

The Principal Strategy In Implementation Of Cultural Character Education On Student Participants (Research On Vocational Secondary Schools IT NU Saguling West Bandung)

Yuyun Yuniarsih Sangga Buana Univercity¹, Sutarman STKIP SERA²,
Slamet Riyanto STMIK TRIGUNA UTAMA³

Jl. PHH Mustofa (Jl. Suci) Bandung

Jl. M. Thamrin Komplek Mahkota Mas Blok E 28 -30 Cikokol Tangerang 15117

Abstract: Vocational Secondary Schools IT NU Saguling Generator is one of the vocational school which has been implementing character education in schools, apply the values of the character education through the role of the school principal in creating a number of the program implementation of the integrated character education in the conditioning of the attitude and the subjects as well as a number of religious kgiatan, principals direct role in implementing character education by implementing vocational education is based on the pesantren, so that the parents do not feel reluctant to enter his son to school on vocational sekolah, and at the same time this school becomes a portrait of that not only schools pesantren or boarding school to administer it is expensive and become the school of character but the school **Vocational Secondary Schools** that prepare children in productive skills can become the school of character when the role of the principal is really working with good, when graduates From **Vocational Secondary Schools** this will work then is supplied with the religious education is good so that the youngsters who believe and fear not do iniquity, when they soon living in the environment no resident hesitated to become a leader who is wise, good community. The concept of education is applied the concept of **Vocational Secondary Schools** education based on Islamic Boarding Schools, where the concept of learning has a comparison of the very dominant toward the construction of the characters students that religious based in the implementation of character education at **Vocational Secondary Schools** IT NU Saguling already terimplemtasikan with baik but in this case it is necessary to the role or cooperation between the parents as forming the first character of the and the community or environment that reflects the implementation of the culture and character of the nation in everyday life. The success of character education will be felt when all the elements of running the function of each with the best. This shows that the implementation of character education should get support from all parties.

Key Words: Strategy, implementation of culture, Education Characters

Date of Submission: 21-09-2017

Date of acceptance: 23-09-2017

I. I. Introduction

A. The background of Problem

According to Dadi Permadi and at Arifin (2010:64), in the theory of professional leadership principals, mentions that according to as the overall responsibility for the educational implementation of school heads have functions:

- a. educator (teachers)
- b. manager (Projections Motivator, resources)
- c. administrator (board) administration
- d. supervisor (supervisors, pengoreksi, and doing evaluation)
- e. leader (leaders)
- f. innovator
- g. motivator (warner) motivation

based on the description of the school supervisors Vocational Secondary Schools in West Bandung than DerinYustin, many Vocational Secondary Schools in Bandung Regency West in the achievement is good, but in kwatirkan during this many schools that have yet to adopt the character education in this school is the problems faced by the school principal in running the leadership to implement , education in schools, character has not been able to ensure the needs of the learners as the attention and school policy, Have not committed in convincing against learners community parents to convey hope and desires, still meyalahkan other parties if there is a problem that appears without the exportation of strong evidence, not doing innovation schools, not

make the organizational structure that describes the responsibilities that is clear in the case of the implementation of character education in schools, has not yet been able to build an effective working team in the case of education menerapkan characters, not perform developed interviewing a suitable mechanism for monitoring and evaluation of the teachers in implementing character education.

The root of the problem in this research, the head of the school as a leader does not yet have a role in implementing character education in schools as one of the indicators of qualified leadership. The emergence of issues on the caused by the head of the school does not have a role in implementing character education, does not have the initiative to pan the teachers and educators in creating a school of character.

Based on explanation problem above, researchers are interested to examine the further to take the theme of "The Role of the Principal In Implementing Character Education"

selection reasons above title:

1. The role of the school principal in his leadership vary and adjusted by the characters of a head of school and a lot of research has been done about the style of the leadership of a school principal. But the role of the school principal the extent in implementing character education in schools has not been able to in realizing.

2. The highest leader within the school organization called the school principal (principal). The school principal has a strong role in coordinating, move, and harmonize their operational all education resources that are available through its role in implementing character education in schools will be a positive energy for the teachers and students in education mengimplementasiakn characters in schools.

3. The implementation of character education in schools must be through a clear management so that can be done in this case the school principal has the role that most home.

II. The formulation and the limitations of the Problem

1. The formulation of the problem

- a. How the behavior of Learners dissemination ?
- b. Whether the Character Education can improve the behavior of learners?
- c. How to fix the behavior of learners dissemination?
- d. Whether the Character Education dissemination can change the behavior of learners?

III. The intent and purpose

2. Special Purpose

- a. To get a clearer picture about the steps strategic principals in implementing character education in Vocational Secondary Schools
- b. To get a clearer picture about the problems one encounters principals in implementing character education in schools
- c. To get a clearer picture about solutions to the problems faced by the principal masalah in implementing character education in Vocational Secondary Schools

3. The function of danTujuan Vocational Secondary Schools the

role of Vocational Secondary Schools in its function as a human resources development, is:

- a. menstranformasi learners Vocational Secondary Schools from the status as a man load (which must be alive but not income) become human resources asset (earning so that are able to sustain themselves can even live others),
- b. preparing tamatannya with competency skills (profession) according to the needs of the working world (the world of business and industry world), to fill development and industrialization,
- c. preparing tamatannya that have quality superior, so it is able to play a factor of competitive advantages for Indonesian industry facing global competition, and
- d. produced some graduate that has the provision of entrepreneurship so that capable mnciptakan work to himself and to others (Directorate PMSK, 2006).

4. The Benefits of research

a. Theoretical benefits of

this research are expected to be useful for the development of the role of the school principal, especially in running the appropriate leadership competency standard the leadership of the school principal to implement character education.

b. The practical benefits of this research is expected to benefit from the convenience for:

For learners

- i. this research is expected to give encouragement or motivation to learners so that the spirit in achieving the ideals with school to **Vocational Secondary Schools** that character is the right choice for them.

- ii. For the people of this research as an answer of the hope of the elders and the community put their children in the schools that have as a school which provided education positive attitude for his son and daughter in realizing the ideals of the future.

IV. The discussion

II. The ROLE OF THE SCHOOL PRINCIPAL, CHARACTER EDUCATION VOCATIONAL SCHOOLS

A.Principals

According To (Mulyasa 2015:22), ten key to the success of the leadership of the head of the school:

1. The vision that intact
2. The responsibility of
3. Ideals.
4. Empower the Staff
5. Empower Others (Listening)
6. Provides Excellent Service
7. To develop the
8. Empowering School
9. The focus on Learners
10. The Management Practices Priority

B.Character Education

According To Daryanto assosiate (2013:45) regarding character education in institutions, namely : character education on the levels of the institution of lead to the formation of school culture, namely the values that underlie prioritising the traditions of the habit, kesehariaan habits, and the symbols that practiced by all citizens of the school and the community around the school.The Culture of schools is characteristic of the character or characters, and the image of the school in the eyes of the wider community.

About education characters on the levels of the institutions, still according to Daryanto dkk (2013:45) There are 18 values of the characters in the results of the study the curriculum center empirical :

- (1)Religious, (2) honest, (3) Tolerance, (4) Discipline, (5) hard work, (6) Creative, (7) Mandiri, (8) Democracy, (9) Curiosity, (10) the spirit of nationalism, (11) love the homeland. (12) appreciate the achievements, (13) Friendly/Communicative, (14) Love Peace, (15) are fond of reading, (16) concerned for the environment, (17) Concerned Social, (18) Responsibility/

based on Eurostat 18 values education tersebutsatuan characters can determine the priority of the development with how to continue the value of the pre conditions that strengthened by some values that will be prioritized from 18 above, sesuia value with the condition or character problems in the environment or host schools.

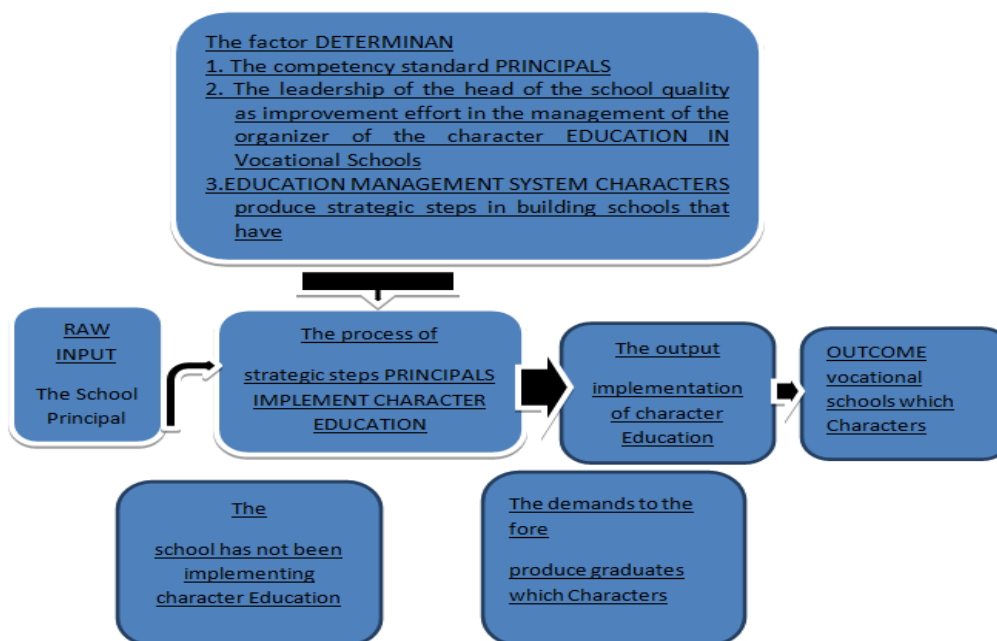
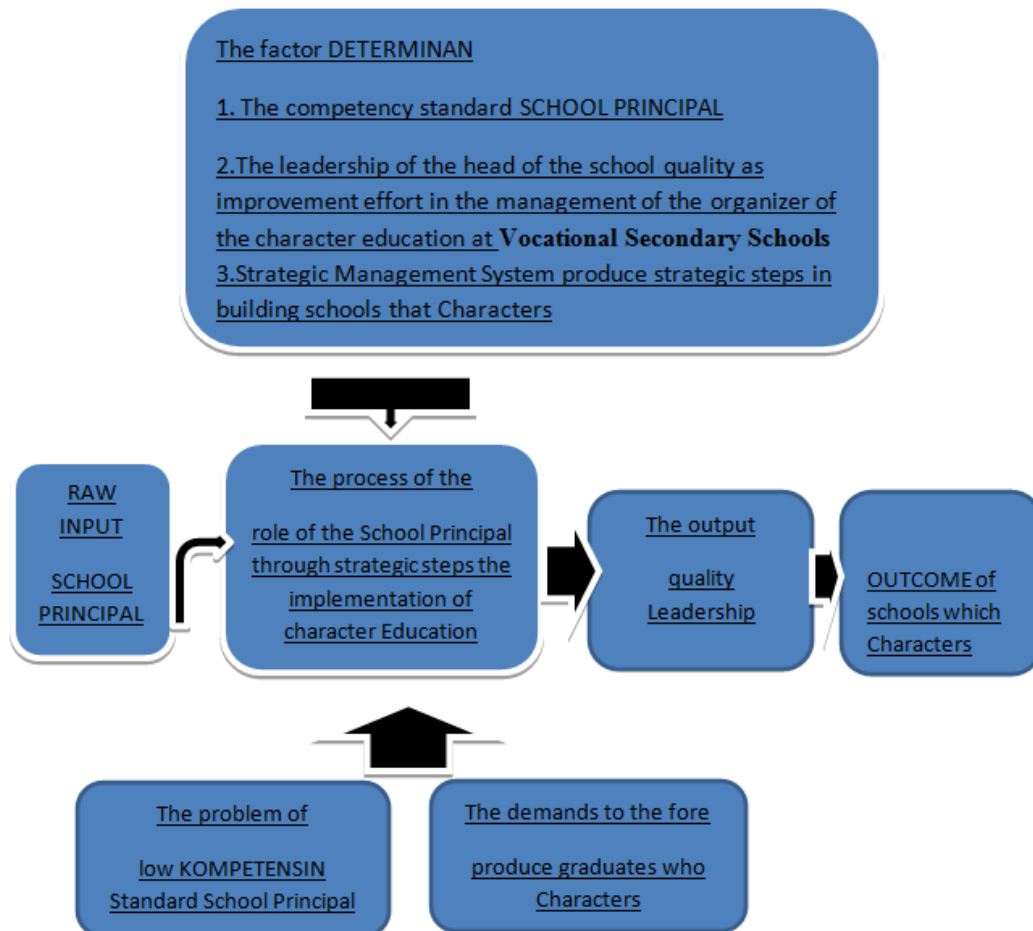


Figure 1.1 scheme of the Formulation of the Problem



Picture 1.2 the scheme limits the Problem

1. How the behavior of teenagers/students dissemination this ?

The behavior of teenagers at **Vocational Secondary Schools** IT NU-Saguling Counties Bandung West at this time is well, there is no problem about drugs and abuse, all the behavior is adjusted to the future of the students. Since IT **Vocational Secondary Schools** was established in NU 2010, the concept of education is applied the concept of SMK education based on Islamic Boarding Schools, where the concept of learning has a comparison of the very dominant toward the construction of the characters students based on religious and Education Pesantren, hope is at the time the students have graduated from **Vocational Secondary Schools** IT NU, besides have Disipin knowledge in accordance with subspecialty interests, but also be able to become the leader in the community environment especially affiliated toward religious education, there are special activities that may not be owned by the school equivalent of **Vocational Secondary Schools** in in Bandung Regency West, including examination of the Book of Yellow Pesantren as, Book Sapinaunajah (Book About Fiqh Islam), the Book Interpretation Jalalen (Book About interpretation and Asbabnужulnya Al-QurJurumiyah án), the book and the Book of Scripture other amber.

The main purpose of the concept of learning as this is merely the eyes to form the personality of serious students studying religious science that can be used in the environment community or in the family.

There are several activities which are defined as the main activities in the formation of the character of students in the environment of **Vocational Secondary Schools** IT NU, is as follows:

- a. The Arctic (TQK Tahfidz Qiroatil), this activity diharapakan students are able to memorize a number of Yellow Book with meaning and penjabarannya, so that the students in analytics to memorize other general lessons can be good and it is hoped that students are no longer must bring some Yellow Book if there are problems that must be immediately require religious answer.
- b. Tahfidz Qurán (TQ), this activity have been entered into the Pesantren curriculum implementation developed to education in schools through Ekstrakuriuler activities required. And the result of this activity the students at **Vocational Secondary Schools** IT NU already has 10 students who have been able to Hafidz 10 Chapter Al-Qurán with the classification as follows.

- a. The class X is already 3 Students Hafidz Qurán 10 Chapter
 - b. Grade XI already exists 2 Students Hafidz Qurán 10 Chapter
 - c. Grade XII already exists 5 Students Hafidz Qurán 10 Chapter.
 - c. Construction activities directly about the construction of the mental Citizenship held on every Monday that directly led by builder of Society Batu jajar police and Babinsa Sub-district military Batujajar.
 - d. Students no narcotics, which he sware by the students every Monday ceremony.
 - e. Duha prayer, carried out before the Hour Lessons started namely started at 07.30 06.45 s/d.
 - f. The sanction memorise 3 (three) Hadiths Sohih imposed to the students that too late into the school, and 5 (five) Hadiths Sohih for students who alpha presence exceed 3 days in a month.
 - g. Musafahah conducted by all the students, teachers and principals every day after hours lessons have finished, this is done to keep the cords silaturahmi between students with students and the students with the teachers and principals, so that expected with this activity family relationships in the school environment remains intertwined with good.
 - h. Other extracurricular activities such as karate uniform wanted, Islamic art, scouts, Osis and pencak silat is still the extracurricular activities that continue to be carried out every week.
- These activities continue to be carried out while looking for the opportunity of the new model is still adopt the old activities that are considered good, this is done so that the students do not feel bored with the activities continue to berjala.
- The expected outcome of this activity is that students are able to become a powerful personal, bermental strong, and become the queen sets a good example for the family and the community where the students are located. And proven although IT **Vocational Secondary Schools** students NU still with ststus students some students to be teachers in the Council of Ta'lim or so Energy Al-Qurán Education at the time of the evening. IT **Vocational Secondary Schools** Achievement achievements NU.

1. 2012 **Vocational Secondary Schools** Students IT NU Winner To-1 Nasyyid Parade Senior High School se Saguling Sub-district.
2. 2012 Champion to 1 Senior High School se Tongas Saguling Competition three languages speech, English, Arabic and Bahasa Indonesia.
3. 2015 Winners of MTQ cluster level 4, **Vocational Secondary Schools** se region Tongas Batujajar and Tongas Saguling.
4. The year 2016, Champion to 2, Competition Musabaqoh Qiroatul Qutub (MQK) level of Bandung Regency West.
5. The year 2016, Champion to 2, Competition Volly Ball
6. The year 2016, Champion to 1, Volly Ball Cluster Level 4 and be representatives to the district level.

2. What is with the existence of the character Education dissemination can increase and improve the behavior and moral students today?

A. Yes, Education characters, not simply teach the knowledge of right and wrong. More than that, character education is a business develop the habit of good habits (habituation) so that students are able to act and act based on the values that have become our personalities. These values must be grown on each of the learners to develop a school culture school culture), but the implementation of character education has its own problems, ketidaksinkronan between the concept of character education, which aims to restore the culture and character of the people that are increasingly fell with the reality that faced. And need to be known that at that time in the school embedded values of good character, not supported with environmental conditions that exemplifies the values that are at odds, whereas the character education as education reform, will be realized with the cooperation from the central government as policy makers, school as education practitioners in the field to integrate character education in the curriculum used and their teacher as role models parents as forming the first character of the and the community or environment that reflects the implementation of the culture and character of the nation in everyday life. The success of character education will be felt when all the basic function of each run with the best of This shows that the implementation of character education should get support from all parties.

3. How to fix the behavior and moral students dissemination?
With the existence of citizenship lessons, the activity of the religious ekstrakurikuler Association of teenagers Mosques, tightening absent, held the book of discipline of the school students/book/pocket book with a purpose to meminimalisirkan errors or violations done by students.
A more fundamental and how to educate students in order to have a good character and soulful great is the existence of closeness emosinal against all elements that are in the school students with teachers teachers with

students and between the students with some of the other elements and do not forget the good relationship between the students and the students are also very significantly affect the mental development of students in improving student characters rah that leih roadmaps both good.

The role and the guidance and counseling services to the improvement of mental and character students were very great influence also to the improvement of character, because funsi teachers it self as a replacement for the parents at school every time a place pour out the problems students, both problems in the family or with his neighbor with his own.

4. What is with the existence of the character Education dissemination can increase and improve the behavior and moral teenagers today?

"Character determines someone's private thoughts and someone's actions done. Good character is the inward motivation to do what is right, according to the highest standard of behaviour, in every situation" (Hill, 2002).character Education teaches the habit of a way of thinking and behavior that help individuals to live and work together as a family, community and statehood and help them to make a decision that can be accounted for. More information explained T. Ramli (2003), that education characters have the essence and the meaning of the same moral education and moral education. The aim is to form a child personal, that it may be a good man, citizen of the community and the good citizens. Now the criteria of a good man, good citizens and good citizens for a society or people in general is a specific social values that are influenced by the culture of the society and the nation. Therefore, the fact of character education in the context of education in Indonesia is the educational values, namely education the noble values derived from the culture of the people of Indonesia, in order to build the personality of the young generation.

How significant are the Character Education?

Character education is a system of planting the values of the characters to the schools which covers the components of the knowledge, consciousness or the willingness and actions to implement these values against the One True God (DEVINE BLESSINGS), ourselves, fellow, environment, or nationality to become human insan kamil. In the character education in schools, all components of the stakeholders must be engaged, including the components of education itself, namely the contents of the curriculum, learning process and assessment of the quality of the relationship, the handling or management of subjects, school management, the implementation of the activity or activities co-extracurricular activities, empowerment of the infrastructure, financing and ethos work of all citizens and the school environment.

VI. Conclusion

1. Character education, not simply teach the knowledge of right and wrong. More than that, character education is a business develop the habit of good habits (habituation) so that students are able to act and act based on the values that have become our personalities. These values must be grown on each of the learners to develop a school culture school culture).
2. Character education teaches the habit of a way of thinking and behavior that help individuals to live and work together as a family, community and statehood and help them to make a decision that can be in the responsibility entailed
3. Character education is a system of planting the values of the characters to the schools which covers the components of the knowledge, consciousness or the willingness and actions to implement these values, good against God the Almighty
4. How to educate students to fundamental has a good character and soulful great is the existence of closeness emosinal against all elements that are in the school students with teachers teachers with students and between the students with some of the other elements

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About the Author

- [12]. YuyunYuniarsih, born in Bandung Juni 01, 1979, Education S3 Islam Nusantara University, S2 STKIP YAMISA Soreang Bandung, S2 STKIP PASUNDAN CIMAHI, Lecturer in Sangga Buana University, The principal of SMK Cihampelas 2 West Bandung
- [13]. .Sutarman born in Bandung, Mei 10, 1964. Education S3 Islam Nusantara University, S2 STIMA IMMI Master of Management, S1 Achmad Yani University and STMIK Triguna Utama, Lecturer STKIP SERA
- [14]. Slamet Riyanto Born in Klaten June 10, 1972. Education S1 STT Pelita Bangsa and Instiper Yogyakarta, S2 STIMA IMMI Master of Management, Lecturer in STMIK Triguna Utama and STIE ISM

Yuyun Yuniarsih. "The Principal Strategy In Implementation Of Cultural Character Education On Student Participants (Research On Vocational Secondary Schools IT NU Saguling West Bandung)." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, vol. 7, no. 5, 2017, pp. 65–71.