OPTIMIZATION OF CHARACTER EDUCATION THROUGH COMMUNITY PARTICIPATION AROUND THE SCHOOL ENVIRONMENT (Case Study in Lab School Junior High School Bandung)

By Efriani Ef

OPTIMIZATION OF CHARACTER EDUCATION THROUGH COMMUNITY PARTICIPATION AROUND THE SCHOOL ENVIRONMENT
(Case Study in Lab School Junior High School Bandung)

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Abstrak. *Lingkungan masyarakat memiliki dampak yang penting bagi terbentuknya karakter siswa di sekolah. Oleh karena itu, Pendidikan karakter merupakan langkah sangat penting dalam membentuk jati diri bangsa Indonesia. Penelitian ini bertujuan untuk mengetahui optimalisasi pendidikan karakter melalui partisipasi masyarakat sekitar lingkungan sekolah pada SMP Labschool Bandung. Metode penelitian ini menggunakan studi kasus yang berpusat pada SMP Labschool Bandung. Hasil penelitian menunjukkan bahwa pendidikaan karakter yang dilakukan pada SMP Labschool Bandung dapat berjalan dengan baik karena kerjasama antara sekolah dan partisipasi masyarakat sekitar lingkungan sekolah. Kerja sama yang dilakukan menghasilkan nilai-nilai yang turut membangun karakter siswa. Adapun nilai-nilai tersebut meliputi Nilai religius, Nilai integritas, Nilai nasionalis, Nilai mandiri dan Nilai gotong-royong.*

Kata Kunci : Pendidikan Karakter, Partisipasi Masyarakat, Lingkungan sekitar Sekolah

Abstract. The community environment has an essential impact on the formation of student character in schools. Therefore, character education is a crucial step in shaping the identity of the Indonesian people. This study aims to determine the optimization of character education through community participation around the school environment at SMP Lab School Bandung. This research method uses a case study centered on Bandung Lab school Middle School. The results showed that the character education conducted at Lab school Junior High School Bandung could run well because of the collaboration between the school and community participation around the school environment. The partnership carried out produces values that help build student character. The values include religious values, integrity values, nationalist values, independent values, and mutual values.

Keywords: Character Education, Community Participation, The Environment Around the School

INTRODUCTION

The world of education today is faced with increasingly heavy and apprehensive demands in the world of national education, especially to prepare students to be able to deal with various dynamics of change that are developing very rapidly, especially shifting aspects of values and morals in people's lives (Nurmalisa & Adha, 2016; Prasetiyo, Kamarudin & Dewantara, 2019). The aspect of morality (morals) which specifically highlights portraits of students or even the output of education in Indonesia which has recently experienced moral degradation. This reality departs from the basic problems, namely (1) why there are still many students and the output of national education in Indonesia that do not reflect a moral personality; (2) how are the responsibilities and solutions of educational institutions (schools, families, and communities) on these issues and the educational models that are implemented. In addition to violent behavior, issues of morality among adolescents such as narcotics use, porno-action, student brawls, free sex, abortion, rape, deprivation, theft, murder, and other immoral acts have become social problems that have not yet been overcome thoroughly (Kementerian Pendidikan Nasional, 2010).

Some data can be used to describe moral degradation and the bad character shown by students is an example of an inseparable part in the world of education today. First, teen sex free behavior. The National Population and Family Planning Agency (BKKBN) reports that 51% of teenagers in Jabodetabek have had premarital sex. Several other regions in Indonesia report that premarital sex is also carried out by adolescents, for example in Surabaya there was 54%, in Bandung 47%, and in Medan 52%. This data is not much different from the data reported earlier by the National Child Protection Commission, PKBI, BKKBN in 2009 where 62.7% of adolescents claimed to have had premarital sex, 21.2% of teenagers had abortions, 93.7% of teenagers, and junior high school High school had kissed and oral sex, and 97.0% of middle and high school teens had watched porn. The number of sexually transmitted diseases (STDs) in remedies reached 4.18%, 50% of the total number of people with HIV / AIDS in West Java aged around 15-29 years and drug users reached 2,736 (Muhtar, 2010). Second, based on BNN data, the number of drug users throughout Indonesia reaches 1-5 million users and 600,000 - 1.2 million users are in Jakarta (Kompas, 2017). Third, the corruption case from the center to the regions. Cases of corruption in Indonesia, both legislative, executive and judiciary are unclear when it will be completed.

Some people are of the oppinion that such conditions are thought to have a beginning from what is produced by the system education. The system of education, in fact provides the greatest contribution to this situation. In the context of formal education in schools, one reason is because education in Indonesia focuses more on intellectual development alone. Other aspects that exist in students, namely affective aspects and moral virtues are not getting enough attention (Koesoema, 2007; Nurmalisa & Adha, 2016). Student character can grow well if supported by the right school environment. Character education programs can builted through all the events that occur in the school environment. Character education is a joint effort of all school members to create a new culture in school, namely the character education culture (Koesoema 2010). The implementation of character education in schools is developed through learning experiences that lead to character building in students. Character education in teaching and learning activities in the classroom is carried out using an integrated approach in all subjects. Education that is urgently needed today is education that can integrate character education with learning so that it can optimize the development of all dimensions of the child, namely; cognitive, physical, social, emotional, creative and spiritual (Sulistyowati, 2012).

Various problems of the nation as mentioned above must be ended immediately. All parties need self-introspection, immediately look for accurate solutions and engage intensively. One very appropriate solution is to optimize character education through community participation around the school environment. Current education patterns only produce students who lose

social sensitivity (sence of social crisis) or lose the awareness of human conscience (social consciousness of men). Students only have technical abilities (skills) and become human "ready to use" like robots (Ghopur, 2010), so that the consequences are quite serious and can no longer be considered as a simple problem (Dimyati, 2010).

CONCEPTUAL FRAMEWORK
Character and Character Education

Character is a walk of science and skills. Knowledge without the foundation of a true personality will be misleading and skills without self-awareness will destroy. Character will shape motivation, at the same time formed by dignified methods and processes. Good character includes understanding, caring, and action based on ethical values, including cognitive, emotional, and behavioral aspects of moral life (Sirajuddin, 2010). Koesoema (2007) says that good character is known through the right response when we experience pressure, challenges and difficulties. Quality character is a response that has been tested again and has led to victory.

Someone who has repeatedly gone through difficulties with victory will have good quality. There is no quality that is not tested. Character is formed by being influenced by at least 5 factors, namely: basic temperament, belief, insight, life and travel motivation. Characters that can bring success are empathy, endurance and faith. Character education is an effort to revive the ideal-spiritual pedagogy lost by a wave of positivism. Through character education, individuals can grow together with others. (Koesoema, 2007).

Character education is plus character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action). According to Lickona (2007) without these three aspects, character education will not be effective, and its implementation must also be carried out systematically and sustainably. Character education makes a child emotionally intelligent. Emotional quotient (EQ) enables a person to accept, judge, manage and control his emotions and those around him. Second, design basis. According to Koesoema (2010)

character education if it wants to be effective and intact it must include three bases of design in its programming. (1) Design of class-based character education. The teacher's relationship with students forms the basis this concept. Teachers are engaging as educators and students are as learners in the classroom. In this context, the character of education is the process of teacher and student interaction through learning activities. Teacher and student interaction are not activities in which monologues are only transferring knowledge. However, interaction must be dialogue. Dialogue between teacher and student includes affective, cognitive, and psychomotor activities carried out through learning material. Providing understanding and understanding of the true virtues that occur in the context of this teaching, including the non-instructional domains, such as class management and class consensus that helps create a comfortable learning atmosphere. (2) The student character is built based on school culture. School culture can be made with the help of social school institutions, the social environment around the school that engages the community, to create positive values and characters in students. To instill the value of honesty is not enough just to give moral messages to students. This moral message must be strengthened by the creation of a culture of honesty through the establishment of strict and consistent school rules for every dishonesty behavior. (3) Design of community-based character education.

Character education should not only be done by educators in the school or by the school community. However, character education can be done through the daily lives of students, which can be combined with an informal education and non-formal education. Families and communities have the same obligations as schools in efforts to build character education of students. Character education will only be effective if the three character education designs are carried out simultaneously and synergistically. Without character education, one's education will only be partial, inconsistent and ineffective. Without these three bases, character education programs are only mere discourses. Third, the key to

successful character education. The key to success consists of two things:

(1) From knowing to doing. Kilpatrick (1992) mentions one of the causes of one's inability to apply well even though someone who already has knowledge about goodness (moral knowing) is because someone is not trained to do good (moral doing). Departing from this idea, the success of character education is highly dependent on whether there knowing, loving, and doing or acting in the conduct of character education. Moral knowing as the first aspect has six elements, namely moral awareness, knowledge of moral values (knowing moral values), point of view (perspective taking), moral logic (moral reasoning), courage to take a position (decision making), and self-knowledge. Furthermore, moral loving or moral feeling is a strengthening of the emotional aspects of students to become human characters. This reinforcement relates to the forms of attitudes that must be felt by students, namely awareness of identity, self-confidence, empathy, love of truth, self-control, and humility. After the two aspects are realized, the moral acting as an outcome will easily emerge from the students.

(2) Character Identification Character education without character identification will only be an endless journey, adventure without maps. Any organization in the world that pays great attention to character education must be able to identify the basic characters that will become pillars of individual behavior. Megawangi and Williams (2007) formulated eight basic characters that were the goals of character education. The eight characters are; (1) love for God and the universe and its contents, (2) responsibility, discipline and independence, (3) honesty, (4) respect and courtesy, (5) compassion, caring, and cooperation, (6) confidence , creative, hard work and never give up, (7) justice and leadership, kind and humble, and (8) tolerance, love of peace and unity.

Character Education Community Based

Character according to Suyanto (in Muslich, 2011) is a way of thinking and behaving that is characteristic of each individual to live and cooperate, both within the scope of family, society, nation, and country. Whereas character education according to Ratna Megawangi (in Kesuma, 2011) is an effort to educate children to be able to make wise decisions and practice them in daily life, so that they can make a positive contribution to their environment. So it can be said that character education is an effort in educating children to be able to think and act wisely, both within the family, society, and nation. So, character education community-based has a very important role in supporting education in schools.

The term community-based education was initially introduced by Comton and Mc Clusky by using the term community education for development, which is interpreted as a process in which every member of the community is present to express each problem and need, find solutions between them, mobilize available resources and implement a plan of activity or learning or both. Community based education is a model of education that engages the community in the administration and management of education, so that education is rooted in society and in culture. Empowering people through community based education that is designed to develop the community to be able to develop them can be empowered independently, this means being able to develop themselves in developing the surrounding environment. The concept of community-based education is implemented based on: from the community, by the community and back to the community (Sihombing, 2001), in line with the project citizen learning model in learning civic education that not only brings students closer to community activities, but produces new analysis and input for government policy (Adha et al., 2019; Adha et al., 2018; Adha, 2010).

Education-based communities are education aimed at the social needs of the community itself. In specific educational communities, the community is not only an object of study but is one of the important

actors in the subject of education. Therefore community education is included in the program category, which is design to answer their environmental needs (Sumpeno, 2019). From this concept, it can be conclud that the character of community-based education that is managed directly to respond to community challenges, regulates formal and informal matters that use facilities and active community participation that shapes them to create ethical values and characters so that they can meet the needs of the community in all fields.

Character Education Community Based Purposed

Community-based education is more directed at forming mental and emotional dispositions, socializing meaning and teaching science learners as a strategy to welcome the future. Community-based education does not only require the involvement and active role of the community, but the results of implementing education are required to be able to solve various kinds of community problems (Bagong, 2005). Based on this, it can be seen that the school effort in teaching values and character to students requires participation from the community.

Character Education Community Based Principles

According to Michael W. Galbraith, community-based education has several principles, including (Zubaedi, 2006):
a. Self determination
   Every community member has the right and responsibility to be involved in determining community needs.
b. Self help
   People are encouraged to help themselves, they become part of the solution and build independence.
c. Leadership development (leadership development)
   Local leaders have the ability to solve problems, make decisions, and empower groups to develop communities on an ongoing basis.
d. Localization (locality)
   Community participation will run optimally if the community gets the

opportunity to be involved in programs that exist in their neighborhood.
e. Integred delivery of service (integration of service delivery)
   Every organization in the community jointly serves the community to achieve the desired goals.
f. Reduce duplication of service (reduce duplication of services)
   Communities need to coordinate all forms of service, finance and human resources to avoid duplication.
g. Accept diversity (accept diversity)
   Community-based education should avoid the separation of people due to differences in age, social class, gender, race, ethnicity, religion, which causes obstruction of optimal community development.
h. Institutional responsive (institutional responsibility)
   Educational institutions must have sensitivity to the changing needs of society.
i. Life long learning
   Formal learning opportunities must be available to all community members with diverse backgrounds.

Based on the principles above, the community also feels that they have ownership and responsibility for the success of the education process.

Character Education Community Based Participation

The key to the successful implementation of character education is not only determined by the involvement of inside people. Rather, it is also determined by the involvement of "outsiders" in the school. They are parents of students and community of characters. Schools need to move them to be optimally involved in realizing character schools (Saptono, 2011). So the participation of the community towards the development of the concept of community-based education can be seen through several criteria, including the following:
a. The participation of the community is not only in the form of giving money or physical assistance, but also in academic matters.

b. High school obligations (monitoring and accountability) for the government and society.
c. Provide broad opportunities for the community to participate in the management of participatory education institutions in making decisions.
d. The school program is compiled and implemented by prioritizing the interests of educational goals, not only for administrative or bureaucratic purposes.
e. Educational programs are in accordance with the needs of the community both now and in the future, oriented towards improving quality not for the benefit of the bureaucracy.
f. The accountability report is open to all interested parties.

From several criteria of the community participation above, the community has an urgent position in the continuity of the implementation of community-based education, and the participation taken by the community is not only as a school donor but also covers the policies that will be taken by the school in implementing the education.

METHODS

This study uses a case study. Creswell (2010: 20) says that a case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals. This study describes the optimization of character education through community participation around the Labschool Middle School school Bandung. This study uses a qualitative research method with a case study approach, with a single case. The single case in question is exploring the relationship between planting character values and community involvement around LabSchool Middle School Bandung, West Java. Case studies are implemented to analyze the beneficial effects of student and community participation together in the components of the school community. Qualitative research generates generalizations and analyzes based on data, information, and findings that support the research conducted (Miles & Huberman, 1984). This research is expected to be able to explain comprehensively from the participants

honestly and directed based on research instruments (Pilcher & Eade, 2016). The use of the case study method is to get contributions from participants in depth and are real-life contexts (Yin, 2006).

RESULT AND DISCUSSIONS

1. SMP Labschool Bandung Character Education Implementation

Based on the results of observations and interviews with DH, the implementation of character education at Labschool Bandung Middle School was programmed and eventually became a culture for residents of the Labschool Middle School in Bandung. The implementation of character education at Labschool Middle School in Bandung can be explained based on five character values, in the table below.

SMP *Lab School* Bandung Character Education Values and Descriptions

No	Values	Description
1.	Religious	Religious activities at Lab school Bandung Middle School: 1. Teachers of religious subjects with students, increase literacy (reading together) before the first lesson begins. 2. Students are required to attend every religious activity, such as the PECIMAS (Student Love Mosque), which is held every Thursday. 3. All students for midday prayer together 4. Students are required to remember religious holidays, such as the Birthday of the Prophet

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		Muhammad.
2.	Integrity	The value of integrity is carried out at Lab school High School in Bandung, where students are required to obey/be approved by each school, and be disciplined in carrying it out. Students committing against the school will get punishment that educates and instills educational value.
3.	Nasionalism	SMP *Labschool* Bandung nationalism activities: 1. Carry out the flag ceremony on Monday. 2. Singing the national anthem Indonesia Raya 3 Stanza before the first lesson begins.
4.	Independent	Activities Lab school Bandung Junior High grades: students search and find learning resources independently.
5.	Gotong Royong	Lab school Bandung High School in cooperation values: 1. Each student has an obligation to jointly maintain the class cleanliness that has been arranged with a picket schedule. 2. Each student joined in forming a study group.

Based on the results of the study, DH as deputy principal of the school section seeks to allow the learning process to be implemented through character education can produce good and positive things, for which the activities of the development of the School management matters are always monitored and evaluated with relevant

objectives and applications and can monitor all obstacles and obstacles faced in the 22 per, efficient and well-being implementation of character education. As a form of enhancement of nation-building students in the social environment, formed five values of character education strengthening at Lab school Junior High School, this as a concrete step to form the personal students to know, care about, and combining the values of life both in the learning of the school, the family and the surrounding community.

2. Community Participation in Optimizing Character Education

Character education applied by SMP Labschool Bandung will not run well if there is no collaboration between SMP Labschool Bandung and community participation around the Labschool Middle School school in Bandung. People around the neighborhood of Bandung Labschool Middle School were chosen as a place of learning for children because the community around the Labschool Middle School in Bandung is still thick with social values. The environmental community around SMP Labschool Bandung also collaborates with the school in maintaining and educating students so that character education applied to students at Labschool Bandung Middle School can be carried out well. This shows that the community around the Labschool Bandung Junior High School has the principles of community-based education, such as the opinion of Michael W Galbraith, which states that the principles that appear and appear in society are localization, integrated delivery of service, accept diversity, responsive institutional (Samani , 2011).

The integration of educational service providers and willingness to accept the diversity of backgrounds and character of students is the most visible principle of the community around the Labschool Middle School in Bandung. This is because the surrounding community is directly involved in actively collaborating with the school in supervising and educating students at the Labschool Middle School in Bandung.

School and society are two aspects that cannot be separated, because both of them

need each other. Schools exist because it is the community and community that participate in education at school. Community involvement in education will affect education itself, so that the progress and failure of education depends on how and to what extent society views education. Community participation that makes education especially character education becomes important (Sagal, 2009).

The community has an important role in the effort to shape the character of the nation's children, therefore cooperation between the Labschool Middle School in Bandung and the community around the school environment is very necessary. The community in this case is an older person who is not close, does not know, does not have a family bond with students but at that time was in the environment around the students or see the behavior of students. It is this community that can provide examples, maintain, invite or prohibit students from committing an act. Examples of community participation behaviors in character education include:

(1) Familiarize mutual cooperation, for example cleaning the yard of each house, cleaning the waterways, planting the yard;
(2) Getting students to not throw garbage and spit on the road, damage or scribble on public facilities;
(3) Reprimand students who commit bad deeds.

The community environment has a big influence on the success of aesthetic and ethical planting for character formation. The value system that contains the social system can be adapted to influence the attitudes and perspectives of the community in the same way. But if the value system in the Community view is limited only to the ordinary view without good concept, business and people's ambitions are also restricted in fulfilling social needs, especially the creation of Community characters (Subianto, 2013). Community participation in education is related to changing the way people perceive education, but if it is not started and done now when the sense of belonging, caring, involvement and active participation of the

community with maximum levels can be obtained by the world of education.

The community as the third education center after family and school has different characteristics and functions with a scope with unclear boundaries and a variety of forms of social life and various types of culture. The problem of education in families and schools cannot be separated from the socio-cultural values that are held in high esteem by all levels of society. Every society, wherever they are, must have their own characteristics as a typical norm in the socio-cultural field that is different from other societies. The norms that exist in society must be followed by citizens and the norms that influence the formation of the personality of its citizens in acting and behaving. These norms are rules that are transmitted by the older generation to the next generation. Transmissions are carried out consciously and purposefully, this is a process and the role of education in society (Azra, 2006).

Community participation has various levels in education development. Community participation is classified from several levels, from the lowest level to the higher level, namely participation using:

1. Available service, this type is the most common type of level, at this level the community only uses school services for children's education.
2. Passive participation, namely agreeing and accepting what other educational institutions decide, then accepting the decision of the institution and obeying it.
3. Participation by contributing funds, materials, and labor. In this type, the community participates in the physical care and development of educational facilities and infrastructure by donating funds, goods or labor.
4. Participation in service.
5. The community is involved in teaching and learning activities, for example helping schools in certain fields of study.
6. Participation as an executor of delegated activities, for example, schools ask the public to provide information on the importance of education, and others.
7. Participation in decision making. The community should involve themselves in discussing issues relating to the formation

of children's educational characters, both in academic and non-academic terms. and participate in the decision-making process of planning a character education development concept so that the community can interact well (Annurahman, 2009).

CONCLUSIONS

The community has an important role in the effort to shape the character of the nation's children, therefore cooperation between the Labschool Middle School in Bandung and the community around the school environment is very necessary. Character education applied by SMP Labschool Bandung will not run well if there is no collaboration between SMP Labschool Bandung and community participation around the Labschool Middle School school in Bandung. People around the neighborhood of Bandung Labschool Middle School were chosen as a place of learning for children because the community around the Labschool Middle School in Bandung is still thick with social values.

The environmental community around SMP Labschool Bandung also collaborates with the school in maintaining and educating students so that character education applied to students at Labschool Bandung Middle School can be carried out well. Applying character education in schools, families and communities is not an easy thing, because it must change the paradigm, it takes time and energy. Thus, supporting researchers are significant in finding breakthroughs to increase community participation in the social environment in making students' characters.

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