

# THE IMPLEMENTATION OF CHARACTER EDUCATION IN STATE POLYTECHNIC OF BALIKPAPAN

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## Abstract

*The purpose of this study is to describe and analyze the implementation of character education at the State Polytechnic of Balikpapan viewed from institution, academic / curricular and non-curricular. Type of this research is descriptive qualitative research. The data used in this study was purposive sampling, informant who serves as key informants in this study, such as: Director, Vice Director I, Vice Director II, and students. The data were analyzed by using Analysis Data on Interactive Model. The result of this character education implementation research in State Polytechnic of Balikpapan at the institution level there are no policies or regulations governing the implementation of education character in academic / curricular that was still included in the civics and religion subject have not been integrated into all subjects, and in character education extracurricular had already implemented in student organizations*

*Keywords: implementation , character education.*

## 1. Introduction

Globalization offers different values with the values and outlook of Indonesian and caused the crisis of identity. There are so many examples that show a shift of national character, violence and riot in society caused by tribal conflicts, religious and social inequality, disobedience to law, and promiscuity among the community.

Currently the government is now promoting the National Movement of character education and had published the National Policy in 2010-2015 and the National guidance of character education in 2011. The background of this policy is the shift in the ethical values of the nation, the threat of disintegration, and the waning awareness of nation cultural values.

Therefore, the authors will examine implementation of character education at the State Polytechnic of Balikpapan so it can be obstacles in the implementation and efforts to increase the character education.

## 2. Literary review

### 1. Implementation

Understanding on implementation by Pressman and Wildanvsky in Ermaya (1994: 43), implementation is defined as an interaction between setting the goals with the means of action to achieve these goals.

### 2. Character Education:

Education consists of two syllables, namely education and character, the following are the meaning of characters and character education:

#### a. Definition of Education

Education is a process of growing, developing, maturing, organizing, and directing (Yahya Khan, 2010).

According Suhartono (2009) the meaning of education can be seen in the broad sense and narrow sense. Meaning broadly of education is all learning activities that take place throughout the ages in all situations of life activities. In a broad sense, basically education for anyone, anytime and anywhere, as adult, intelligent and mature is human rights in general. While meaning narrowly of education is entire learning activity that

has done, with the organized material, held on a scheduled in the surveillance system, and given an evaluation based on predetermined objectives. These learning activities conducted within the school educational institutions.

#### b. Definition of Character

According to the Ministry of Education (2010), the character is temper, behavior, morals or personality are formed from the internalization of virtues (virtue) that believed and used as a basis for the perspective to think, behave and act.

#### c. Character Education

Character education by Thomas Lickona in Heri Gunawan (2012), is an education to shape one's personality through character education, the results are seen in a person's real action, namely; good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on.

According to the Ministry of Education (2010), character education is defined as education that develops and character of the nation on a self-learners so that they have value and character as the character himself, applying these values in their life as a member of society and citizens as an religious, nationalist, productive and creative.

### 3. Research Method

#### a. Type of research

Type of research includes descriptive qualitative research. According to Raxavieh in Nawami (1998: 132), the descriptive research was designed to obtain information about the status of symptoms. Directed to determine the nature of site at the time of study. There is no treatment is controlled as specified in the experimental study.

#### b. Research focus

The focus of research includes:

1. Implementation of Character Education in State Polytechnic of Balikpapan from an institutional, curricular and non-curricular.
2. The factors that support and resist the implementation of character

education at the State Polytechnic of Balikpapan

#### c. Research location

This research was conducted at the State Polytechnic of Balikpapan

#### d. Research Instruments

In qualitative research the position of researcher is act as planners, implementers, data collector, analysis, and data interpreter and in the end he became a pioneer of research results (Moleong, 2010: 168).

#### e. Source of data

The data used in this study using purposive sampling informant who serves as key informants in this study include: Director, Vice Director I, Vice Director III and students.

#### f. Data Analysis

Data were analyzed using the Interactive Model Data Analysis.

### 4. Result of the research

#### a. Implementation of Character Education

- 1) The implementation of character education at the level Institutional / institution.

Based on the vision of the State Polytechnic of Balikpapan is becoming vocational higher education institution which has character, superior, and globally competitive, then State Polytechnic of Balikpapan shall execute that vision.

In the vision of the State Polytechnic of Balikpapan clearly been listed into vocational institutions that have character, which indicates that to achieve that goal must begin with a character education for students and implement the character for the entire academic of State Polytechnic of Balikpapan.

To realize the vision of the State Polytechnic of Balikpapan to become a superior institution which have character then there needs to be a policy of management related to the implementation strategy of character education in various activities. Therefore is necessary to

develop guidelines or regulations that may become the detailed reference in implementing character education both in academic activities and also in non-academic activities.

Although the character education has not become institutional policy as proposed by the Director but the application of character values in university life has been grown as in the implementation of lectures character values have been applied to such an agreement between the faculty and students attendance in the classroom to following teaching and learning activities with appropriate time according to the agreement.

In the implementation of management policies that are not directly regulate the implementation of character education. So State Polytechnic of Balikpapan shall have a policy, if is needed there would be a guide on character education and need to be made the program of introduction to the new students until they graduate which is suited to the condition of State Polytechnic of Balikpapan.

2) The implementation of character education in academic field

In the higher education curriculum, including in State Polytechnic of Balikpapan, the character education is still included in the courses of civic education and religion but have not been integrated into all subjects, there was no concept of character education in all subjects. Necessarily, every lecturer is should provide the character education for students because it is become a lecturer responsibility to make a good character of students, not only responsibility of civic and religious courses but can be included in each course according to the characteristics of each course.

All courses can actually put character education, such as discipline, honesty, smart, tough and caring, until

now there was no concept of character education in all subjects.

## 5. Conclusion

a. Implementation of character education at the State Polytechnic of Balikpapan

- The implementation of character education at the State Polytechnic of Balikpapan at the institutional level are have no policies or regulations to regulate the implementation of character education.
- Implementation of character education is still included in the academic subjects such civic education and religion and have not been integrated into all subjects.
- Implementation of Character Education in Extracurricular be coordinated by the vice director of student affairs, partly already implemented the character education in field of student affairs.

b. Barriers to implementation of character education

- On the institutional There are no policies or guidelines on character education.
- On the curricular / academic
- Character education is only integrated in civic education and religion, and have not been integrated in all subjects and lecturers feel no responsibility to implement the character education.

## 6. Suggestions

- a. Character education is applied in all subjects, not just in civic and religion education.
- b. Character education through a process of habituation, for example in the academic field, the task must be completed on time, not to be cheating or plagiarism.
- c. Lecturers should provide a good example to the students.
- d. To carry out honesty there should be penalties for those who cheat and commit plagiarism.

- e. Providing facilities and sufficient funds to carry out the student activities that could improve the character of the students.
- f. Need to be made the Guidelines or standards of character education.

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