Character Education in Improving Student Achievement at Labschool UNJ

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ABSTRACT

This study aims to determine the implementation of character education in Labschool UNJ schools in increasing student achievement. Labschool as an educational laboratory school at the State University of Jakarta needs to always strive to be a model in the implementation of education in Indonesia. Character education is important in the implementation of education in accordance with the national goals of education. Character education that is implemented properly contributes to improving student and school achievement. The research was conducted using qualitative methods with a case study approach with data collection methodologies through observation, interviews and documentation studies. This research was conducted by involving school leaders, students, teachers, parents of students and Labschool alumni. Based on the results of the study, it is revealed that the implementation of character education that takes place in Labschool schools (SMP-SMA Labschool Jakarta, SMP-SMA Labschool Kebayoran) has been going well and student achievement. The implementation of education runs well because of good leadership and school management. School leaders provide role models in the implementation of character education, teachers carry out character education in learning and extracurricular and student activities. The implementation of character education also collaborates with all parties and gets good support from students' parents.

Keywords: Character education, Student Achievement, Labschool UNJ

I. INTRODUCTION

Character education in the implementation of education in schools is important and needs attention. The nation's founders have long emphasized character education in building an advanced and civilized Indonesia. The Indonesian government, with a variety of policies, always strives to create a generation of nations who have a strong character in the implementation of education, especially in formal education in schools.

The existence of character education, Pancasila Moral Education, P4 Upgrading (Guidelines for Living and Practicing Pancasila) to the National Character Education Development Program (Bambang Sudibyo) and finally the Strengthening Character Education Program (Muhadjir Efendi). These efforts are of course made in order to find a unique format or menu in providing character education to students.

The Jakarta State University Labschool schools are schools that continuously strive to provide the best service to the community. Curriculum materials are developed in a balanced manner by taking into account the needs for developing academic and nonacademic abilities. Non-academic abilities are in the form of developing good attitudes and personalities as well as mature and responsible characters.

Character education at Labschool is able to provide a good color for the development of the school ecosystem and a conducive learning climate so that an inviting learning atmosphere can be created, as conveyed by Conny Semiawan, namely an Invitation Learning Environment. A good atmosphere at school allows students to learn optimally by maximizing all their potential talents and abilities which in turn can achieve the desired achievements. Achievements are evidence and an accumulation that the implementation of good character education will contribute well to the achievement of student and school achievement. This research will reveal the implementation of Character Education in Labschool schools which has produced many achievements. This research will also seek and hopefully find aspects that need to be improved in the implementation of character education in schools.

In the end, this research is expected to be able to provide complete and complete information and to be able to provide an alternative or solution to things that are temporary problems at school. So that Labschool schools will become schools that will be able to survive and be able to compete in the midst of the rapidly developing education in this modern era.

II. RESEARCH METHODOLOGY

This research uses qualitative research methods with data collection using interviews, observation and documentation study. The incoming data is processed by triangulating the data in order to obtain data that is as expected and can be used as material in conclusions, through data analysis including reduction, data presentation, verification and decision making.

III. RESEARCH ON CHARACTER EDUCATION AND STUDENT ACHIEVEMENT

Labschool, Jakarta State University, which was founded in 1968, has indeed experienced an extraordinary journey. This school was once a Comprehensive School, a Pilot Project School for Development Schools, State Middle Schools and Senior High Schools, and eventually returned to Labschool School. In the history of Labschool, among other things, the process is described as written in the Labschool document.

Labschool Jakarta was founded by the IKIP Jakarta Trustees Foundation since the 1992-1993 school year. The establishment of this school was based on the SK Kanwil P&K No. Kep.854P / 101.A1 / 1/93 and No. Kep.853A / 101.A1 / 1/93. The two decrees are dated March 15, 1993. Initially, based on the Decree of the Director General of Higher Education no. 111 dated 20 November 1968, in the IKIP Jakarta environment, only SMP, SMA and SPG stood. Then a year later, the Putra Sejahtera Foundation joined forces to establish Kindergarten and Elementary Schools. At that time by the government, our school was intended for the IKIP Jakarta Laboratory, meaning that it was used as a place for teaching training, educational training for SPG. Therefore our school is known as the Laboratory School and abbreviated as Labschool.

In 1972 the school was no longer used as the IKIP Jakarta laboratory but changed its purpose as a place for implementing skills projects (TPK Project) which aimed to try new ideas in education (Comprehensive School) from the P&K Department. In 1974 the project was upgraded to the project of pioneer development school (PPSP). The project has the same objective as input for the reform of national education. Efforts that have been made are the integrated management system of schools, continuous advanced lesson teaching with modules, learning packages with CBSA, gifted children programs and career guidance.

In 1976 the name Labschool PPSP changed its name to the IKIP Jakarta PPSP DKI Jakarta Educational Laboratory School (to suit the use of good and correct Indonesian). In 1986 PPSP ended and the school was handed over to the local Regional Office of the Ministry of Education and Culture by the Department of P&K on January 21, 1986 and thereafter the ex-PPSP handed over school management from the Rector of the IKIP Jakarta to the Head of the Regional Office of the Department of Education and Culture, IKIP Jakarta. It was then that our school changed its name to SDN Komplek IKIP Jakarta, SMP 236 and SMA 81. Meanwhile, for kindergartens, they still had private status with the name TK IKIP Jakarta.

However, in the 1992/ 1993 school year, SMPN 236 moved to the Cakung area and followed SMUN 81 to Cipinang Melayu. On the appeal of the education community and the DKI Jakarta Regional Office of the Department of Education and Culture, which entrusted the teaching system of the IKIP Jakarta Trustees Foundation, a quality school was created with the name SMP and SMA IKIP Jakarta which are often called SMP and SMA Labschool Jakarta to this day.

Jakarta State University Labschool, which originally only existed in the Rawamangun area, East Jakarta, then developed with the birth of Labschool Kebayoran Middle Schools in South Jakarta (2001), then in 2011 the Labschool Cibubur Junior High Schools were born in Bekasi City, West Java, and in 2020 it will started opening in Cirendeu, South Tangerang, Banten Province.

The existence of Labschool, which can still survive with the various dynamics that exist in its development, is interesting to be researched and studied more deeply in connection with the implementation of character education in Labschool schools under the auspices of the Jakarta State University. The implementation of character education that takes place in Labschool schools has its own uniqueness and uniqueness when compared to other schools.

Labschool schools still get the trust of the community as quality schools and have good academic achievements without forgetting the character building of their students. Character education according to Agus Zaenul Fitri is an active effort to form habits so that children's characteristics will be engraved from an early age, so that they can make decisions well and wisely and practice them in everyday life. (Fitri, 2012) Doni Koesoema stated that character education, apart from dealing with the education process for young shoots, is also for every individual in educational institutions. (Koesoema A, 2010) Character Education teaches habits of thinking and behavior that help individuals to live and work together as a family, community, and state and help them make responsible decisions. (Muslich, 2011)

Mulyasa explained that character education is a system of inculcating character values to students which includes components: awareness, understanding, concern, and high commitment to carry out these values, both towards God Almighty God, oneself, others, environment, as well as society and the nation as a whole so that they become perfect human beings according to their nature. In character education in schools, all components of the school must be involved, including those in the education system itself. (Mulyasa, 2016)

According to Gede Raka and the team of Yayasan Jati Diri Bangsa, character education is needed because increasing human competence in science and technology is not automatically accompanied by an increase in the virtues that exist in the human heart. (Raka, 2011) According to the Ministry of Education and Culture, character education is as value education, character education, value education, character

education, moral education, character education which aims to develop the ability of all school members to make good and bad decisions, exemplify, maintain what is good and create goodness in everyday life with all my heart. Character education is an attempt to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personality. In other words, good character education must involve good knowledge (moral knowing), good feelings or loving good (moral felling) and good behavior (moral action) so as to form a unity of behavior and life attitudes of students. (Kemdiknas, 2011)

In article 3 of Law No. 20 of 2003 concerning the National Education System, which reads "National education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. The One and Only, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. " (Law 20/2013, 2003) From the sound of the article it is revealed that there are 5 out of 8 potential students whose implementation is very closely related to the goal of forming character education. This attachment is the legal basis for the importance of implementing character education. The formation of character itself starts from the nature given by God, which then forms identity and behavior. In the process itself, this divine nature is strongly influenced by environmental conditions, so that the environment has a large enough role in shaping identity and behavior.

RESEARCH CONTAINED IN THE JOURNAL

Journal of Economics & Education, Volume 9 Number 1, April 2012 by Achmad Najib and Bety Nur Achadiah from the State University of Malang. In the conclusion, it is stated that (1) disciplinary character education instilled in students has a role in improving student learning achievement, this is because the discipline character education implanted makes students have high disciplinary character so that high disciplinary characters make student learning achievement good, (2) confidence character education instilled in students has a role in increasing achievement The

influence of character education on student learning achievement - Ahmad Najib and Bety Nur Achadiyah 109 learn, this is because the confidence character education implanted makes students have a believing character high self so that high self-confidence character makes student achievement good, and (3) independent character education instilled in students has a role in increasing student achievement. This is because the instilled independent character education makes students have a high independent character so that high independent character makes student learning achievement good (Najib, 2012).

In addition, the article entitled A Meta-Analysis on the Relationship between Character Education and Student Achievement and Behavioral Outcomes by Jeynes, William H. which was published in the journal Education and Urban Society, v51 n1 p33-71 Jan 2019, among others, revealed: An extensive meta- analysis, including 52 studies, was undertaken on the relationship between character education and student achievement and behavioral outcomes. Additional analyzes were done to determine whether the effects of character education differed by student grade level, locale, race, and so on. (Jeynes, 2019)

In another study summarized in the Journal of Educational Inspiration, Kanjuruhan University Malang Abduel Bakar Ts, Lecturer of Economic Education, FKIP, Kanjuruhan University of Malang 121 The Effect of Character Education and Emotional Intelligence on Student Achievement of Economic Education Students of Kanjuruhan University Malang Abdoel Bakar Ts stated that a person's learning achievement is more or less influenced by the character education. This is evident from statistical tests, character education has a significant effect on learning achievement. 2. Emotional intelligence is still not able to improve one's learning achievement. This is evident from statistical tests, emotional intelligence does not have a significant effect on one's learning achievement. 3. Character Education and Emotional Intelligence together have a significant effect on one's learning achievement. ("Abduel Bakar Ts, Lecturer in Economic Education FKIP, University of Kanjuruhan Malang 121," 2011)

Meanwhile, in a brief summary from Aprilia Mulyani published in Avatara, E-Journal of Historical Education volume 4, no. 2, July 2016 320 The Influence of Character

Education on Student Learning Outcomes in History Subject in class XII IPS at SMA Negeri Wonoayu, Sidoarjo there is a significant and strong influence and relationship between character education on student learning outcomes. (Mulyani, 2016)

The results of research conducted by Dr. Achmad Husen, et al. The title of Student Character Development at Labschool Jakarta Middle School, Jakarta State University Trustee Foundation in 2017, Faculty of Social Sciences (FIS), Jakarta State University.

The research used a qualitative research model with a case study approach using informants from 4 schools consisting of 558 informants consisting of 4 principal informants from 4 schools.

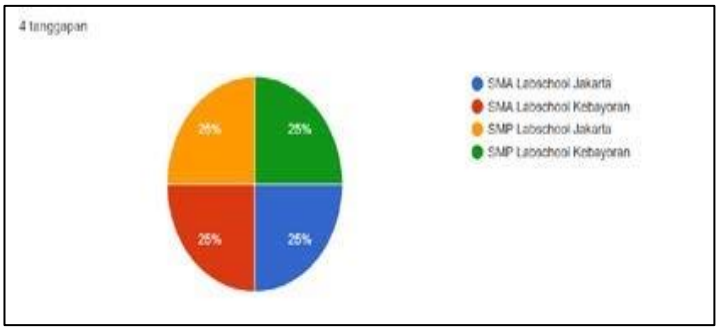


Diagram 1: Labschool principal informants

Meanwhile, from the element of Labschool teachers, there were 63 teacher informants from 4 schools, consisting of 18 teachers from SMP Labschool Jakarta, 12 teachers from SMP Labschool Kebayoran, 13 teachers from SMA Labschool Kebayoran, and 13 teachers from SMA Labschool Kebayoran.

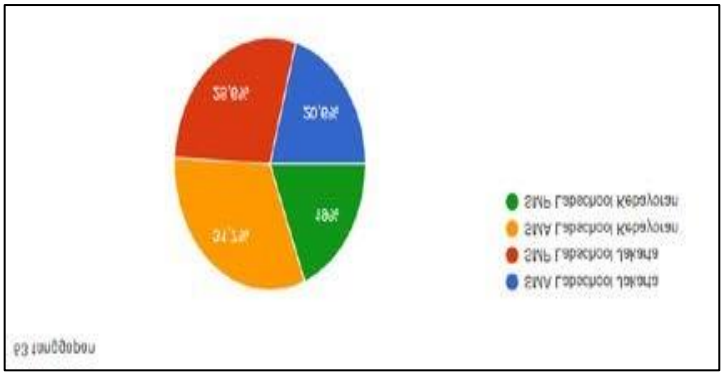


Diagram 2: Labschool teacher informants

There were 175 student elements consisting of 28 informants from SMP Labschool Jakarta, 79 informants from SMP Labschool Kebayoran, 39 informants from SMA Labschool Jakarta, and 29 informants from SMA Labschool Kebayoran.

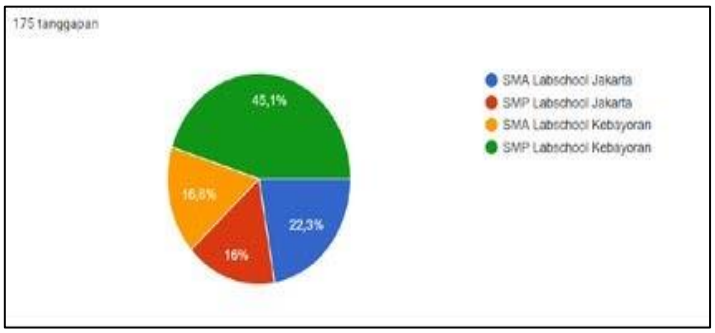


Diagram 3: Labschool student informants

There were 268 parental informants, consisting of 27 informants from SMP Labschool Jakarta, 193 informants for parents at SMP Labschool Kebayoran, 28 informants for parents at SMA Labschool Jakarta, and 20 informants for parents from SMA Labschool Kebayoran.

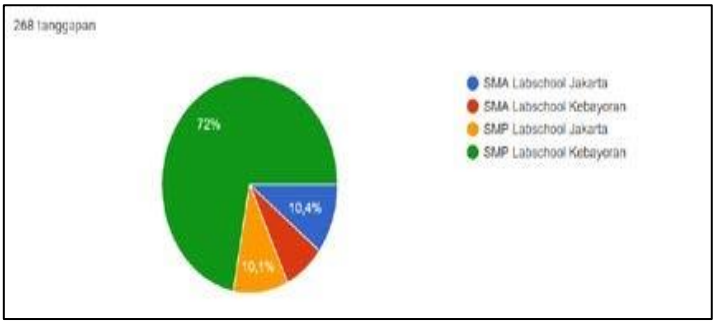


Diagram 4: Labschool parent informant

There were 66 informants from 4 schools, namely 17 alumni informants from SMP Labschool Jakarta, 16 informants from SMP Labschool Kebayoran, 26 informants from SMA Labschool Jakarta, and 7 informants from SMA Labschool Kebayoran.

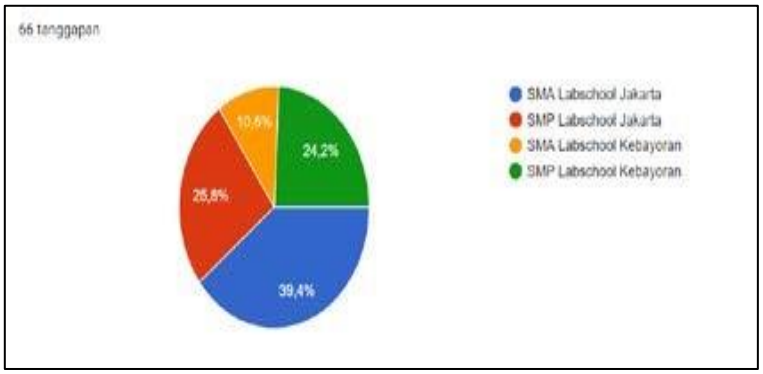


Diagram 5: Labschool alumni informant

This study reveals that based on the data obtained during research on character education carried out in accordance with the elements in character education carried out by YP UNJ Labschool schools. Any of the results of this study can be described in the discussion below.

a. Character Education Management

Character Education Management in the implementation of character education in Labschool schools is implemented in accordance with the management functions themselves. Based on this research, related to management, among others, it was revealed by the informants that according to students the implementation of character education was going well. Of the 175 student informants, 170 or 97.1% stated that the implementation of character education in schools was running well and very well, while 5 student informants or 2.9% of students stated that it was not good.

According to parent informants, the implementation of character education has been going well, from 268 parent informants as many as 254 or 94.7% stated that the implementation of character education in schools was running well and very well while 14 or 5.3% of parent informants stated it was not good.

b. School Leadership

Based on the results of accreditation from the National School-Madrasah Accreditation Board (BAN S-M), it shows the success of school leadership in leading schools.

The results of school accreditation based on the latest accreditation are as follows:

- SMP Labschool Jakarta accredited A with a score of 99
- SMA Labschool Jakarta is accredited A with a score of 100
- SMP Labschool Kebayoran accredited A with a score of 100
- Labschool Kebayoran High School has an A score of 98

c. Character Education in Learning

During the pandemic, Labschool teachers still carry out character education for students during learning. This can be seen based on the data obtained, among others, revealed: based on 175 student informants, 160 student informants or 91.4% stated that the teacher was still implementing character education, while 15 student infoeman or 8.6% answered did not know or did not. According to students, the implementation of character education includes: Character Education is taught in the morning the first hour after reading the Quran, while still disciplining students, imposing sanctions and regulations when learning, for example, such as late sanctions, especially in matters of discipline and religion, on assignments, entering class, and book literacy should not cheat. Character development events during the pandemic, values such as leadership, discipline, responsibility.

d. Student Activities

Student activities are one of the vehicles for implementing character education activities. Famous Labschool schools are schools that are very concerned about implementing and developing student activities. The dynamics and diversity and creativity developed by schools to make student activities more interesting and adapt to the conditions of students belonging to the millennial generation.

Some of these activities include Study and Appreciation for Indonesian Student Leadership (SAKSI) in collaboration with Kostrad, Indonesian Student Mental Development (Bimensi) in collaboration with the Marines, Organizational Vision Development (Navigation) in collaboration with Paskhas, and Indonesian Student Leadership Training (Lapinsi) in collaboration with Kopassus .

e. Exemplary School Leaders

The role models of school leaders will be imitated by teachers and students. As stated by the Indonesian education figure, Mr. Ki Hajar Dewantara, that the leader must set a good example, Ing Ngarso Sung Tulodho, to build the enthusiasm and initiative of the people being led, Ing Madya Mangun Karsa and behind always support in order to achieve goals, Tut Wuri Handayani.

From the research data, according to student informants, from 268 students, 259 informants or 96.6% of school leaders have provided role models in character education. Meanwhile, based on informants from alumni as many as 66 informants, 60 or 91% of school leaders have provided role models in character education, while 9% of informants said they did not or did not know. Based on data from parents of 268 informants, 257 or 95.6% of school leaders have provided role models in character education, while 4.4% of informants stated that school leaders did not or had not provided role models in character education. Meanwhile, as many as 63 teacher informants, 61 informants or 96.8% of school leaders had provided examples in the implementation of character education, and 3.2% stated that they had not.

From the data above, it turns out that Labschool school leaders have provided exemplary character education in schools, and this is what makes students able to imitate good characters that have been exemplified by school leaders. This means that students get the right modeling in carrying out character education.

f. Support of school members in Character Education

The principal informant stated that parental support was very good for the implementation of character education. They said that parents are an extraordinary support system in character education programs in schools and so far the support has been very good. Very, very good. Parents are very large and cooperative, their support for the implementation of character education in schools is very supportive. According to student informants, as many as 175 students, 172 or 98% of parents supported the implementation of character education in schools and 2% said they did not know.

Based on teacher informants, almost 100% of teacher informants said that parents are very supportive of schools in implementing character education.

g. Trust and satisfaction of school members in the implementation of character education

Trust and satisfaction of school residents in the implementation of character education is a form of effort to create customer satisfaction, which is one of the pillars in the implementation of an integrated quality policy (total quality management). Labschool as an educational institution always strives to provide satisfaction to students and parents in educational services. This satisfaction is very important so that schools will become trusted institutions and become the choice in determining educational institutions.

Trust from parents is crucial to the success of education, without good belief it is impossible for parents to send their children to school.

h. Cooperation with various parties

One of the successes and progress of schools is due to the school's ability to collaborate with all parties, both internal and external to the school. Without cooperation, it is difficult for schools to achieve the desired goals. Limited resources, limited facilities and infrastructure as well as limitations in funding often become obstacles to the running of school activities. One effective solution is to take advantage of school networks and collaborate with school partners.

Labschool schools in implementing activity programs always collaborate with various parties, both domestically and abroad. In relation to cooperation, respondents from school principals said that all Labschool schools collaborated with the TNI in training leadership and discipline and the spirit of nationalism. Apart from that, several institutions can be mentioned such as the police, embassies, Marines, business and industry, Kopassus, Darut Tauhid Islamic Boarding School, POMG/ WOTK, Kostrad, BNN, Racana UNJ, HIRO, Psychological Institute, Ministry of Education and Culture, etc.

The school also collaborates with other educational institutions, both for school and university work. Labschool High Schools have also collaborated with universities at home and abroad in the form of scholarships and easiness to follow further studies.

i. Character Education and Student Achievement

According to Muhibbin Syah, achievement is the level of success of students in achieving the goals set in a program or assessment process to describe the achievements of a student according to predetermined criteria. This achievement is influenced by at least two factors, both internal and external to the student. One of the internal factors that influence is the character of the students themselves. As stated in the previous section in the article A Meta-Analysis on the Relationship between Character Education and Student Achievement and Behavioral Outcomes by Jeynes, William H. which was published in the journal Education and Urban Society, v51 n1 p33-71 Jan 2019, among others revealed: An extensive meta-analysis, including 52 studies, was undertaken on the relationship between character education and student achievement and behavioral outcomes. Additional analyzes were done to determine whether the effects of character education differed by student grade level, locale, race, and so on. (Jeynes, 2019) In essence, it is revealed that character is very influential on achievement. Jamal Mamur Asmani said that character education must be optimized to boost the spirit of achievement of the nation's children. Besides that, it is also in the context of deep internalization of nationalism and patriotism (Asmani, 2013).

Character education that is carried out in schools properly will have an impact on the development of positive characters that exist in students. These characters will be the driving force and internal motivation for students to learn and to achieve achievements and goals. The principal informant stated that:

1. Character education in schools is very supportive of achievement at school.
2. With superior character it will be possible to achieve a good academic process. A good academic process will also produce good results.
3. Yes. Right (Soft Skill: discipline, decision making, responsibility, independence and cooperation, networking, negotiation, communication, etc.) academic support.

4. True, because good character is directly proportional to student achievement. Yes, a well-developed character contributes to an increase in academic achievement The achievements of the Labschool school that are very encouraging and proud include:
    - Obtained high UN results
    - Students 100% continue to PT and SMA
    - Model Schools for Implementation of Quality Assurance by LPMP in 2019
    - The 2019 National Geography Olympiad won the Gold Medal
    - Silver medal in the National Social Sciences Olympiad 2019
    - FLS2N Traditional Music ranked 1st in Jakarta and entered the national level in 2019
    - Asean Plus Three Junior Science Odyssey, in Thailand in 2019 won the Bronze Medal
    - 1st place and Grand Prix in the International Youth Festival Rainbow in the Czech Republic
    - OSN Mathematics Gold Medal 2018
    - FLS2N Regional dance at DKI level in 2018
    - One student represents the 2019 national level DKI Cabana Basket
    - Paskibra was the overall winner at the event at SMA Labschool Cibubur 2018
    - Gold medal rondel-ondel dance at the Festival in Paris 2019
    - 100 School Accreditation Score 2019
    - National Level Family Friends School Award 2019
    - Platinum Award at the Asian Students Exchange Program in Taiwan 2014, 2016, 2017, 2018, 2019
    - Absorption of alumni in PTN Favorite 80%
    - Honorable Mention at Harvard Model United Nations in 2018

IV. CONCLUSION

Based on the research of Labschool schools with the implementation of character education that is running well, it has produced high-achieving students, both academically and non-academically, from the local, national and international levels.

These achievements at the same time also bring school achievement so that the school gets trust and good assessment from parents and society.

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