

TEACHING-LOVING-CARING (*ASAH-ASIH-ASUH*) AND SEMI-MILITARY EDUCATION ON CHARACTER EDUCATION MANAGEMENT

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Abstract: Character education for students is important for their future because personal character traits determine the quality of human life. This qualitative study aims to analyze the planning and implementation of character education at Taruna Nusantara Senior High School (SHS), Magelang - a boarding senior high school that combines teaching-loving-caring (*asah-asih-asuh*) and semi-military education. The unit of analysis consists of individuals and group of subjects directly or indirectly involved in the education process at the researched school and the surrounding, as well as the artifacts. The data are collected through interview, observation, and documentation, and subsequently analyzed using Huberman and Saldana's interactive model. The results indicate that, in the planning, the school put more emphasis on three characteristics in character education that characterizes the school: religiosity, morality and leadership. The planning of character education is participatory and integrated. It is implemented in and around the boarding school learning environment. The activities include teaching, training, parenting, and student development.

Keywords: *character, management, education*

PERPADUAN ASAH-ASIH-ASUH DAN PENDIDIKAN SEMI MILITER DALAM MANAJEMEN PENDIDIKAN KARAKTER

Abstrak: Pendidikan karakter bagi siswa merupakan hal penting bagi masa depan mereka karena kualitas manusia ditentukan oleh karakter pribadinya. Penelitian kualitatif ini bertujuan untuk menganalisis perencanaan dan pelaksanaan pendidikan karakter di SMA Taruna Nusantara, Magelang sebagai sekolah menengah atas berasrama yang menerapkan perpaduan konsep asah-asih-asuh dan pendidikan semi militer. Unit analisis meliputi individu dan kelompok subjek yang terlibat langsung ataupun tidak dengan proses yang terjadi di SMA yang diteliti, serta wilayah dan artefaknya. Data dikumpulkan melalui rangkaian wawancara, pedoman observasi, dan panduan studi dokumen, dan dianalisis dengan model interaktif Huberman dan Saldana. Hasil penelitian menunjukkan bahwa dalam perencanaan, sekolah lebih fokus pada ketercapaian pendidikan karakter yang khas di sekolah tersebut, yaitu tiga aspek nilai karakter yang meliputi nilai religius, moral, dan kepemimpinan. Perencanaan dilakukan secara partisipatif dan terintegrasi. Demikian pula dalam pelaksanaannya, pendidikan karakter terjadi di dalam lingkungan sekolah dan asrama. Adapun aktivitasnya meliputi pengajaran, pelatihan, pengasuhan, dan pembinaan siswa.

Kata Kunci: *karakter, manajemen, pendidikan*

INTRODUCTION

Education development in Indonesia is inseparable from optimum efforts for national development and progression in various fields through a sustainable development process in order to achieve global competitiveness. Hidayat & Patras (2013) reported that the ability of human resources is strongly influenced by the processes and outcomes of education. To develop high-quality human resources, high-

quality process and implementation of education are also necessary.

The government has made many efforts to improve the quality of education which include the aspects of education as a whole. However, as the outcomes of education remain predominantly focused on intelligence, especially the intelligence quotient (IQ), a character education implemented properly and systematically is urgently necessary. The

depiction of current situation in education sector has led to the character education mainstreaming in Indonesia. Considering the increased rates of Juvenile delinquency and bullying, character education is a necessary. No less alarming is the fact that efforts to build honesty by establishing “canteens of honesty” in schools have failed due, in large part, to a lack of honesty among students. Consequently, the character education for senior high school students should be integrated into positive attitude and behavior of their age. This could be implemented through student compliance with school rules, optimizing their learning processes, and engaging them routinely in extracurricular activities (Gurning & Laura, 2014; Andayati, 2012; Santosa, 2010).

Character education is generally used to mean the education of values, manners, moral and character intended to improve student capacity to determine good and bad in real-life situations (Salahudin, 2013). The character education programs implemented in education institutions have not been fully demonstrated to have a significant effect on student learning achievement and personality (Agboola & Tsai, 2012; Kamaruddin, 2012). Such education programs thus far tend to have no positive effect on students, particularly in terms of: (1) religiosity; (2) self-control; (3) personality; (4) intelligence; (5) good manners, and (6) other skills necessary for students, society, nation and country.

The cause of this problem lies, among others, in either less proper or less systematic implementation of character education management in the schools where they study (Triatmanto, 2010; Adawiah, 2016). Another problem include the lack of exemplary person in the implementation of character education.

A study by Zurqoni, Retnawati, Apino, & Anazifa (2018) reported that the impact of character education implementation as well as challenges and strategies of teachers in implementing the character education. This research was arranging a strategy for character education by teacher, also the school principal. The implementation strategy for character education includes mental and social engineering. The school employs intellectual, actual, exemplary, and inspirational approaches to the implementation of character education. Sartono & Muhadjir (2015) noted that the

implementation of character education at Taruna Nusantara SHS—that employs nurturing principle (*sistem among*), providing of support (*tut wuri handayani*), culture of discipline, *Ignatian pedagogical paradigm, cura personalis, and a liberating education culture*—helps instill national values in students’ cognitive, affective and behavioral domains.

Octaviani (2013) added, that the implementation of character education at Taruna Nusantara SHS is multicultural as reflected in the following aspects: (1) vision and mission; (2) students’ daily routine; (3) an art activity known as “Pandatarara”; (4) values relevant to national insights, the spirit of struggle, and culture; and (5) education processes through personality development and character building implemented in the teaching, training, and nurturing.

The present study evaluates the planning and implementation of character education at Taruna Nusantara SHS that combines teaching-loving-caring and semi-military education. This boarding senior high school enforces a strict discipline.

Like schools in general, Taruna Nusantara SHS has a Student Honor Code that serves as a reference instrument for student discipline. The Student Honor Code is a school regulation that all students must adhere to. In case of student infringement of the regulation, sanctions the school might use include expulsion or transferred to another school. However, intentional infringement of Student Honor Code continues to arise. This is quite alarming because the Student Code of Honor has been introduced from the beginning of the new students’ admission, and even subsequently reinforced in such activities as personality development. Supervision is consistently conducted in various student activities, from waking up in the morning until they went to bed at night.

To instill positive habits, Taruna Nusantara SHS has regulatory instruments for students’ daily routine at the campus that takes the form of internal service rules. These regulations constitute a school Honor Code that the academic community must adhere to in their daily attitude and action in order to make sure the success of mission and vision achievement by Taruna Nusantara SHS (LPTTN, 2007). They also stipulate matters that the students and other school personnel must know, understand,

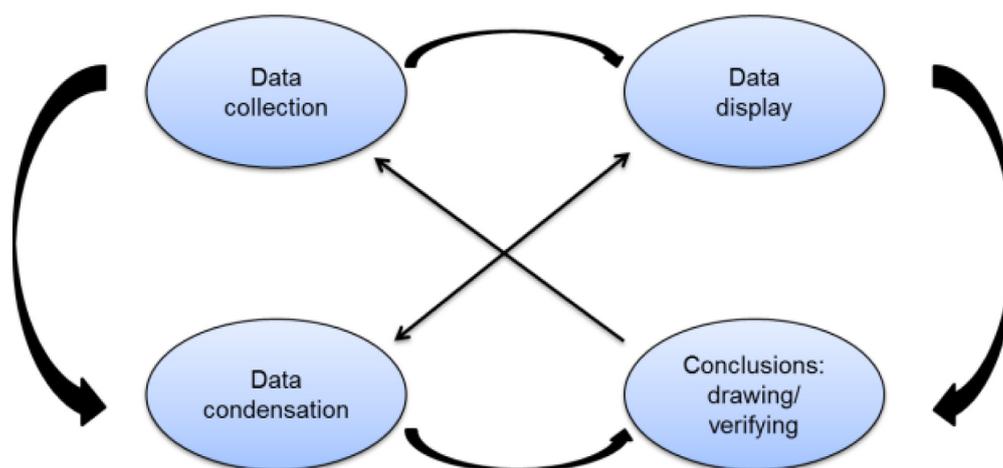


Figure 1. Interactive Analysis Model for Qualitative Data

(Source: Miles, Huberman, & Saldana, 2014)

and do to establish uniformity of attitude and action related to all daily activities in the school education environment. The study aims to analyze the planning and implementation of character education at Taruna Nusantara Senior High School (SHS), Magelang - a boarding senior high school that combines teaching-loving-caring (*asah-asih-asuh*) and semi-military education.

METHOD

The present research is a case study that investigates the character education management by focusing on the planning, organization, implementation, supervision and strategy at Taruna Nusantara SHS. It put more emphasis on investigating the event, activities, and process as reflected in individual or group behavior related (Gall, Gall, & Borg, 2003) to the implementation of character education management in the school we researched.

The techniques for data collection include observation, interview and documentation. The observation in this research was conducted as non-participant observation whereby the researchers observed the subject of study. The research employed an in-depth interview technique conducted face to face, individual and unstructured, whereby the questions asked a number of informants about the implementation of character education at Taruna Nusantara SHS. Documentation is intended to collect secondary data relevant to the implementation of character education management. The data collected from observation, interview, and documentation as well as questionnaires underwent an inductive analysis; a technique of analyzing specific data

to draw more general conclusion (Creswell, 2012).

Data analysis, in general, is carried out on an interactive model (Miles, Huberman, & Saldana, 2014). It starts from the data collection process, followed by condensation to make the data more focused. For the interactive analysis model, see Figure 1.

The collected data are then deduced, coded, divided into themes, and categorized. The themes and categories are illustrated in matrices. From these, conclusion drawing and verification can be conducted.

The results of the scattered interpretation of the data are then concluded and validated against the data extracted from the existing field notes or documents. Data verification is performed by elaboration of the findings based on promoter and peer arguments and reviews to establish an inter-subjective consensus.

RESULTS AND DISCUSSION

Results

The results of this research include the findings on character education planning, the supporting components of character education planning, the factors inhibiting character education planning, the supporting components of character education implementation, the factors inhibiting the character education implementation, the factors supporting the character education supervision, and the factors inhibiting the character education supervision. The result briefly explained in the Table 1.

Tabel 1. Description of Categories and Themes

No.	Categories/theme	Descriptions
1.	Planning	
	Character values	<ul style="list-style-type: none"> • Religiosity • Morality • leadership
	Supporting components on planning	<ul style="list-style-type: none"> • Student intake. • Instrumental inputs. • Environmental inputs.
	Inhibiting factors on planning	<ul style="list-style-type: none"> • Large disparity range in terms of economic background, faith, race, culture, place of origin, and independency between students. • socio-psychological problem between the students and their <i>pamong</i>s.
2.	Implementation	
	Supporting components on implementation	<ul style="list-style-type: none"> • High criteria for preparing school staffs. • The curriculum of Taruna Nusantara SHS focuses on independent, self-disciplined, creative, and hardworking personalities, leadership values characterized by nationalism, spirit of struggle, and archipelagic insight. • Character education at Taruna Nusantara SHS adopted Ki Hajar Dewantara's nurturing principle (Among system).
	Inhibiting factors on implementation	<ul style="list-style-type: none"> • Efficiency and effectiveness problems in time management. • Students' level of rule breaking. • Student's negative "creativities". • Parent intervention.
3.	Supervision	
	Supporting factors on supervision	<ul style="list-style-type: none"> • The character education management at Taruna Nusantara SHS adopted a standardized character education implementation in combination with a boarding school system. • School rules regulating student discipline include Student Life Regulation (PERDUPSIS) and Regulation of Internal Official Affairs (PPUD). • Student honor code is a regulation that all students of Taruna Nusantara SHS have to obey.
	Inhibiting factors on supervision	<ul style="list-style-type: none"> • The staff or <i>pamong</i>s feeling bored with their work. • Parents impose their will to intervene the learning or coaching activities organized by the school.
4.	Strategies in Character Education	<ul style="list-style-type: none"> • <i>Intellectual</i>, implemented in classroom instruction. • <i>Actual</i>, applied in lab teaching and field course; • Role modeling. • <i>Inspirational</i>, implemented in nurturing system through boarding school life, student-staff meeting, and visiting communities around the school.

Aspects of Character Education Planning

The results of the study show that planning in character education at Taruna Nusantara Senior High School involves the values of religiosity, morality, and leadership.

The aspect of religiosity focuses on the sub-aspects of the cultivation of faith in accordance with students' respective religion and beliefs and the sub-aspects of tolerance in an inter-/intra-faith life. The aspect of religiosity

is planned through religious programs that the students attended in accordance with their respective religion and beliefs.

Religiosity aspect at Taruna Nusantara SHS must include 3 objectives: First, religious education serves as an effort to increase spiritual potential and to lead students to become believers and be conscious of God Almighty in accordance with their respective beliefs. Second, religious education is intended to build a generation of noble people. Third, religious education is directed at developing and upholding the values of tolerance in a sincere inter and intra-religious life. To achieve the three objectives, religious education at Taruna Nusantara SHS synergizes all existing components, including the students.

The planning of moral aspect focuses on its sub-aspects of love for the homeland, nationalism, nationality, unity and integrity. From the observation we can see that the planning of moral aspect was conducted by preparing students' daily activities plan in that school. These activities include hoisting and lowering the red and white flag, national flag ceremony every Monday morning, singing Indonesia Raya song before students start their lesson, singing national songs at the end of a lesson or school day, commemoration of national holidays, and other activities with nationalistic theme.

The planning of leadership aspect focuses on its sub-aspects of discipline, responsibility, honesty and integrity. The observation indicates that the planning of leadership aspect is conducted based on school annual programs implemented daily. One actual form of leadership aspects in character education is exemplified in the role of the head of the boarding house that is responsible for students' compliance and willingness to take part in various activities during school day and after school day in the dormitory.

Among the roles of the house leader is to ensure students' obedience in taking part in various school activities. The latter includes a long list of activities as follows: waking up early on time, tidying up the bed, morning prayer, taking part in morning sports, dressing well and neatly, breakfast, lunch and supper right on time, taking part in morning roll call, participating in learning activities with enthusiasm and high motivation, completing subject assignments,

taking part in extracurricular activities and independent creativity in the afternoon, carrying out evening study in an orderly manner, and ending up with holding an evening roll call and preparing for night sleep led by the chief of the house in compliance with the rules; sleeping cloth to wear, the bed to sleep on, and the bed time to follow.

The planning of leadership aspect at Taruna Nusantara SHS consists of several stages as follows:

- a. Initiation, conducted in tenth grade for the first three months as sophomores. In this stage, all sophomores attends Basic Self-Discipline and Leadership Training (PDK) for three months;
- b. Development, conducted in eleventh grade. In this stage students already have a solid and proper foundation for personal development. It is the most appropriate stage to develop students' creativity and achievements in various events and competitions, for example by serving as Student Council Administrators, Class Representatives, Scout Council of Ambassadors.
- c. Establishment, conducted in twelfth grade. In this stage students have already mastered all concepts and values in life as stipulated in the curriculum of Taruna Nusantara SHS. Students have demonstrated independency in thinking, doing, and risk-taking.

Components Supporting the Character Education Plan

The success of education depends on a synergy of educational components that include: student and teacher intake, process, instrumental input, and environmental input. The synergy of education components is briefly illustrated in Figure 2.

Taruna Nusantara SHS employed a nurturing principle (*sistem among*) in the implementation of character education. A book entitled *Student Personality Development and Assessment of Taruna Nusantara SHS* describes three aspects of nurturing principle that serve as the basis for the education: (1) *asah*, which means to develop students intellectual capacity; (2) *asih*, to instill good or noble values in life; and (3) *asuh*, to develop an independent personality.

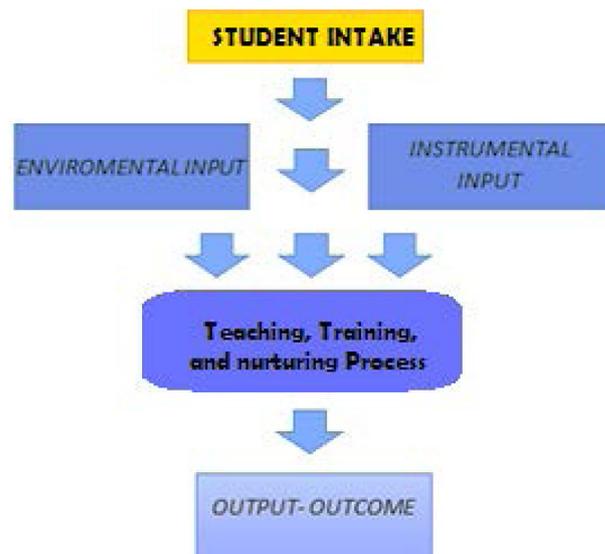


Figure 2. Diagram of Education Components

(Source: Katalog SMA Taruna Nusantara, LPTTN, 2015)

Factors Inhibiting the Character Education Planning

Factors inhibiting the character education at Taruna Nusantara SHS are related to a large disparity range in terms of economic background, faith, race, culture, place of origin, and independency between students. The problems that hinder student input are related to family life and socio-cultural conditions that affect students' morality. High level of heterogeneity among students has also become the obstacle to certain character building and education processes.

A *pamong*, or mentor, in boarding schools serves dual roles: as educator or teacher and helper or guardian for students. The problem that arises between the students and their *pamongs* was more of socio-psychological problem. The obstacles in social milieu are strongly influenced by the role of parents because they have different ideas and understanding about the concept of school education.

Components Supporting the Character Education Implementation

The components that support the character education implementation in schools include the potential input (teachers and education staff), school curriculum and instrumental input for character education, finance, adequate facilities and infrastructures, and educating and nurturing processes.

Implementation of and support for character education are critical aspects necessary

for the education process at Taruna Nusantara SHS. Unless the implementation and supporting components of character education are properly prepared, the implemented character education will remain unoptimal.

The components supporting the implementation of character education are as follows: First, criteria for preparing Human Resources, both *pamongs* and students, include recruitment, management, development, evaluation, and the follow-ups. Recruitment of teacher-mentor *pamongs* requires them to have competencies above those of teachers in general. The *pamong* candidates must have experience as professional teachers, good academic achievement, and reliable physical or mental condition as well as personality traits. The reason such qualification requirement is that the education, training, and caring processes at Taruna Nusantara SHS held for 24 hours. This means that the *pamongs* has an obligation to carry out education, training and care for 24 hours. Second, the curriculum of Taruna Nusantara SHS focuses on independent, self-disciplined, creative, and hardworking personalities, leadership values characterized by nationalism, spirit of struggle, and archipelagic insight (*Kurikulum Khusus SMA Taruna Nusantara*, 2009). Third, character education at Taruna Nusantara SHS adopted Ki Hajar Dewantara's nurturing principle (Among system). It combines both conservative and modern views on education. The observation tells us that conservative views adopted are

as follows: (1) improving students' internal motivation by creating a healthy and inspiring competitive environment; (2) fostering curiosity; and (3) smartly managing and utilizing the time amid intense activities in the boarding house (LPTTN, 2015).

Factors Inhibiting the Character Education Implementation

There are a number of constraints to the implementation of character education at Taruna Nusantara SHS: efficiency and effectiveness in time management, students' level of rule breaking, student's negative "creativities", and parent intervention. The results of interview about the constraints to efficiency and effectiveness in character education implementation at Taruna Nusantara SHS revealed that the school is capable of taking complete control of character education and academic activities for 24 hours. This, however, left students with a very limited time to interact with the outside school environment.

Observation revealed weaknesses in time management because students' activities in a classroom or a house must be performed in a group. The morning, afternoon and evening parades have also significantly reduced students' time. Activities related to breakfast, lunch, and dinner may also take a significant time as their planning and implementation need to be reported.

It is revealed also, from the interview, that students break school's rules in an "innovative" way. One of the common rule-breaking tricks is improper use of sick leave in order to go out of the boarding house or dormitory. However, after they go to the doctor, they did not immediately return to the dormitory. In addition, while the school's rules do not allow students to bring cell phones with them, some of them failed to comply with these rules. Cell phone uses are allowed only on Saturday and Monday. However the types of phone allowed are those with only call and texting functions, not the android ones. For such rule breaking, disciplinary penalty will be imposed on student offenders.

Parents may object to the school policy because they thought that the fees they have paid are for the education, not for such strict rules. In the past, most students' school tuitions are paid by scholarship program and, thereby,

parent interventions are insignificant. At present, however, when school tuitions are mostly paid by the parents, they feel that they have the rights to intervene. Therefore, the hardest part is not the academic issue, but the parenting one. For example, in the past in students used to eat out available dishes served in the canteen, but now there is no guarantee that they will actually want to eat the dishes served, and even worst, they tell their parents that the foods are not so tasty. Consequently, parents will raise a complaint to the school.

Another form of intervention occurs at the time of deciding the study stream—such as math and natural sciences or social sciences—in tenth grade. While the study stream chosen might not affect the students as it is based on their competencies, most parents assume that successful students are those majoring in Math and Natural Sciences, not Social Sciences. Consequently, almost majority of parents insist or forcefully asked the school to place their children in Math and Natural Science study stream.

Aspects Supporting the Character Education Supervision

The aspects supporting character education supervision at Taruna Nusantara SHS is the boarding school system. This boarding school environment is not accessible for everyone because it is intended to be an environment favorable to teaching – learning processes and education process on a comprehensive basis. These aspects can be elaborated more fully in the following paragraphs:

First, the character education management at Taruna Nusantara SHS adopted a standardized character education implementation in combination with a boarding school system. In its implementation, students are required to understand their own national characteristics with their extensive knowledge, perseverance, work ethic, persistence, noble personality as reflected in their caring attitude, honesty, fairness, responsibility, and respecting themselves and others. They are also required to have physical and spiritual health.

Second, school rules regulating student discipline include Student Life Regulation (PERDUPSIS) and Regulation of Internal Official Affairs (PPUD). However, rule

breaking may occur as a consequence of student experiencing boredom in the boarding school system. Student Life Regulation (PERDUPSIS) serves as a guideline for all students in carrying out their daily activities, both inside and outside of school. The objectives of PERDUPSIS are to develop students' personality and to instill leadership characteristics and attitude in them, to inspire them with national pride, religiosity, honesty, courage, fairness, and wisdom so that they can become role models for their community and surroundings. The idea of PERDUPSIS is to educate, train, and lead the students in their character building, both individually and collectively. Students are supposed to self-actualize leadership qualities and attitudes and reflected them in their religious obligations and worships in accordance with their respective faith and religion. Moreover, it is important for students to uphold honesty and consistency in their feelings, thought, expression and action so that their behavior can be emulated by other students and the surrounding communities.

Likewise, courage is among the character to be emphasized, especially in upholding the truth based on a non-discriminatory justice, so as the students will be able to make wise decisions. Regulation of Internal Official Affairs (PPUD) stipulates the rules that students of Taruna Nusantara SHS must adopt in their everyday attitude and action in the activities intended to ensure the success of the school visions and missions (LPTTN, 2007). While the PUDD has been arranged in details, including the sanctions imposed upon students who have been found in violation of the regulations, the fact remains that there are some of those who violate them, either directly or indirectly. However, under a boarding school system the character building process may run better, quicker, and right on target. This is especially true for students who wake up late, missed morning workout, skip breakfast, and frequently absent from morning parade, for some reasons. This indicates that even strict the rules would fail to help, educate, and train students if their characters run contrary to the school's education environment. Among the possible causes of this problem could not be optimal function and principles of management: managerial or control range, coordination, division of work, facilities and infrastructures, time, and the system adopted in Taruna Nusantara SHS.

Third, student honor code is a regulation that all students of Taruna Nusantara SHS have to obey. Any violation may result in severe sanction imposed on students, either expulsion or transferred to other education institutions. Nevertheless, intentional rule breakings remain exist in this school. The student honor codes has been introduced in the early days of sophomores in Taruna Nusantara SHS and displayed in open and strategic places. Supervision is performed upon various student activities from waking up in morning until they go to sleep at night.

Aspects Inhibiting Character Education Supervision

The obstacles that confront character education at Taruna Nusantara SHS came predominantly from teacher *pamong*s and parents.

In terms of human resources, the constraints might result from the staff or *pamong*s feeling bored with their work, and this might negatively affects other personnel. For that reason, Taruna Nusantara SHS makes serious efforts to improve the quality of human resources.

The results of the interview tell us that many a times situation arise where parents impose their will to intervene the learning or coaching activities organized by the school. For example, parents insist to visit their children off schedule, and want their children allowed to use cell phone someday other than Saturday and Sunday. Such parents' intervention occurs as they came up with a thought that they have the rights to take part in school education management for the high tuition costs they have paid.

Efforts the school has made to supervise the character education include the development of strategies that make possible for character education program to be implemented effectively and give meaning to both the school and students. These strategies will encourage the principal, teachers, students and all stakeholders to execute and involve in the existing programs.

There are four strategies that Taruna Nusantara SHS employed to build students' character: (1) intellectual, implemented in classroom instruction; (2) actual, applied in lab teaching and field course; (3) role modeling; and (4) inspirational, implemented in nurturing system through boarding school life, personage meet, and village visit. Institutional strategy

that the school adopted in character education includes reward and punishment, organizational culture development, and choosing the characters that are relevant to school's vision.

The results of the study indicate that the strategy for character education management is implemented directly in student development and school institutional strategy. The first strategy is actualized in concrete forms as follows: (a) intellectual strategy that focuses on instruction; (b) actual strategy with a focus on training; (c) role modeling strategy; and (d) inspirational strategy—the last two put emphasis on nurturing principles. The second strategy is implemented in organizational culture development, reward and punishment system, choosing the characters relevant to the school vision, and quality improvement of human resources. It can be said, therefore, that the school institution has made efforts to build students' character. This means that the school has made a comprehensive effort to build excellent characters in students.

Discussion

A character education program identified through a review of prior literature has many features prototype (Freeman, 2014; Berkowitz, Bier, & McCauley, 2017; Samsuri & Marzuki, 2016; Bakar, Noor, & Widodo, 2018; Puspita, Andayani, Waluyo, & Rohmadi, 2019). McGrath (2018) identified seven feature of character education prototype, such as; school-based, structured, addresses specific positive psychological attributes, addresses identity, moral growth, holistic growth, and the development of practical wisdom. Due to McGrath's review, Taruna Nusantara SHS's character education substance is relevant to his theory. Religiosity, morality, and leadership are character education substances is addressed to the central McGrath's features of educational character prototype.

The planning of character education at Taruna Nusantara SHS was conducted and structured by the school management. One of the aspects included in the planning is education substance. The results of the study indicate that the substances of education the school intends to develop are religiosity, morality and leadership. Focusing at religiosity, religiosity is one of the most popular alternative content on character education in school (see. Damm, 2011; Niron, Budiningsih, & Pujiriyanto, 2013; Lie, 2014;

Barnes, Davis, & Halstead, 2015; Marini, Safitri, & Muda, 2018; Arthur, 2019). The objectives of education guarantee that the education process complies with the values adopted in the education system in certain community, and, at the same time, serve as the guidelines to determine the success of education process (Pearson, 2016). Due to Zurqoni, et. al. (2018), character education at Taruna Nusantara SHS has the same impact on student.

Student intake, instrumenal inputs, and environmental inputs are supporting component planning character education shown on the research finding. School must great pay attention to these components. Supporting components on character education program at school have great impact on effectivity (Yolcu & Sari, 2018; Lisievici & Andronie, 2016). According to Lee, Pan, Liao, Chen, & Walters. (2013) students profile could explain character education success at school. Hughes (2013) reported that school environment helps to achieve character education program in classroom. Even in early childhood education, Chou, Yang, & Huang (2014) reported that parents demography has great contribution to character education.

Large disparity range in student profiles and socio-psychological problem between the students and their pamongs reported as inhibiting factors on character education planning at Taruna Nusantara SHS. These are common problems covered character education (See Zurqoni, et. al., 2018).

Successfull character education needs supporting components on its implementations. There are three supporting components discovered in the field. High criteria for preparing school staffs, specific curriculum, and among system (character values). Competent school staffs are determinant for successfull character education (Ulger, Yigittir, & Ercan, 2014). Meanwhile, specific curriculum settled by the school for successfull character education (Duman, 2014; Fahmy, Bachtiar, Rahim, & Malik, 2015; Barghi, Zakaria, Aswati, & Hashim, 2017). The process of student's character building adopts a nurturing principle or *Among* system. By *among* system, the school assigns *pamong* to serve as a person that constantly present in students' school life, and to provide students with protection, nurturance, and role modeling. *Pamong*s live together with students in the boarding school environment,

and, thereby, enables them to provide protection, nurturance and role modeling on a continual basis. Things to consider to make sure that the character education runs properly are as follows: (1) students' orientation program in the first three month and students' independent attitude in everyday life; (2) designs of education program that provide opportunity to share experiences between students and *pamong*s, and of program that periodically involves the parents.

As one supporting factor on supervision, school boarder is the most effective way for controlling and supervising student discipline in the field. Meanwhile, it is effective for nurturing positive character for them. Boyce & Boyce (1983) addressed that boarding school acculturated and changed among students in health. Boarding adopted tight discipline among students. School/boarding rules regulating student discipline and honor conduct is best instruments for character education success in Taruna Nusantara SHS. This is apparent with Yau & McNelly (2019) argued that rules are associated with effective learning.

Taruna Nusantara SHS formulated strategies for achieving character education goals. The strategies would lead school staffs and the students, even parents and stakeholders to involve on the programs. Quinn states that strategy is an effort in integrating goals, policies, and activities (Greer, 2001). In this case, Greer (2001) also adds that strategy is a plan that combines the main goals of the organization, policies, and activities into a single unit.

CONCLUSION

Character education planning was conducted by school management by focusing on the attainment of the character building objectives, i.e., religiosity, morality, and leadership. The three character traits may serve as the school guidance in educating its students to become quality persons. To implement the main characters' building that is in accordance with the objectives of character building, the planning was conducted by involving all concerned parties in that school. It was also conducted by considering the components education system such as students, resource, environment, education process, outputs and outcomes.

Character education was implemented in school education environment in accord with the

school curriculum. The character education was implemented in integrated activities that include instruction, training, nurturing, and guiding, both in school and dormitory environments. The four education processes were held under *Among* system (nurturing principle) that put emphasis on meaningful interaction between teachers and students. Character education implementation takes place from the time of students' admission until they graduate from the school. The constraints inhibiting such processes came from human resources, disparities in student behaviors, and the education environment.

Character education supervision at Taruna Nusantara SHS aims to determine the achievement of character building in students, in terms of education output that include affective, cognitive, and psychomotor skills, as well as education graduates. Supervision is conducted using mechanism, techniques, and indicators set by the school, and performed by a staff assigned by the principal to monitor students in school, dormitory, and surrounding environments. Dormitory system, school rules, and Student Honor Code are among the components that support the character education supervision. However, *pamong*s' boredom and parents' intervention do the opposite of what is expected.

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