat their restriction. The other purpose is to make them could be memorize it or at least read it carefully. It will make them usual to write Arabic also. Beside of that, based on the interview with the sample, it can give them a reward also by writing and reading Quran at once. Even though there is 6% from the sample which said that they don't agree with this kind of punishment, because it is too easy for them.

Beside of that, there are 8 students which said that they don't know about this punishment. Because, beside of they never be punished by this punishment, this punishment is done when all of the students are reciting Quran in their class together. That's why they don't know whether there is student which is punished out of there.

d. Class Preaching (*Pengajian Kelas)*

Pengajian or what we call here is preaching is a way of *dakwah* in Islam. Preaching, majority means looking for an Islamic science or knowledge. Preaching, is usually done by make a gathering or grouping many peoples, with one speaker or more. The speaker which is usually

called *Kyai* will speak a theme about Islam. While the audience will listen it – usually with no question – until finish.

But in this modern era, preaching is not only by that way. By watching TV also we can see a preaching, live or recorded. There a differences between both of them. If we come to a preaching directly, we will be able to make a communication with another audience. It will make a new relationship. Beside of that, by seeing directly the *Kyai* will give special feeling. That is why even tough digital era is more modern this recent time, the traditional way is never forgotten.

This what makes SMK Muhammadiyah Bobotsari is make a program that called *Pengajian kelas* or Class Preaching. Class Preaching was done since 1998 when the Principal is Drs. H. Fauzan Anwar, M.M.Pd., or 4 years after it is built. Class preaching is a preaching which is done in one of student home. Note that the student of SMK Muhammadiyah Bobotsari is comes from many places around Purbalingga, it will make this program is very nice.

The idea of Class Preaching is the school only ordered that every class should be held it once a month. The entire concept is given to every class.

Based on the Class Preaching which is done at 30 January 2015, the researcher can see this is a kind of good character education. By give all concept to student, it will make them become responsible. First of all, student together with class teaching is deciding which place or whose home will be the place for class preaching that month.

Finally its determined that in class of XII ADP will make class preaching in Gondang Village, Karang Jambu sub-district. After that they will discuss about how much money need to be collected as the cost. The cost is about the transportation and food. Because for information, one class in SMK Muhammadiyah Bobotsari is at least consist of 35-40 students. That's why transportation and food is an important thing to be discussed. Usually if the location is far, or hard to be reached, they will use truck as the carrier. Like in this time, the preaching is done in Gondang. Gondang is a high-land village which has dangerous road. That is why they use truck.

After that, they will count also how much money will be given to the student who is the home is choose to be the preaching location. Then they are accumulating it with transportation cost. At this occasion, each student is burdened Rp. 15.000,-. Because, truck is more expensive than an opened-car. Beside of that, the location is also far and dangerous.

There are some purposes of this program dealing with character education. First, it's a way to make good relationship with student's parents and family. They will be happy if their home is visited. Beside of that, class teacher will be able to know more about his student.

The main purpose is to train the student behavior. Every topic which be discussed in this program is about their character and *ahlaq*. Usually student will take a speaker from *ahlaq* teacher. Or if it is necessary, they will take local *kyai* as a kind of appreciation to local society. By this

activity they will be able how to manage many opinions in class about some decision about this program, which place, how much money and so on. Beside of that, they will be learning about how to treat their friend who is many varieties have. Usually if the home which will be visited is low family, they will give more money. Student will get more experience also by visiting new place. Their social sense will be better.

The other purpose is to introduce SMK Muhammadiyah Bobotsari to society. Sometimes if preaching is visiting remote village, the peoples there are don't know well about SMK, that's why, this program is good way to introduce it. And this way is gives contribution with the fact that SMK Muhammadiyah Bobotsari has 1355 students. It's a big number for a school which is not located in city center.

Based on the questionnaire to the sample, there are 12% of them who said that this program is not working. Some reason are because of their oriented is the traveling and food, not the preaching itself. And also, sometimes the location is too far. But from the sample of sample, all of them said that this program is works. It is very good different from other school. They get new experience and can see the background of their each friend.

e. Praying Presentation

Praying is the first obligation for Muslim. It is the second of *Rukun Islam.* It must be done by all Muslim since they are getting *baligh.* Only

for some reason that allowing them to don't doing prayer. That is why many efforts in order to make children is usual to doing prayer without should be ordered five times a day.

Usually children are diligent to doing prayer 5 times a day when they are in under primary school or when they are still learning in *TPQ*. But together with they are growing up and going to secondary school, many factors make them lazy to doing prayer even once a day. Especially friend and environment affect.

This thing is make some side is tried to make program or a way in order to make children is aware about obligation of prayer. For example, parent is give reward or punishment for their child for doing prayer. TPQ is make prayer card which should be filled by student's parent that contains of table weather them doing prayer or not.

By those fact, SMK Muhammadiyah Bobotsari is make a program in order to make student is usual to doing prayer 5 times a day. The program is Praying Presentation. Praying presentation is a program where there is a presentation about student weather they doing dzuhur prayer or not.

The mechanical of this program is there is a student who is trusted by class teacher. He or she will carry a presentation about student weather they doing prayer or not. The praying presentation is contain of student list and check list column. He or she will mark it when dzuhur prayer time.

Once in a month, class teacher will check the presentation to know who is doesn't doing dzuhur prayer. Class teacher will make a communication with that student, to know what his reason is.

Most of student said that this is good program. By this presentation, want or not student will doing dzuhur prayer if they don't want to be called by class teacher. But there are 22% sample who said that this program is not success. The problem is because the student awareness itself. The most often problem is female student which always give reason that they are on their period. Nobody could force them.

Sometimes teacher ask another female student to check whether they lie or not, but it doesn't working. Because, they are feel shy to doing that. Finally, it becomes common problem without solve.

According to school principal, the purpose of this program is to make student is usual to doing prayer together at masjid. At the first time must be they will be forced. But by that habitual, day by day they will feel usual with that.

Mr. Ifanto as the ahlaq teacher also said that some teacher will make such an interrogation when dzuhur time, to check each class. If there are some students are still sitting in the class, teacher will immediately command them to take *wudlu*.

Based on the interview with the sample of sample, the entire sample said that they become routine to doing prayer since they were in SMK

Muhammadiyah Bobotsari. Even though a sample said that his prayer still perforated.

2. Components in Character Education Process

Character education process is an activity which is correlated with many parts. Those are: From the students itself as the subject, the *ahlaq* teacher, guidance and counseling teacher, the facility, the principal who makes the rules and so on. All of them have their own portion and correlation each other.

The main component of character education process is the students of SMK Muhammadiyah Bobotsari. SMK Muhammadiyah Bobotsari has 1355 student which is spread in 5 departments. They came from wide areas with the different family background, including their previous school.

Mostly, people who have a contribution in planting their character is parents, it is proved also by the questionnaire result, there are 92,6% sample who said that parent is the most affecting people on their character. And the others are environment, teacher and themselves.

The character education process in SMK Muhammadiyah Bobotsari can be called success, it seen from the 98% sample who said that their character is better that before when they are in Junior High School. Some of them said now they could pray 5 times a day.

The others are side that they have no differences because of themselves factor. The other reason is because they feel forced or stressed. Because there are 12,6% sample who said that. Even though like that, 99,3% of samples said that all programs are good and must be developed. In condition that school must be add some facility such as *wudhu* place must be separated between male and female.

Ahlaq teacher is a teacher who teach subject of *ahlaq* in SMK Muhammadiyah Bobotsari. There are about 5 teachers who teach in 5 departments.

Ahlaq teacher is teaches ahlaq theoretically. They give understanding about the entire *ahlaq* science. *Ahlaq* subject is given a session in a week. But in practically, teaching about *ahlaq* can be done anytime.

According to one of the *ahlaq* teachers, Mr. Ifanto, as an *ahlaq* teacher, teaching in class is not enough. The main point is the ahlaq teacher can be a figure of example for his students. Because student will not be respect to teacher who could teach only but his behavior is none. That is why the mechanical of making score in subject of *ahlaq* is not only base on the theoretical score, but the most important is the process and how the behavior of the students. It means the final score on report in based on those two consideration.

Students in SMK especially in engineering program has special and unique characteristic. Their behavior is depending on the treatment of teacher. They can be a sweet student more than another program, when the

teacher can manage them well. But when the teacher is cannot manage them, their attitude when instructional is happened is cannot be guessed. The most seen bad attitude is when teacher is teaching, they are ignore him. Their language also not polite and sometimes is hard.

Out of all the trouble, there are some standard of good ahlaq according to Mr. Ifanto, those are: seen from the prayer they are always join the *jamaah*, good in communication and attitude when instructional and good interaction with other student.

Next component of character education process is Guidance and counseling teacher. Guidance and counseling teacher is a teacher who provides a guidance and counseling service at school for students. Actually according to Mr. Sampurno as one of Guidance and Counseling teacher, there are many duties of GC Teacher which is divided into some parts.

But the main duty which is often being done at school is about counseling. Whenever a student is get a trouble about his study or his family he can make a discussion with GC Teacher. Including if student have problem with his friend at school, the teacher will make mediation to solve the problem.

It makes guidance and counseling teacher is understand more than other teacher in personality of student, family background and the restriction which be done by them. Even though, deeply according to Mr.

Sampurno, if we talked about unique character of student, we will not see negative thing, because unique is unique.

Character which is wished is same to the vision. That is *Santun, Modern, Kompetitif, Mandiri, Unggul and Berbasis Keislaman.* Those all is covering the character which is expected to be owned by students after they are graduated.

The next component is facility. Facility is something which make easy to run the function. Facility usually expected as a material thing. For example, when a school is makes a promotion, in facility they will say that the school has wide court, clean room, good laboratory, complete instructional media and so on.

Likewise with the character education program in SMK Muhammadiyah Bobotsari. School is gives facility dealing with the programs which be run. Some facilities are automatically given to student when they entered at first year.

One of them is school gives a package of *mukena* and Quran together with the clothes. Each class is also available a cupboard for save that *mukena* Quran which will be used every day until their last year. Beside of that, the package including 4 piece of veils which be wear every day also.

The other facility is wide masjid in the second floor of *Gedung Timur*. This masjid was build at the year of 2006 namely *Masjid Baitul 'Ilmi*. About 600 students can be doing prayer there in 3 or 4 groups. That's not a problem because school gives prayer time is about 30 minutes.

Something that become problem is the wudhu place is not so wide because of the location. It has only about 15 spot, so student must be queue. Beside of that, the place is not separated between male and female. That is why some female students choose to take wudhu in the bathroom.

For this things, there are 68,6 % % sample who said that school is give enough facility already.

C. Data Analysis

From the data which have been presented, there is analysis which identifies the entire program of character education. Data analyze method is finding process and arrange systematically the data which is gotten by interview, field record and documentation by organizing the data into category, reduce into units, doing synthesis, arrange into pattern, choose which one is important and will be learned, and making conclusion, so that it is easily understood by himself or other people.[87]

Here the analysis about all programs which have been run:

1. Reciting Quran

   As we knew at the previous point that reciting Quran is done every day. It means that this program is a habitual program. Student is practiced to read Quran every day by this program. By the hope that student will do it at home without any force from parents.

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[87] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 244

Habitual is a way for make student doing good habit without they feel being forced. Because when we do something continually, we will hard to leave it. It will be very good if what we do is a good thing.

The timing to do this program also good, it takes 10 minutes in the morning before class start. It can be a good beginning to start the day, because if in the morning is start with good thing, the whole day also will be good. This program also doesn't take lesson session because the rule is 10 minutes out of the first session.

The giving or Quran at the first time student is making registration. It makes them have no any reason to avoiding reciting Quran. School is also provides a cupboard to save them with the *mukena* also.

But the implementation is still not much discipline. There is no warning to the teacher in the first season that doesn't join the reciting Quran. That is why sometime there are some students which don't doing it.

The best thing that can be taken from this program is student could be usual to read Quran every day.

2. Uniformed of Veil

SMK Muhammadiyah Bobotsari was designed a special model of veil to be used by the students. Veil is a must for every muslimah, the basic rule is on the verse that already being cited before.

The material which being use for making the veil is thick and wide. It is good because based on the verse that we should cover our whole body. It

means the veil must be wide, so the body shapes is not showed. The unique thing is that the model and the motif is never change since it was implemented at the first time. That is why it makes a very easy-memories identity from this school.

At the first time, school is gives the veil and notice that the other veil except of them is forbidden at school when instructional. And it is obeyed by all students.

This is a kind of habitual also. By makes student is always wearing veil at school, they will also being usual to wear it out of the school. At the other side, it is such kind of conditioning. Conditioning is the creation of conditions that support the feasibility study characters, such as cleanliness of the body and clothes, clean toilets, where garbage, green courtyard with trees, posters wise words at school and in the classroom.[88] Student is conditioned to be always wearing veil at school area. After long time it is wished that they will feel strange if don't wear it.

3. Writing Quran Punishment

Punishment is a kind of method to handle a restriction to a rule. Punishment has a purpose to make student is wary to do a restriction again. That is why punishment usually is something that student doesn't like it. For example are cleaning the bathroom, sweeping the yard and so on.

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[88] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas) p 196

But in SMK Muhammadiyah Bobotsari there is a punishment that different with another place that is writing Quran, or writing a verse from Quran. In a side it is a good thing. Because by writing Quran, they will be usual to write in Arabic, because in SMK also there is Arabic subject. And also they will be easy to memorize Quran, because writing Quran is automatically read it. And we know that reading Quran is a very good thing.

But in the other hand, this kind of punishment is also not so much hard for student. It will not make them wary to be always late to go to school. Or in other word, this punishment is too easy. And this punishment also need much time, because the punishment time is in the morning at the first session. It makes them cannot join the first session.

The good thing is in latest time, this kind of punishment is not used too much. According to the principal, this is only a variant of punishment. Not the main punishment.

4. Class Preaching (*Pengajian Kelas*)

The strategy which be used in this program is activity. Implementation of co-curricular activities and extracurricular support character education requires the guidelines for the implementation, development human resource capacity, and the revitalization of the activities that have been carried out of school.[89]

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[89] Aranger team, *Panduan Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemdiknas) p 196

The habitual and routine also implemented here, because this activity is done every month. Teacher is gives all the decision to the students. It is possible to train their independency, to train their skill in society. Because they are should find for the transportation and also determining how much money which will be given to the owner of the home.

The material which be given in the preaching is majority about *ahlaq* according to Mr. Ifanto. It is very good because they can absorb it in more relax place and time than at the class.

The main point which can be taken by this program is, school side is closer to student's parent. The entire class member also can knowing their each friend. The relationship among them is closer.

But the problem here is in side of school there is no facility. For example is about the transportation. It is good to ask student to find by themselves. But it has high risk also. If they find transportation in anywhere, it can guarantee the safety. School is also cannot monitor one by one the class which doing class preaching at the same day.

Beside of that, the timing also cannot be decide because depend on the location. It makes the parent cannot make sure what time their children will be back home. But this program is really good, only the practice that need an improvement.

5. Praying Presentation

Actually the main purpose of this program is to makes student doing prayer routine every day. Usually something that start from forcing, if its good thing, day by day it will become a habit.

It is proved by the questionnaire and interview result with the sample that they are going to discipline to doing prayer since they are studying in SMK Muhammdiyah Bobotsari.

The check list is hold by one of the class member. It is possible if sometimes she or he feel no heart to doesn't give the true fact that some of his friend don't doing prayer. That is why when *dzuhur* time is coming, some teacher including *ahlaq* teacher is make an inspection around the school to make sure that there is no student which don't doing prayer.

If this program is seen from positive aspect, it is good. As explained before that by habitual, something will become a habit. Even though its start with a forcing. But they will be understand and aware that all of that are back to themselves.

But if it is seen from negative aspect, it is not good way by forcing them by checklist. Some student perhaps will be aware that prayer is an obligation, with or without a presentation list. But some other will be feeling forced all time. The bad thing is they only doing prayer because of school obligation. That is why they will do it at *dzuhur* only when they are at school.

It is such of a dilemma. If school is has no rule about prayer, student will not be aware about their obligation as muslim. Cannot be ignored that only some students that doing prayer fully 5 times a day. So, this program is one of the way that can be done by school to make the student is always doing prayer fully anywhere without being ordered by anyone.

CHAPTER V

CLOSING

A. Conclusion

From the explanation about the character education process in SMK Muhammadiyah Bobotsari, it is can be taken conclusion that SMK is runs some program to makes student character is match with the vision which be proclaimed. Those are:

1. Reciting Quran which be done 10 minutes every morning before the class start. This program has purpose to make student is usual to always reading Quran even at home. Beside of that, by this program also be wished that student will change their attitude to be better.

2. Uniformed of veil with the thick and wide material is be hope that it can be fulfill the Islamic rule for women who should covering all her whole body. Beside of that, the veil is become the identity of SMK Muhammadiyah Bobotsari.

3. Writing Quran punishment is a variant of punishment for student who come school late. It purposed to make them wary by educating punishment. Beside of that they can be learned to write Arabic.

4. Class Preaching is a religious program where the preaching is done in one of student home. This is purposed to make closer relation between school and parents.

5. Praying presentation is a list to check weather student is doing dzuhur prayer of not. It will make them thinking twice to don't doing prayer. Because every month, teacher will check this list to make sure that there is nobody don't doing prayer without any reason.

One thing that being emphasized is character education process is need habitual and figuration. Beside of that, the role of parents is very important also for student character education. Because school is cannot monitoring to their whole time.

B. Suggestions

1. Suggestion for Teachers

The teacher is being desirable to be discipline dealing with the reciting Quran at the first season. By that, the student will be more controlled. Always increase the teacher professionalism and competency about character education. Because, character is very important for humans. With good character, life will be more guided to straight path.

2. Suggestion for School

School is being desirable to be more firm when determine a rule. It will make student is not take it easy. Facility enhancement if it is necessary also important. Beside of that, to make sure that all teachers are the part of character education also need. It will make the process is become stronger.

3. Suggestion for Parents

Parents are being desirable to always monitoring the development of their children. Because school is cannot supervise them all times. Make closer relation with children will make them felt being understood. It will make easy to direct them to good way. Check the each friend of children also important. Because, usually evil effect is being carried by close friend.

C. **Closing Remarks**

Alhamdulillahirabbil'alamin, thanks to Allah is being gifted to Allah because of His mercy, the writer could be finish this thesis which is far from perfect. And also to all part who give the help, thank you very much. Writer hopes that Allah will give them more.

The writer is aware that because of limitation and weakness from the writer itself, perfection is an impossible without any advice and critic.

Finally only to Allah is all the truth. The writer hopes that this thesis is useful for all sides. Amiin.

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