

Implementation Of Character Education By Establishing A Special Task Force In Muhammadiyah Karangkajen Elementary School

Eko Prasetyo, Suyatno, Aliyah Rasyid Baswedan

Abstract— This study aims to reveal the implementation of the Character Education Reinforcement Program by establishing a PPK (Character Education Reinforcement) special task force at Muhammadiyah Karangkajen Elementary School Yogyakarta. This research was a qualitative descriptive research. The research subjects consisted of the principal, assistant teacher for the task force, classroom teachers, task force training team, and students. Research subjects were determined by purposive sampling technique. The data was collected through observation, interviews, and documentation studies. The data analysis process was by data reduction, data presentation, and data verification. The data validity was done by triangulation technique, both technical and sources triangulation. The results of the research showed that 1. The Implementation of the PPK program with the special task force has a clear target goal of character values to be achieved in each grade. 2) The program implementation was carried out by forming five task forces consisting of: the Bima-Sinta task force to develop the value of religious; PKS-PocilSercibatask force to develop the value of nationalism; the HW Kopatih task force to develop independence value; the SPK task force to develop the value of mutual cooperation; and the Dokcil-Provostask force to develop integrity value. 3) The implementation of PPK with the special task force has been able to create a conducive climate in the development of five core PPK values consisting of the values of religious, nationalism, independence, mutual cooperation, and integrity. 4) The implementation of the PPK program is able to effectively create positive branded school.

Index Terms—Implementation of Character Education Reinforcement Program, Special Task Force, Muhammadiyah Elementary School.

1. INTRODUCTION

All this time, PPK (*PenguatanPendidikanKarakter/* Character Education Reinforcement) is still focused on the teacher (teacher center) so by focusing on students (student center), it is expected that the PPK values can be implemented properly. Research showed that character education carried out by various schools has been done by inserting PPK into the curriculum(1), by giving examples, motivation, rewards and punishments measured by the teacher(2), by inserting it in the school's extracurricular activities (3), by practicing it in lessons in class (4), by building teacher sensitivity in class while teaching (5), by hidden curriculum such as beliefs, values, and attitudes during ceremonies and the quality of interpersonal communication by teachers (6). In addition, character education is also carried out by preparing teachers who have the ability to integrate values and organize character values well that have been taught, exemplified, and practiced in the school environment and transformed at the next school level (7), hospitality and informal networking teacher (8), building caring environment like a family in the school (9). The several ways that have been done are expected to result in the good implementation of character education in schools so that they can achieve the goals set by the government.

Other research also showed that the implementation of PPK supported by textbooks as the basis for character education in elementary schools has shown 80.24% students mostly better

understand the textual and contextual material (10), with child-friendly physical development the environment will provide a sense of security and comfort to the point of 18.2% (11), by understanding the values of nationalism which contain good manners, morality, in the frame of local wisdom (12), PPK with persistence, consistency, collaboration and Athletic Director (Ads) taught in sports activities (13). The results of the research described above showed that so far the implementation of PPK in schools has not been focused on students involvement, even though students are the main subject in education. It is students who experience the process, seek, and finally founding things in the educational process. The impact of top-down PPK and not paying attention to student involvement, then character education cannot be grounded, and cannot inspire the students. Moreover, the guideline curriculum is still static, it has not adapted to the existing situation and conditions (14). In addition, pilot schools that implement PPK are also still very minimal. This is known from the data of the LPMP (Educational Quality Assurance Agency) in 2016 stated that in Indonesia there were only 88 model schools, even though the number of schools throughout Indonesia from elementary school to high school is fourteen thousand (15). This research was conducted at Muhammadiyah Karangkajen Elementary School which organized the implementation of character education with a focus on students' by forming a special task force carried out by the students themselves. The findings of this research are expected to be a valuable reference for the model development of the character education implementation in Indonesia.

2. RESEARCH QUESTIONS

In detail, the research questions are: 1) what are the target goals of character values from each grade at the school? 2) How is the implementation of the PPK program with the special task force carried out at the school? 3) What are the impacts of the implementation of PPK with the task force specifically on the school's climate? 4) How is the

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effectiveness of the PPK special task force in shaping school branding?

3. LITERATURE REVIEW

3.1 Character Education Reinforcement

In Greek and Latin, the term "character" (16) comes from the word *charassein* which means "carve out of a permanent and indelible pattern". Character is a combination of all human behaviors that are permanent so that it becomes a special sign to distinguish people from one another (17). Character is a person's nature in responding to situations morally (18). This nature is manifested in real action through behavior that is good, honest, responsible, respectful, and other noble characters. Lickona emphasized three things in character education, which are beautifully formulated: knowing, loving, and acting the good. According to Lickona, the success of character education begins with understanding good characters, loving them, and implementing them with a sincere and responsible heart. Based on the Ministry of National Education (19) character education can work effectively when educators and education policy makers pay attention and implement the following principles: (a). core ethical values should be developed, while its supporting performance values are used as a foundation; (b). character should be defined comprehensively, so that it includes thoughts, feelings, and behavior; (c). the approach used should be comprehensive, intentional, and proactive; (d). creating an attentive school community; (e). giving students the opportunity to take moral action; (f). creating a meaningful and challenging academic curriculum that respects all students, develops character, and helps them succeed; (g). trying to encourage students' self-motivation; (h). involving school staff as a learning and moral community; (i). growing together in moral leadership; (j). involving family and community members as partners; and k). evaluation of school character, function of school staff as character educators, and to which extent students are manifested in good character. In order to form a good whole person, it is necessary to develop the existence of the heart (ethics), thought (literacy), soul (aesthetics) and body (kinesthetic). Furthermore, those four values are translated into 18 character values according to the Ministry of National Education (20), which are a. religious, b. honest, c. tolerance, d. discipline, e. hard working, f. creative, g. independence, h. democratic, i. curious, j. nationalist, k. loving the homeland, l. appreciating achievement, m. friendly or communicative, n. love peace, o. love to read, p. care for the environment, q. social care, and r. responsible. Those values are further simplified without missing the essence of character education reinforcement programs into the five main values of Character Education Reinforcement (PPK), which are the value of religious, nationalism, independence, mutual cooperation and integrity.

3.2 The Values of Character Education Reinforcement

a. Religious Value

The character value of religious reflects the belief in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting other religions, upholding tolerance towards the conduct of other religious services and beliefs, living in harmony and peace with other religions' followers. The value of this religious character covering three dimensions of relations at once, namely the

relationship of individuals to God, individuals to others, and individuals to the universe (environment). The value of this character is shown by loving behavior and maintaining the integrity of God's creation. The integrity of God's creation is always guarded and preserved by always behaving thankfully and worshiping in accordance with the religion and beliefs held by each individuals. Also, this religious value is always a basic guideline in behaving and living side by side with tolerance between religious followers in the Republic of Indonesia. Religious sub-values are love peace, tolerance, respect for differences in religion and belief, unwavering, self-confidence, cooperation between adherents of religions and beliefs, antibullying and violence, friendship, sincerity, tolerance, and loving the environment (21-23).

b. Nationalism Value

The value of nationalism is a way of thinking, doing, and acting that shows loyalty, caring, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation. This is done by placing the interests of the nation and state above their personal and group interests. The nationalism character should be the basic foundation of the life of the nation and state so that it will not cause a separatist movement to emerge from various parts of the country. Being nationalistic means realizing oneself as a national unity based on Pancasila and the 1945 Constitution. Unity in Diversity has meaning even though there are differences in religion, ethnicity, and race but united in the Indonesian homeland. Nationalism sub-values are appreciation of the nation's own culture, safeguarding the richness of the nation's culture, willing to sacrifice, superior, and excellent achievement, love the country, protect the environment, govern the law, discipline, respect the diversity of cultures, ethnicities, and religions [21-23].

c. Independence Value

The value of Independence character is attitudes and behaviors of not depending on others and use all energy, mind, time to realize hopes, dreams and ideals. Independency is the main element in shaping an advanced nation that directed at achieving the goals and ideals of the nation. With independency, it will immediately eliminates our nation's dependence on imported products, encouraging self-sufficiency in food, energy resources, infrastructure development, and excellence in education and social welfare supported by superior and competitive Human Resources. Thinking and acting independently will have a positive impact to the nation's character that has multidimensional capabilities with the independent principle. Independence sub-values are work ethic (hardworking), resilient, fighting spirit, professionalism, creativity, courage, and lifelong learning [21-23].

d. Gotong Royong (Mutual Cooperation) Value

The value of *gotongroyong* (mutual cooperation) character reflects on the act of appreciating the spirit of cooperation and working together to solve common problems, establishing communication and friendship, providing assistance or help to those in need. *Gotongroyong* is a legacy of the noble value of the Indonesian people that were inherited and preserved from time to time. *Gotongroyong* will create brotherhood, friendliness, unity, social care, tolerance, and enthusiasm in establishing brotherhood across tribes, religions, and races. Therefore, Indonesia will become an agent of change that will

bring a change in the mental revolution movement based on *gotongroyong* and national unity wisdom based on Pancasila and the 1945 Constitution. Sub-values of *gotongroyong* are respect, cooperation, inclusiveness, commitment to joint decisions, consensus-agreement, help each other, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitude [21-23].

e. Integrity Value

The value of integrity character is underlying the behavior based on efforts to be a person who can always be trusted in words, actions, and work, has commitment and loyalty to human values and morals (moral integrity). The character of integrity includes a responsibility attitude as a citizen, actively involved in social life, through the consistency of actions and words based on truth. Consistency and actions shown by citizens always show responsibility, *amanah*, and trustworthy behavior. Integrity is part of a unified whole in forming a person who excels in insights, attitudes, and responsible. Integrity sub-values are honesty, love of truth, loyalty, moral commitment, anti-corruption, justice, responsibility, being role model, and respect for the dignity of individuals (especially persons with disabilities). Kemendiknas[21-23].

3.3 The PPK Special Task Force

The PPK special Task Force is a group of students who have the duty and responsibility to oversee and implement character values (religious, nationalism, independency, *gotongroyong*, and integrity) that are implemented in the work division in a substantive school environment. The PPK Task Force was given training and education from teachers and instructor from institutions (Mergangsan Sector Police, Yogyakarta City Police Department, Community Health Center, Education Service, Environment Service, Regional Scouting of Hizbul Wathan, etc.) to equip students in upholding character values in the school environment. Work division is written information that describes the duties and responsibilities, work conditions, employment relations, and aspects of work in a particular position in the organization [24]. Therefore, expertise in practice and responsibilities of the person concerned will slowly grow and increase towards the improvement of overall performance, which is the strategy of completing work with quality and quantity. In which the quality produced is in accordance with predetermined targets [25]. Also, a written record on a particular job responsibility [26]. This clear division of task will be easier in carrying out tasks without waiting for orders from the boss. While the benefit for leaders is that it is easier in the supervision and evaluation process [27]. The implementation of the PPK Special Task Force must have normative standards referring to the results of work that has been determined and achieved maximally [28]. It can be seen in an activity program or policy to realize the vision, mission, goals, and objectives of the organization, which set forth in strategic planning of an organization [29]. With the effectiveness of time, it can be seen from the presence and activity in carrying out well-programmed tasks [30]. Therefore, effective and targeted work division can improve the performance of employee or group [31].

4. METHOD AND RESEARCH DESIGN

The research type was descriptive qualitative research. This research revealed the implementation of the Character Education Reinforcement program with the formation of

the PPK Special Task Force at Muhammadiyah Karangkajen Elementary School Yogyakarta Indonesia.

5. PARTICIPANT

The data used in this study was from interviews with key informants, field observation data, and documentation studies related to the research discussion. In the informants selection, the purposive sampling method was used. The following are key informants in the study:

- The principal
- Assistant Teacher for the PPK Task Force
- Vice-principals and trainer of the PPK Task Force
- Classroom teachers whose students were selected as PPK Task Force.
- Students who were targeted by PPK and peers of the members of the PPK Task Force.
- Parents or guardians of the students who are members of the PPK Task Force

Research demographic can be seen in the table 1.

TABLE 1.
DEMOGRAPHIC OF RESEARCH INFORMANTS

Demographic	Number	Percentage (%)
Gender		
Male	18	51.42
Female	17	48.57
Age (in years)		
10-20	10	28.57
21-30	6	17.14
31-40	7	20.00
41-50	7	20.00
51-60	5	14.28
Educational Level		
Pre S1	10	28.57
S1	21	60.00
S2	4	11.42
Teaching Experiences		
0 – 5	10(LE)	28.57
6 – 10	7	20.00
11 – 20	13	37.14
21 – 30	5	14.28

6. THE DATA ANALYSIS AND TECHNIQUES

The data was collected through in-depth interview technique with semi-structured interviews. Interview guidelines was used to guide the researchers to obtain the required data in accordance with the theories that have been mastered with the main objectives of the interview. Field observations was done related to the research discussion. The document studies was done based on the research objectives to be achieved (32); (33); (34); (35); (36). The data analysis used in this research was by 1. data reduction. The purpose of data reduction was to sharpen, classify, direct, and delete data that was not related to the implementation of the PPK Special Task Force programs. 2. The data presentation was when obtained data was being presented in the form of narrative of the implementation of PPK Special Task Force at Muhammadiyah Karangkajen Elementary School, Yogyakarta. 3. Conclusions withdrawal was the results of the implementation of the PPK program with the formation of a PPK Special Task Force (37). The data analysis that consisting of various sources would be adjusted to the purpose of the interview by re-reading the results and then reducing the data selection before the data was used (38).

7. FINDING

The results of this research consisted of a description of the implementation of the PPK program by the formation of a special task force aimed at 'grounding' the character values for the students. The creation of a conducive climate and the implementation of the character values of religious, nationalism, independency, gotongroyong, and integrity. There was a goal target for the character values of the school, and with the PPK Task Force program, the brand of the school can be achieved and become a characteristic of the school.

7.1 The Formation of PPK Special Task Force

From the results of the interview, one of the implementation of the PPK program was the formation of PPK Special Task Force. The following is the response from SH as the principal of Muhammadiyah Karangkajen Elementary School:

The implementation of the PPK program in our school is by established a PPK Special Task Force by and for students. So PPK benefits can be directly felt. I decided this together with the vice-principals by issuing decree No. 087 / KEP / III.4.AU.107-108 / F / 2017.

With the same question, FKA (vice-principal of the curriculum and teaching) said that:

To support the synergy and implementation of character values, we formed a PPK special task force consisting 6 task forces which were manifestations of the values of religious, nationalism, independency, gotong royong, and integrity.

This is similar to the opinion of, ID (vice-principal of the school activities) who said that:

"... I supported the school principal's PPK program with the formation of the PPK Special Task Force, because this was more in line with the conditions of students who were more active in participating in activities of cocurricular and extracurricular ..."

This program can work well because of the support and participation of parents and guardians of Muhammadiyah Karangkajen Elementary School. The following is an interview with FJA (vice-principal of the personnel field):

This program could be implemented with the support of various parties, especially the support of students' parents and guardians. Because psychologically they are children who always need support, direction, and motivation from both parties. As well as regular meetings involving parents and guardians.

7.2 The conducive school climate and the implemented character values

Based on interviews with school principal, coordinator of Islamic life, and classroom teachers, the school climate was more conducive since the existence of the PPK special task force. The following is an interview with the principal:

With the existence of the PPK Special Task Force, the atmosphere in the school environment becomes more orderly, disciplined, and students have a responsive attitude and are able to raise awareness among fellow students.

The same thing was also conveyed by the coordinator of Islamic life, JAN conveyed the following:

"... Task force of Bima - Sinta which is part of the PPK Special Task Force has been able to become a pioneer in the implementation of religious value. Therefore, this value can be applied easily because examples come from their peers ..."

Interviews with SK, (classroom teacher) also provided good responses related to the implementation of PPK values with the formation of Special Task Force as follows:

"... the PPK Task Force consisted of students peers, so the value of PPK could be implemented properly. This can be seen from various learning activities in the classroom and in the school environment in general..."

7.3 Character Values Goals for Each Grade Level

The character values achieved by each grade level is the success of the PPK special task force program. With the implementation of these values, the supervision of these character values implementation can be monitored well. The following is an interview with the principal and KPP coordinator. Through interviews, the principal stated that:

The value consists of six parts which each part represents each grade. The character values are simple and applicable. Then when students go to the next grade level, students will get a new value without losing the value that has been taught in the previous grade.

The results of interviews with the RS, (PPK Coordinator) conveyed more details about character values in each grade level.

The character values in grade 1 is to say hello, be friendly, and shakes hands. Character values in grade 2 is to wear uniform with complete attributes and sensitive to environmental cleanliness. Character values in grade 3 is doing marching lines when come into class and pay attention to the teachers in learning. Character value in grade 4 is working on tasks with responsibilities. The character value in grade 5 is confidently expresses opinions. The character value in grade 6 is being orderly. Each character value is added every grade without losing character values in the lower grades.

7.4 Branded School

School branding is a marketing strategy to introduce schools and shape public opinion about the schools that excel in certain characteristics. For example, this school with the existence of a PPK Special Task Force has a school brand that is disciplined, excels in culture, environmentally friendly, and building caring nature. Through interview, HP (PPK task

force instructor) stated that:

"... Special Task Force members are a certain number of male and female students. To train them, it must be with the strategy and understanding of the psychological world. With students selection, scheduled trainings, mentoring in the field, the task force activities can be proceeded ... "

The following is an interview with ADS, a parent of a student. ADS's daughter was a member of the PPK Special Task Force. ADS Conveyed the importance of this program to shape the students' character and to introduce the school's superiority to parents or the surrounding community. The following is the results of the interview:

"... with the incorporation of our daughter as a member of a special task force, responsibility, discipline, and independence began to take shape. Especially now that we know school not only as a process of transforming knowledge but also cultivation in the education form of character values that exist in students..."

8. DISCUSSION

Based on the results of the data analysis above, there are four important findings as an answer to the formulation of the problem posed. First, the implementation of the PPK program at Muhammadiyah Karangkajen Elementary School has the goal of establishing five core values of religious, nationalism, independency, gotong royong, and integrity. These five core values are the same as the five core values developed by the Ministry of Education and Culture. This showed that the school's vision is very concerned about the importance of developing aspect of values (39). Steinberg and Johanna mentioned that there are thirteen values as a very important foundation for students in school, two of which are religious and nationalism (40). In addition to these two values, the independence value is formed in Hizbul Wathan scout extracurricular activity. This finding is also in line with previous research which stated that the cultivating characters to students can be carried out through extracurricular activities (41). The value of gotong royong is also one of the important characters for students because with the gotong royong spirit, it can build students' social care (42). Second, in implementing PPK, the Principal issued a decree. No. 087/KEP/III.4.AU.107-108/F/2017 which contained the formation, training, mentoring, and evaluation of the PPK Special Task Force covering the Bima-Sinta Task Force (religious value), PKS dan Pocil Serciba Task Force (the value of nationalism), the HW Kopatih Task Force (independence value), the SPK Task Force (the value of gotong royong), the Provos PKS and Dokcil Task Force (integrity value) and the support and partnership with students' parents and guardians in the school. This is in accordance with the government program in the Law No. 20 of 2003 and Presidential Regulation No. 87 of 2017. The PPK Task Force also strives to form a perfect human in accordance with the opinion of Ki Hajar Dewantara, which is heart (ethics), thought (literacy), soul (aesthetics) and body (kinesthetic). Third, with the existence of the PPK Task Force, it can create a positive climate and environment, and PPK values can be well implemented in the classroom. A real example through the PPK Special Task Force in each class,

making this program well implemented. The results of this research are in line with the findings of Suyatno [43] which stated that cultivating students' characters in schools requires the existence of role models from people around, especially teachers. In addition, the results of this research also support the findings of previous studies, which stated that the success of character education needs to be supported by the existence of school rules that bind these values and socialized to its universe properly (44). The existence of an ideal schedule and regularity of time in learning activities and training activities supporting a conducive climate (45), in emphasizing time allocation in a program. [46] In this regard, Lickona (47) emphasized the importance of three things in characters education, namely knowing, loving, and acting the good, the importance tasks division to be carried out with full responsibility (48). Teachers' morale is the main foundation for students' morality and personality development (49). With the character values already possessed by the school, then PPK implementation is well achieved. It happens because there is a real example through the PPK Special Task Force and rules value in the form of performance values from each grade, without removing the character values that have been built in the previous grades. Fourth, the PPK special task force has been able to form a school brand known by the wider community. The school's quality in the form of excellent program such as special task force that can help implement better character values in the school environment. Therefore, the structured coordination and organizing aspects can be well monitored (3). The assistant teacher and trainer team for the task force always coordinate to provide motivation, understanding, role model, advice, measurable sanctions, and rewards [5]. The results of this research reaffirm the results of previous research on important aspects in the success of character education; with the Human Resources synergy, the development of quality education will be achieved (7). The importance of mature organization, and according to the school development of complex and professional (10). PPK does not only from school but there is a link between family, community, and community communal network (14). Communication between schools and families must always be connected so that these values are always intertwined from school to home [18] and the importance of superior school culture [43, 47].

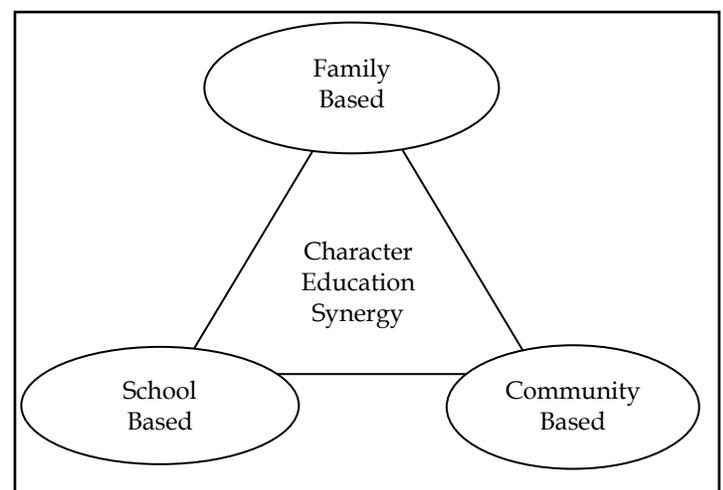


Fig.1. Character education by involving various parties

9. CONCLUSION

The results of the research showed that; 1) The implementation of PPK has clear objectives in accordance with the implementation guidelines formulated by the government. Targeted character values from each grades have been achieved properly, corresponding to the grades level without eliminating the previous character values that have been learned. 2) Implementation of the PPK program with the special task force carried out in Muhammadiyah Karangkajen Elementary School has been able to manifest character values into task forces. The values are religious value (Bima and Sinta special Task Force), nationalism value (PKS dan Pocil Serciba Task Force), independence value (HW Kopatih Task Force), the gotongroyong value (SPK Task Force) and the value of integrity (the Provos PKS and Dokcil Task Force 3) The impact of the implementation of PPK on a special task force on the school climate is that the presence of the PPK Task Force has been able to create a conducive climate and the formation of students' character values which include religious, nationalism, independency, gotongroyong, and integrity. 4) Implementation of the PPK Special Task Force is also able to shape school branding. With the existence of a PPK Special Task Force, parent feel proud of this PPK program. Also, the community is able to know the school as a school with discipline and good characters especially in the Yogyakarta area.

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