
IMPLEMENTATION OF PP 87/2017 ON CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

Education is more than equipping knowledge cognitively to students. In fact, character education is inevitable and highly crucial to the success of students' learning and lives. It is character that creates great people and brings brighter future for students. Along with this belief, Indonesian government has emphasized character education through government regulations named *Peraturan Presiden* number 87 year 2017 on *Penguatan Pendidikan Karakter*. This regulation was established for both formal and non-formal educational institutions to hold character education programs based on values of Pancasila as the foundational philosophical theory of Indonesia. Interestingly, government does not establish a certain model of character education for schools to follow, but they give space for schools to create their system of character education. This article is based on a field study conducted in one of private Christian schools in Bandung. The researcher conducted interviews and classroom observations to investigate some elements of character education program application including school curriculum, human resources, as well as classroom applications. This study is also aimed to show possible character education teaching model applied in the school based on government regulations of PP 87/2017. It is expected through this study both schools and teachers can enhance their roles to provide better education to create better generations equipped with good characters.

Keywords : character, character building education, government regulations, PP 87/2017

INTRODUCTION

Character education is a deliberate attempt to shape the students' character. Character building is paramount to gain a strong personality which will then become a habit. This is because personality is the identity of a person which is built from the character, and produces some traits before finally becomes a habit (Sukmadinata, 2009, pp. 134-135).

Character education aims not only at building the moral of a person or restoring the respect for religion or enabling one to distinguish between good and bad but more than that; character education also aims at creating one's strong personality. Having a strong personality means having a courageous mind in making choices, and being responsible for carrying on his/her decisions (KPAI, 2017).

This research was conducted to find out the implementation of character education in primary schools today, by taking samples in one of private Christian schools in Bandung. This study looked at whether character education implemented in schools is consistent with:

I. Government Regulation on Character Education

Character building education, which is an effort of fulfilling the mandate of Pancasila and the Preamble of the 1945 Constitution, is also motivated by the current reality of the country's national

problems, such as: disorientation and the fact that Pancasila values are still not practiced; the limited integrated policy instruments in actualizing the values of Pancasila; the shifting of ethical values in the life of nation and state; the regressing of awareness of the nation's cultural values; the threat of disintegration of the nation; and the weakening of the nation's independence (Kemendiknas, 2011, p. 5).

Based on the above realities the government made the regulations that underlie the implementation or application of character education in Indonesia as embodied in: (Setia, 2001).

- a. The second Amendment of the 1945 Constitution Article 31 Paragraph 2 mandates that: the Government shall undertake and organize a system of National Education to increase the faith and piety to God Almighty and the noble character in order to educate the life of the nation which is regulated by the law.
- b. Law Number 20 Year 2003 on the National Education System which reads: "Developing the ability and building a character and civilization of a dignified nation in order to educate the nation's life, which aimed at developing the potential of learners to become a believer and devout believer to God Almighty, who are noble, healthy, knowledgeable,

capable, creative, independent and democratic and responsible citizen.

- c. National Education Ministerial Regulation Number 39 Year 2008 on Student Development chapter 1 article 1, which states that the purpose of student development is to develop the students' potential, consolidate personality, actualize and prepare students into a society that has a noble, democratic and respect for human rights.

The legal ground as defined above is the law that protects the implementation of character education in schools in accordance with the objectives of National Education. However, looking at the current developments, the president of Indonesia, Joko Widodo, puts character education as a priority program in education with the aim of revolutionizing the character of the nation to pay more attention to important values based on Pancasila namely religious, nationalism, integrity, independence and mutual cooperation values. Each value does not stand and develop independently, but interacting with each other, developing dynamically to form a unity of a person (Kemendikbud, 2017).



Figure 1. Karakter sebagai Poros Pendidikan

From (Figure 1) the education world can see that the ultimate goal of education is not to achieve cognitive knowledge but character. In addition, the character education intended in this regulation also aims at preparing today's learner as a golden generation of 2045 (Setkab, 2017), a generation with a strong potential and is able to cope with future changes. Recognizing this deep goal, President Joko Widodo revise the foundation of the character

education that was later stipulated in the Presidential Regulation number 87 of 2017.

II. Presidential Regulation No. 87 Year 2017

This section will look at the purposes of *Penguatan Pendidikan Karakter* (PPK) regulations from chapters I and II.

- a. Chapter I: General Provision

In the general provision, it is stated that PPK is a joint movement conducted by the unit of formal education to non-formal ranging from school, family to community. The formal education unit is tiered and structured, with the goal of achieving a golden generation in 2045 with a spirit of Pancasila and a strong character to face the future. The values of Pancasila referred here are religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, communicative, love peace, love to read, care about the environment, social, and be responsible. In principle, PPK is done with the orientation of the potential development of learners through exemplary progress of daily living habits.

- b. Chapter II: Terms of Conduct

In the provisions of PPK implementation, three activities are integrated which are: (1) Intracurricular, which is a learning activity in line with the curriculum, (2) cocurricular that is an additional activity to deepen the intracurricular and (3) extracurricular which is an activity of expanding potential by first considering the previous talent, education, interests of students. In this study, researchers will see all three carrying out character education according to organizational provisions.

III. Character Education in Christian Elementary School

Strengthening character education, starting from primary and secondary education is done in accordance with the provisions. It is also done in a tiered-structured manner, and must be done by formal school education (Data, 2017). It is important that character education is done by the school since the school is the official education providers who becomes the direct extension of the government, which is centralized and directed in accordance with the standards set by the government itself.

It is an advantage for schools, because in this regulation the Indonesian government itself does not set a standard program for the implementation of character education in schools. The government restores character education to schools as a formal state institution, so schools can set up their own system of character education implementation that

is in line with the school's goals particularly for Christian schools which are based on the Word of God.

Character education in general is to restore the relationship between people. In addition to that the emphasis of character education in Christian schools is a form of responsibility as a good citizen and as a witness of Christ in the world. As part of Christian education, all the processes undertaken in Christian schools are based on the Christian faith revealed in the Bible focusing on God in Christ and accomplished by the help of the Holy Spirit (Simamora, 2014, p. 3).

Christian education teaches students to apply their values and not only to see the impacts. Furthermore, to know the success of their education, it is important to also note the main characteristic of Christian life for the benchmarks of the Christian school's teaching sequence which are: (Wolterstoref, 2014, pp. 11-21)

1. The Christian life as a person with body, soul, thought, consciousness of its existence as a whole creation.
2. The Christian life is the life of faith.
3. The Christian life is a community life.
4. The Christian life is a life that is in the midst of the world/society.
5. The Christian life is the life that helps carrying out the task of cultural conquest.

The characteristics above explain that education is not merely done intellectually but also emotionally, covering attitude, behavior, ways of thinking and ways of life in accordance with the value of Christianity. Education in Christian schools does not only develop personal growth, but also equips students to be able to spread God's message to others about hope and peace in every opportunity and activity undertaken (James Braley, Jack Layman & Ray White, Ed, 2012, p. 93). The more attributes of God's characters in school, the more schools also know what Christian schools should have and be embedded within the scope of the school (Brownlee, 2014, p. 166). Therefore from the cultivation of Christian values every individual in the school can understand and do what is understood from the character of God in the school to the outside. From this it can be seen that the character and moral education of children cannot be separated from the spiritual life, because the character of a child who resembles the character of Christ, will not be detached from their spiritual life.

RESEARCH METHOD

The research was conducted by using the method of Basic Interpretative Qualitative Study

which contains all the characteristics of a qualitative research, in which the researcher is interested to understand how participants interpret the situation or phenomenon (Sharan B. Mirriam adn Associates, 2002, p. 6). Researchers are the main instruments that collect data, manage the findings, analyze and then describe them richly (Sharan B. Mirriam adn Associates, 2002, p. 179).

The uniqueness of this research approach is the analysis can be done simultaneously with the observation and interview in the field. The research was conducted in field and observed in three stages of qualitative research developed by Bogdan, namely: (1) pre-field, (2) field activities, (3) intensive analysis (Moleong, 2011, p. 85). The Basic Interpretative Qualitative Methods used does not require a specific number of mandatory participants. However, purposive sampling requires the right participant with the quality of experience and the answers obtained from both observations and interviews with the participants. Therefore, the researchers chose and interacted with five participants who are considered as the people who can provide information in accordance with the purpose of research.

Interviews were tailored to the purpose of research, namely to determine (1) What underlies the implementation of character education in the Christian Elementary School? (2) What are the obstacles encountered in the implementation of character education and (3) How does the Christian Elementary School seek to achieve character education in accordance with the government's main objectives in Presidential Regulation number 87 of 2017?

The people agreed to be interviewed are:

1. 1 principal as a leader in the elementary school
2. 1 person as character building teacher coordinator
3. 1 character building teacher
4. 1 art teacher who is also the homeroom teacher
5. 1 mathematics teacher

RESULT AND DISCUSSION

The Foundation for Implementing Elementary School's Character Education

a. Bible

The Christian School is an extension of the family and church in educating children as a form of mandate fulfillment. In character formation, it is not enough to get children to memorize Biblical texts only by theory but not doing them in a real way, for the Bible itself states that every human being (God's people) must be a doer of the Word and not just a hearer (James 1: 22 "But be doers of the word, and not merely hearers who deceive themselves."

NRSV) (James Braley, Jack Layman & Ray White, Ed, 2012, p. 268). Character education is emphasized in Christian schools, with the aim of molding and preparing children to be God's messengers into the world.

b. Vision-Mission

The school that became the object of this research has been established since 1972. Since its establishment, the number of children who studied in the elementary school is increasing. In 2017 academic year it was recorded approximately 400 children. This school has a vision and mission that became the benchmark in running the educational process namely by promoting faith, integrity and science. Through this vision-mission the whole process of the school's learning and teaching is conducted. It includes character education that is mandatory throughout the school area and by every teacher available.

This school has carried out character education long before the issuance of a presidential decree on character education in 2017. Moreover this school is a school that is known and chosen by parents for its teaching of character.

Some informants said that the advantages of this school are in emphasizing the character that is not just to make children simply know the values of the character as set by the government standard, but also uphold the religious values that became the basis of school, which then became the characteristics that distinguish character education in the school.

Constraints on the implementation of character education in the Christian Elementary School

a. Family

The family ranks as the first obstacle in the implementation of character education. Families, especially parents are early educators before school and children in primary school age still have more time with the family. From the interview, it was revealed that the parents of today do not have an awareness of the importance of character education. Some of the parents even assume that educating the children is the job of a school. Not infrequently parents also see their children education in school only as a formality. Therefore they do not fully support the purpose of school which means they do not educate their children's character after school.

b. Teachers

The government rules state that character education should be taught in all learning activities at school both in the classroom and during additional school activities. Unfortunately this research found that there are still teachers as the organizers of character education who do not understand this

task. The freedom given by the government in organizing character education in accordance with the values adopted by the school, seems to have not been optimum. This is because schools have not regularly provided some trainings for the teachers to teach characters that are appropriate to the purpose of the school including in responding to government demands. Schools trust teachers in applying character education as long as it does not conflict with school vision and mission as well as government.

This research also found there is a lack of information by the school in this case from the management. Therefore there are still teachers who do not know about the rules of character education from the government which resulted in the fact that not all teachers do character education.

c. Social environment

It is an undeniable fact that the moral environment in which children are raised today is poisoning their moral intelligence. Therefore cooperation with children's environment is important. The environment becomes an obstacle in the children's successful character education because the social environment is a place to interact and apply the education of characters that have been received. However, unfortunately the existence of the character of the child tends to be no more dominant than the character of the environment. As a result the character education that fit with the goal was still difficult to accomplish perfectly.

d. School System

The government demands character education areas to include intra-curricular, co-curricular and extracurricular. However, in reality the researchers found the cooperation can only be seen in the field of intra and co-curricular. Since the school did cooperation with the professionals from outside the school to carry out the extracurricular activities, the character education was not present in the extracurricular activities. This is considered as a constraint, since extracurricular education runs itself outside of the other two areas and the implementing teachers are not required to follow the rules of school discipline.

School efforts to achieve character education that conforms to the fundamental goals of government and schools

In order to achieve the success of character education, the school does some methods that become the strategies in teaching character, which are:

a. Teaching by grouping: making students learn in groups, interacting with others, supporting each other for mutual success and not underestimating others.

- b. Project lesson: This method is done to encourage every student to understand what they know and then manifest through personal and group works.
- c. Games: Games cannot be separated from the children's world. A teaching strategy with games and playtime is done to teach the character in this school.
- d. Social interaction: this section introduces students more to the environment outside or around the school by conducting community social activities and following the competition with other schools which then trigger students to show their character outside of the interaction with the school.
- e. Parental cooperation: the last effort is to approach the parents who are the major obstacles to successful character education. Schools provide lesson projects involving parents, who then build their awareness of the importance of character education.

CONCLUSION AND SUGGESTION

Based on the discussion and the results of research, the researchers found the implementation of character education in schools that became the object of this study has been good. The research found that the school has been trying to implement character education with the orientation of the potential development of learners through examples from their daily life habits in the school environment, which is in accordance with Presidential Regulation No. 87 Chapter I, the general provisions section. Schools are also trying to do various strategies in achieving government goals as well as specific school goals.

Based on this research, the researcher suggested that the school provides special preparation for the teachers both from the school and outside the schools who are the organizers of character education. It is hoped that in applying character education, the result will be uniform both by the teachers teaching in intra-curricular, co-curricular, and extracurricular.

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