

# Responsibility and Character Education Based on School Culture

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## Abstract

The purpose of this research was to describe and analyze the planning, implementation, and evaluation of responsible character education based on school culture. A qualitative approach is taken in this investigation. An SMP Muhammadiyah Plus Salatiga sample was used in the analysis. In order to gather accurate information about the subject matter, the authors employ qualitative research methods, such as interviews and documentation. There are two ways to implement educational character education in the classroom: first, incorporate it into the school's curricula and rules, then spread the word to the students and staff. Character education for responsibility is carried out by incorporating the character of responsibility into self-development programs, subjects, and school culture. 2. This includes classroom and school-wide activities in which character values are taught and practiced. Students' attitudes are assessed as a means of evaluating responsibility character education.

## Abstrak

Tujuan penelitian ini adalah mendeskripsikan dan menganalisis perencanaan, pelaksanaan, dan evaluasi Pendidikan karakter tanggung jawab berbasis budaya sekolah. Metode yang digunakan dalam penelitian ini ialah penelitian kualitatif. Untuk sampel yang digunakan ialah SMP Muhammadiyah Plus salatiga. Untuk memperoleh data yang akurat mengenai obyek penelitian, maka penulis menggunakan ciri khas penelitian kualitatif, yaitu melalui wawancara dan dokumentasi, kemudian untuk teknik analisis data yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Hasil penelitian ini adalah bahwa perencanaan implementasi pendidikan karakter pendidikan tanggung jawab dilakukan dengan cara memasukkan pendidikan karakter ke dalam kurikulum sekolah dan tata tertib sekolah kemudian di sosialisasikan kepada warga sekolah dan kemudian untuk pelaksanaan pendidikan karakter tanggung jawab dilakukan dengan mengintegrasikan karakter tanggung jawab dalam program pengembangan diri, mata pelajaran, dan budaya sekolah. Pengintegrasian nilai-nilai karakter dalam budaya sekolah meliputi kegiatan kelas, dan sekolah. Sedangkan untuk evaluasi implementasi pendidikan karakter tanggung jawab dilakukan dengan melakukan penilaian sikap pada siswa.

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## INTRODUCTION

The terms "education" and "character" are used interchangeably when referring to character education. Its etymology defines character as a person's personality or way of life. As Sudirman defines, a person's moral conduct is guided by a set of beliefs and behaviors (such as one's honesty). An act or a habit that explicitly or implicitly conveys one's values. God, oneself, the environment, and nationality are all aspects of character reflected in one's thoughts and actions by religious norms, laws, and customs. To educate oneself, one must first learn and then teach oneself. The process of instilling moral values in students is known as character formation. The foundation of character development in Indonesia is the inculcation of high moral standards rooted in the country's rich cultural heritage. Character education instills moral values in students, which entails teaching them about these values and acting on them (Ramli, 2003).

The policy direction for forming the nation's character is character education, which teaches religious values in the school environment. All subjects' religious and social attitudes are included in character education, which is considered a core competency in the 2013 curriculum. According to Adam (2017), the goal of every lesson is to instill positive religious and social attitudes in students. These attitudes aren't just institutionalizing religiosity and social cognition. It is important to remember that school culture is shaped by various factors, including the shared values and beliefs of the school's various stakeholders and the school's own social norms. Policies, mechanisms, and expectations on learning, the learning process, and student achievement shape the school's culture.

Responsibility character education is the focus of this study, but there are many other character education values. When a person is held responsible for their own actions, they are held responsible for their actions as well as the actions of others, including those of God Almighty. By "responsibility," we mean the power to act or respond in any given situation. To put it another way, being responsible means putting others first, paying attention to their needs, and taking action to meet those needs. The word "responsibility" conveys the idea that we have a moral duty to look out for one another.

This research only focuses on the character of responsibility because the character of responsibility is essential so that the school becomes an institution that builds itself to achieve success. The depletion of awareness and even the loss of the character of responsibility hinders learning activities, so this should not happen (Kamila, 2013). This character must be instilled in schools. The value of responsibility can be likened to the basis of other character values. Responsibility is the basic foundation. As a result, schools and teachers must educate these values to produce ethically knowledgeable people and position themselves as part of a responsible society (Lickona, 2013). The main purpose of education in the scope of the school is to produce millennial generations who can bring about change.

There have been a number of relevant previous studies on character education based on school culture. A study by Khairudin and Susiwi (2013) looked at how schools improve student moral character by fostering a positive school culture. The implementation procedures up to and including the instructions have stated these cultural values. In this study, Rukiyati et al. (2018) investigate how to incorporate the character values of responsibility and integrated cooperation into science lectures. Describing and analyzing student learning outcomes related to values of responsibility and cooperation taught in an integrated manner in Educational Science lectures are the goals of this study. An interpretive qualitative-naturalistic approach is used in this study. We found that students were able to learn about responsibility through group assignments that were integrated into Educational Science lectures. The outcomes of teaching students the value of taking responsibility and working together were exactly what we had predicted. This study is different from the previous one in that it focuses on the character of responsibility based on school culture. However, this one focuses on character education within a school's culture.

## **METHOD**

Qualitative research is the method employed in this study. Research data is gathered in the field and then analyzed analytically in a descriptive manner to include descriptive research in this study. Sukardi (2009; Sukardi). When a researcher critically examines the issues at hand, they are more likely to develop creative solutions. SMP Muhammadiyah Plus Salatiga is the site of the investigation. During May and June 2021, researchers conducted their investigation. Using the characteristics of qualitative research, the authors conducted interviews with 10 informants and documented their findings. The principal, the deputy head of curriculum, the deputy head of student affairs, the deputy head of ISMUBA, and a number of teachers were all interviewed by the researcher for the study. Authors rely on qualitative research's unique features, such as interviews and documentation, to gather accurate data about their subject of study. Using interview data and supporting documentation, this study attempts to conclude the problem at hand using a triangulation of validity. This study's data analysis is based on descriptive principles. As cited by Sukardi (2009), the researcher collected, reduced, presented, and drew conclusions from the data.

Researchers conduct a variety of reviews in an effort to reduce the risk of bias in the data that is made public (data triangulation). Researcher-provided information should be based on existing data, which is then double-checked from a variety of sources before being presented to the public. Students' guardians and teachers at the institutions where the interviews were conducted were also consulted. Furthermore, the outcomes of observations made during observations show how well it is by the field or whether there is contra. Finally, all of the information gathered can be used to populate the school's records of past activities.

## **FINDINGS AND DISCUSSION**

### ***Responsible Character Planning***

SMP Muhammadiyah Plus plans to incorporate character education into students' daily, weekly, monthly, and annual activities during work meetings, making public to the school's entire community. According to Zuhjrah (2016), planning is the entire thought process of determining all future activities to accomplish goals. Planning is the process of selecting and relating relevant information from a variety of sources in order to arrive at a workable solution. As part of planning, it is important to select and connect potential future goals with current interests. In order to plan for character education, there are a few things that need to be done:

- a) Identify the types of activities in schools that can realize character education that needs to be mastered and realized by students in everyday life. In this case, the character education program for students is realized in three groups of activities: integrated with learning in subjects, integrated with school management, and integrated through extra-curricular activities.
- b) Develop learning materials for each type of activity in school
- c) Develop an implementation plan for each activity in the school (objectives, materials, facilities, schedule, instructor/facilitator, implementation approach, evaluation)
- d) Prepare supporting facilities to implement the character-building program in schools. (Zuhjrah, 2016). Through interviews and documentation, the educators of SMP Muhammadiyah Plus Salatiga have gone through the steps to plan the cultivation of character education, especially the character of responsibility.

### ***Implementation of the character of responsibility***

The implementation of Responsible Character Education at SMP Muhammadiyah Plus Salatiga aims to balance the pattern of education today. In recent years, education in Indonesia, especially in the city of Salatiga, has had special attention in terms of morality, so that the presence of this school will be able to become a medicine for parents in cultivating the spirit of faith and devotion (imtaq) of students, as well as building the character of superior students. In terms of

science and technology (science and technology). Thus, planting the character of responsibility at SMP Muhammadiyah Plus will make students superior in terms of achievement, intelligence in science, and the nature of the Koran in everyday life.

Taking learning objectives at SMP Muhammadiyah Plus Salatiga refers to the philosophy of the following verse:

وَلِكُلِّ وِجْهَةٌ هُوَ مُوَلِّيٰهَا فَاسْتَبِقُوا الْخَيْرَاتِ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمْ اللَّهُ جَمِيعًا إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ١٤٨

*And for every ummah there is a Qiblah (itself) which he faces towards him. So compete (in making) goodness. Wherever you are, Allah will surely gather you all (on the Day of Resurrection). Verily Allah has power over all things. (Q.S Al-Baqoroh ayat 148)*

SMP Muhammadiyah Plus Salatiga's learning objectives are centered on competing to be the best school at instilling character in each student. Because we want our students to be people of character who can compete in both formal and informal settings after they graduate from this school. As a result, the activities offered to students are designed to help mold their sense of moral responsibility. This school places a high value on morality and character development. As outlined in the activities section:

a) Daily Activities

A study shows that Dhuha and Tahfidz prayers are common school rituals for instilling a sense of accountability and self-control in students. Every day begins with the Duha prayer, followed by the Tahfidz prayer. Both in the morning and at night. Their principals or other educators usually accompany students during the dhuha prayer, and they are given money from Tahfidz. Before starting the day's classes, say the duha prayer every morning. Students are expected to wash their hands and ablution before joining the community in prayer. After that, it's done twice a day for Tahfidz. Memory recall and transmission to support educators is a responsibility that students assume, depending on what the researcher teacher asks about its implementation. Prayers are for Dhuha and Tahfidz.

b) Weekly Activities

Based on the results of observations, the form of weekly activities carried out routinely by the school in order to instill the character of responsibility is a ceremony. The ceremony is held every Monday if there are no obstacles and on national holidays. In practice, the principal and educators take turns serving as ceremonial supervisors. Students from grades VII carry out ceremony officers to IX. Previously, the ceremonial officers were trained first by Mrs. Ima, the teacher who trained ceremonial officers on Saturday afternoons. The ceremony supervisor motivates and evaluates the ceremony participants, educators, and students. Students who do not wear the full attributes of the ceremony will be lined up behind the teacher.

c) Monthly Activities

Based on the research results on the form of monthly activities carried out routinely by the school, the three activities were carried out, one of which was to instill the character of responsibility in students. There are so many purposes for holding these three activities, including to instill the character of responsibility in students. Students can carry out individual or even team tasks in these activities well and responsibly. The forms of daily, weekly, monthly, and yearly activities are carried out routinely by the school to instill responsibility in students. Students can carry out individual or even team tasks in these activities well and responsibly. It doesn't stop at activities. Schools instill character education with school culture. That is always instilling character education in culture or daily activities in class and school.

Implementation, often also called implementation, is a process that provides certainty that the learning program already has the human resources and spatial planning, and infrastructure needed to train the desired skills and characters. Schools integrate character values into self-development

programs, teaching, and school culture. According to Agus Wibowo, character building is integrated into schools through integration into self-development programs, subjects, and schools.

### ***Evaluation of the character of responsibility***

Overall evaluation is carried out at meetings to solve common problems and involve the guardians of students when necessary. While the evaluation in learning through attitude assessment by each teacher. The study of the lesson reinforces this plan's documentation in the appendix. The teacher includes examples of attitude assessment. This data is reinforced by the results of interviews with teachers as follows. Schools also involve students' parents in conducting evaluations to solve common problems. Evaluation is used to determine the success of the implementation of responsible character education. Based on the results of interviews with the deputy head of student affairs, data was obtained that his success had been seen to be related to student achievement, both academic and non-academic, but still needed guidance.

During the evaluation, it will be possible to identify the factors that are both supportive and inhibiting to implementation. The home environment or parenting patterns are the main impediments to implementing responsible character education. One of the most significant challenges educators face is dealing with students of varying personalities and backgrounds, so they must be constantly on the lookout for ways to remind and counsel them and maintain open lines of communication with their families. Interviews with teachers have revealed that the home environment, parenting styles, and students' awareness of their own character flaws are the biggest hindrances to implementing responsible character education.

It is known that the obstacles that exist in the implementation of responsible character education are the differences in parenting at school and at home, then the environment around the place of residence, and the lack of growing sense of self-awareness of the responsibilities and duties they have. To overcome this, SMP Muhammadiyah Plus Salatiga has made several efforts to solve the existing obstacles. Educators do not forget to continuously instill and motivate students to always remember character education. In addition, at least once a semester, the school holds parenting by inviting the guardians of students to align the vision and mission for the education of the students.

School administrators conduct an attitude assessment of students before discussing any issues that may arise with the students' parents or guardians, if necessary, as part of the evaluation. Students' parents and guardians participate in evaluations conducted by the school in order to keep tabs on the outside of the classroom and help them succeed. The evaluation revealed the implementation's enabling and obstructing factors. Parents, the community, and the Ministry of Religion all support character education focused on responsibility. On the other hand, teachers have to deal with a wide range of challenges, including those posed by their students. Students come from a variety of backgrounds and may not always accept the teacher's method of instruction.

### **CONCLUSION**

This study can describe and analyze SMP Muhammadiyah Plus Salatiga's school culture-based responsibility character education. As a result of this experience, future researchers may consider some limitations and use them as material for this research to be finished. Time and research space are constrained due to the pandemic period, so only a small number of people can participate in the study, and the focus is only on a single private school out of many. This study clearly shows that character education should always be emphasized to students, as this is extremely important. At SMP Muhammadiyah Plus Salatiga, responsible character education is implemented by combining the character of responsibility with agendas that can become a forum for self-development. Then existing subjects and school culture are both considered in the implementation and evaluation process. Routine activities, spontaneous activities, and examples can all be used in self-development programs to incorporate character values. When it comes to the implementation

of character education, it's important to look at it in more detail and focus on character education at home.

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