

# Character Building Construction of High School Students in Indonesia

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**Abstract:** This study was initiated based on the character problems of students in secondary schools in Indonesia that need the roles of teachers, parents and society. The research method used is descriptive analytic method with the type of case study. The sampling technique used a purposive sampling technique which was carried out in 4 cities and 4 provinces in Indonesia at the junior high school level in the city of Jambi, Medan, Pekanbaru and Bandung. The results of the study concluded that the implementation of character building by teachers conducted on students in junior high schools showed quite good results, while in senior secondary schools in Indonesia included in the fairly good category. The supporting and inhibiting factors in fostering student character are the role of parents and family, peer environment in the classroom and the environment at home, and can be inseparable from the teacher's teaching style. School stakeholders such as school headmasters, subject teachers, parents, school environment and the government need to be involved in fostering student character.

## 1 INTRODUCTION

The school acts as a formal educational institution that is responsible for preparing useful and productive community members. For this reason, schools are not only limited to educational programs that emphasize the academic aspect, but rather, equip them by fostering students' personalities to become individuals who are able to understand, realize and direct in the life of the community (Jauhari and Maryani, 2018).

As an educational institution, all subjects are provided by school to support learning processes. All students will get the all subject lessons based on the competences required to achieve vision and mission of the school. Certain learning subjects like Mathematics, Social, Economics, Sciences, Religion and Languages are commonly provided in each school in Indonesia.

Mathematics Learning is school material that is included in the general education curriculum (science) in education in Indonesia. General education is considered totally unrelated to "religious subjects" (Zubaidah Amir, 2019). In other words the mathematics learned at school is considered a subject that is not related to the moral values of the national cul-

ture known as moral or Islamic values. Even though good moral or moral formation also develops according to the environment around students, in this case the school environment is included in general education (mathematics).

The process of integrating Islamic values education in mathematics learning can be seen from the curriculum, media, learning resources, methods, and materials. The creation of conditions and conditions conducive to the integration of Islamic values into mathematical learning is supported by school regulations, education and education personnel, and infrastructure (Zubaidah Amir, 2019).

Moral values of Islam in school are not only the responsibility of Islamic religious education subject teachers. However, it is an obligation for all educators and education staff in the school. This means that teachers in the field of mathematics education must also play an active role in addressing the moral education of students at school. Nurul (2008) emphasized that teachers in the field of study can associate the problem of their field of study with morals. In other words, whatever field of study is involved, moral cultivation must be a goal in the learning process.

The problems of deterioration in values, morals

have become one of the problems of Indonesia's most important life in the 21st century. Many juvenile delinquency, which mimics westernism and outside Islamic values occur in society. For example, in recent times, there have often been problems with fights between students to casualties because only a matter of ridicule, sexual harassment by male students to female students that is more heart-staking is that bad behavior has been carried out by students who still in the stage of basic education.

If the causes are examined, of course there are many factors responsible in the above, including the basic factors forming from within the family, education and the school environment, the community environment, the education system in this case the curriculum, regulations and laws that apply, the role of the ulama council community leaders and there may be many other factors. Nata argues that the problem of failure in the world of education in Indonesia is due to the world of education so far that only foster intellectual intelligence, insight and skills alone, without being balanced with emotional intelligence (Nata and Abuddin, 2012).

The task of a teacher, not just transferring knowledge, but more than that is to educate, build the character of students to become dignified human beings. In this case, including mathematics teachers have the same responsibility in fostering the character / morals of students. Direct guidance in schools for students who have problems is done through a counseling process. In this case, Counseling guidance teachers have real functions and responsibilities in fostering students who have problems. These problems can be in the form of learning difficulties, and psychiatric counseling of students. One of the learning difficulties in question is in mathematics learning.

The solution offered by the government in overcoming the above problem is the creation of a character education curriculum in Indonesia. Character education in the religious language is moral education or religious value education. There are quite a lot of cultural values and national character that can be integrated in learning or education in schools. These values are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love for the country, 12) respect for achievement, 13) friendly / communicative, 14) love for peace, 15) love to read, 16) care for the environment, 17) care for the social, and 18) responsibility.

All these character values are conditional on the concept of moral values in Islam. This is also supported by the Government through the formulation of the RI National Education System Law No. 20 of

2003 article 339, which implies that the purpose of Indonesian education directs its citizens to religious life (Supari, Yossi, 2005). Mathematics subjects equip students with the ability to think logically, analytically, systematically, critically, and creatively, and the ability to cooperate. This competency is needed so that students can have the ability to obtain, manage, and use information to survive in conditions that are always changing, uncertain, and competitive.

The apprehensive character degradation lately arises in the world of education, such as cases of national examination fraud, in which the Federation of Indonesian Teachers' Unions noted structural fraud in the SMA and SMK National Exams in seven regions, namely in North Sumatra, Central Java-Brebes, Muna-Southeast Sulawesi Island, Bekasi-West Java, Pandeglang-Banten and DKI Jakarta. According to Retno Listyani as FSGI Secretary General, this data was collected from high school, vocational and MA level teachers. The fraud that occurred was already a planned structural fraud and involved students, teachers, schools and examiners (Rachmah, 2013).

(Marsigit, 2011) Marsigit (2011) suggested that the implementation of character education in mathematics learning has implications for the teacher's function as a facilitator as well as possible so students can learn mathematics optimally. Mathematics is planned not to be taught by the teacher but to be learned by students. Students are placed as the center of mathematics learning. The teacher is tasked with creating the atmosphere, providing facilities and others and the role of the teacher is more managerial than the teacher.

Counseling has the function of improvement, namely the function of guidance and counseling which will result in the fragmentation or overcoming of various problems experienced by students. This is also the same as character building which also has an improvement function, namely fixing the character of students who ultimately embody good character and potentially as dignified students (Widyaningsih, 2013).

To carry out the functions and achieve the goals of education above, the government, schools and communities certainly have a very important and strategic role. This important role is expected to run synergistically and support each other so that the achievement of the national education goals above can be realized optimally by the Indonesian people. This effort is certainly inseparable from the cultural culture and character of the Indonesian people themselves. In this case, it included cooperation between mathematics subject teachers and counseling tutors at the school.

The above suggests that the implementation of character education in mathematics learning and direct guidance by counseling teachers (BK) is expected to be the main axis in creating human resources with knowledge and science and technology insight. Thus students are expected to apply character-oriented learning, directing students to morals, morals and better behavior, can foster student interest and awareness that produce integrated intelligence (complete intelligence) between Intellectual intelligence (IQ), Emotional intelligence (EQ), spiritual intelligence (SQ), and centered on religious intelligence (RQ). So the problem that must be discussed further is how are the efforts made by the mathematics teacher and the BK teacher in instilling character / morality with students? then how is the collaboration formed between the two teachers in achieving the above goals?

Refer to the problems, phenomena, and reality of character / moral education in the mathematics learning above, and direct guidance by the BK teacher, the researcher is very motivated to conduct a study of how the strategy, process, situation and conditions and forms of cooperation exist in real student moral development. Therefore the researcher summarizes this study with the title *"Building the High School Students' Character in Indonesia between Mathematics and Counseling Teachers."*

## 2 METHODS

### 2.1 Research Approaches and Methods

The approach used in this study is qualitative research. There is a match with the characteristics of the problem which is the reason the researchers chose this approach. Through this research, researchers want to describe and analyze strategies, processes, situations and conditions and the factors and difficulties faced in character / moral formation in mathematics learning in junior and middle school by a Mathematics teacher and Counseling Guidance teacher.

### 2.2 Location and Research Subjects

The research locations are junior and senior high schools in the cities of Pekanbaru, Jambi, Medan and Bandung (located in 4 provinces). The reason for choosing the location of this study is because these cities include the major cities in Indonesia. The subjects in this study were Mathematics teachers and Counseling Guidance (BK) teachers. Determination

of the subject in this qualitative research and uses purposive sampling technique (Sugiyono, 2007).

### 2.3 Population and Sample

The sampling technique was done by using purposive sampling which was carried out in 4 provinces (one city in each province) in Indonesia, then the school that was used as the subject of research at the junior high school level in Jambi, Bandung, Medan and Pekanbaru.

The junior high school in Jambi were SMPN 1 Jambi, SMPN 5 Jambi, while at the level of the senior high school, SMAN 1 Jambi and SMAN 5 Jambi were selected.

The school used as the subject of research at the junior high school level in Bandung were SMPN 2 Bandung and SMPN 15 Bandung, while at the high school level, they were SMAN 5 and SMAN 21 Bandung.

The schools that were selected as research subjects at the junior high school level in Pekanbaru were SMPN 23 Pekanbaru, SMPN 40 Pekanbaru, while at the high school level, SMAN 1 Pekanbaru and SMAN 12 Pekanbaru were selected.

The schools at the junior high school level in Medan were SMPN 2 and SMP Bina Bersaudara, Medan, while at the senior high school level, SMAN 2 Medan and SMAN 5 Medan and SMA Bina Bersaudara Medan were selected as sample.

### 2.4 Research Instruments

As a human instrument, researchers immediately become observers and readers of learning situations that were taking place. The researcher as an observer was not just seeing various events in a learning situation, but rather giving an interpretation of the situation. Whereas the researcher as the reader of the situation means that the researcher analyzes various events that occurred in the situation, then concludes so that the meaning can be explored. In this study, questionnaires were used for teachers and students.

### 2.5 Collection and Analysis of Data

In this study, researchers used several techniques to carry out data collection namely interviews, questionnaires, documentation and literature. Sugiyono (2014) explains that this survey technique or questionnaire is a technique of collecting data by giving a set of questions or tertiary statements to the respondent to answer. This survey or questionnaire is given to

mathematics teachers and counseling tutors and students. This survey or questionnaire is arranged in the form of questions that must be answered in the form of options (options) that ask to be chosen by the respondent in accordance with the reality that is in him.

The documentation collected can be in the form of writing, images, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on. Literature studies are carried out to collect scientific data from various literatures in order to complement theoretical studies relating strategies, processes, situations and conditions and the factors and difficulties faced in character / moral formation in mathematics learning in junior and senior high schools by teachers. Mathematics and Counseling Guidance (BK) teachers. The collected data will then be investigated by the researcher so that complete data processing is achieved.

Then, the data was analyzed descriptively after the data was collected and recapitulated. The descriptive analysis is chosen because it can systematically describe the facts and characteristics of objects and subjects that are precisely examined.

To validate the results of the study, the data triangulation technique is used through the research instruments used, namely interview, questionnaire to teachers and students and documentation.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Research Findings

From the results of questionnaire data analysis related to student character building by Mathematics Teachers and Counseling Guidance in junior and senior high schools in four cities in Indonesia, the results are variously summarized in the following table.

Table 1: Implementation of Student Character Guidance by Mathematics and Counseling Teachers in Junior and Senior High Schools in Indonesia

No.	School Level	Math Teachers	Counseling Teachers	Remarks
1	Junior High Schools (Jambi, Pekanbaru, Bandung, Medan)	63,47%	66,42%	Good Enough
2	Senior High Schools (Jambi, Pekanbaru, Bandung, Medan)	61,83%	61,50%	Good Enough

From Table 1 above, it can be seen that the Character Formation Implementation by Teachers conducted on students at First Level High School shows quite good results with a percentage of 63.47% Mathematics Subject and BK Teacher, while in the High School in Indonesia is in the Pretty Good category with the percentage of Mathematics Teachers and Counselors being 61.83% and 61.50%.

The data above also concludes that the implementation of character building carried out by teachers in junior high schools is better than what is done by high school teachers. This can be seen from the percentage generated from the results of the questionnaire based on the perspective of students in the school. When viewed from the implementation carried out by the teacher, the junior secondary school counselor looks better in character building efforts than the Mathematics teacher, while in senior high school the opposite occurs, even with a small difference.

#### 3.2 Discussions

##### 3.2.1 Character Building Strategies Carried Out by the Teacher

In general, both in excellent schools and in the usual category of schools in high school and junior high school, the teacher applies character building through the process of implementing learning through the process of giving individual or group assignments, through advice and exemplary discipline both in terms of time, dress, and giving feedback assignments to students.

The important findings of this study are 1) In Medan specifically at SMAN 2 (one of the favorite schools), mathematics teachers as mentoring / Spiritual coaches at school, 2) Private schools in the city of Medan. Based on direct observation at the school, it appears that students have not applied strict discipline in dress, so that students who use flip flops are still found.

Both in high school and in junior high school, the school has a BK teacher who has the competence of Counseling Guidance graduates, but has not been balanced in terms of numbers, so the teacher has no hours in class. Character planting is given in the form of service units, both individually, classically, and in groups, and is more focused in the form of responsive patterns, case studies from students who come counseling with individual awareness, and from their homeroom teacher orders.

no students who come to the BK teacher based on the directions from the Mathematics Mapel teacher or, from being called by the BK teacher for orders /

requests from Mathematics subject teachers. In general, students come to the BK teacher in mathematical problems with self-awareness, and out of fear of the math teacher and homeroom teacher, 2) Especially for favorite schools, usually BK teachers also undergo a home visiting program, in the settlement of cases, 3) Found in less favorite junior high schools in Bandung, becoming a piloting project for parenting education under the guidance of the Education Service of West Java Province Region.

Furthermore, it was also concluded the findings that in schools in certain cities (Pekanbaru, Jambi) several BK teachers are not from the competence of BK graduates and even in private schools: BK teachers were not BK graduate competencies.

### 3.2.2 Establishing Student Character Values

Embedded characters such as: courage to ask, answer, forward class for presentation, responsibility in doing assignments, honesty in tests or tests, cooperation in group work, not selfish / respect for others when discussion. Negative characters that tend to emerge from students are lazy to do assignments, but this can still be overcome by mathematics teachers without involving the homeroom and counseling.

The findings of this study conclude several important things such as 1) In favourite and non-favourite middle schools in Bandung, students are very polite by first greeting and greeting the school guests who come. Want to take guests to the bathroom, 2) High schools in Medan, there were students who ran away from school with the opportunity that there were cars coming out of school, 3) Students and teachers do not respect guests, seem indifferent, do not care, 4) The case of students' negative character faced by mathematics teachers is still within reasonable limits. But specifically students who have problems that involve BK teachers are usually problems of attendance that are insufficient and apply to all subjects, this tendency to have problems in the family (broken home), 5) Particularly in private schools in Medan City schools, there are cases of students who have school problems because of seeking money / work, and dropping out of school due to running away from home due to pregnancy. But not a few show a high fighting ability in learning even from middle to lower families. This finding is supported by the research of (Pala, 2011) Aynur Pala (2011) in India that the development of socialization skills and integration of character education are an important part of a child's academic success. Character education efforts may be effective when implemented rigorously and with a scientific foundation. Schools should focus on teaching character within the regular curriculum.

### 3.2.3 Supporting and Inhibiting Factors in Character Building

Supporting and inhibiting factors in fostering student character are the role of parents and family, peer environment in the classroom and the environment at home, and can be inseparable from the teacher's teaching style. Findings, especially for type B high school in Bandung, there were still students who came to counseling to BK with the problem of "being encouraged" by the teacher.

The conclusions related to the supporting and inhibiting factors obtained by the teachers are: The conclusions related to the supporting and inhibiting factors obtained by the teachers are:

- Mathematics subject teachers in big cities, especially in the city of Bandung, have an awareness that "every student has different interests and abilities", so that no student is stupid, and not all students must get high grades, the important thing is there is willingness.
- Teachers as role models, role models in applying character values.
- Some important findings include the consistency between the application of rules, reward and punishment must be enforced, this becomes a supporting factor as well as an obstacle to cultivate the character values of students and all schools are not balanced in quantity students with BK teachers. Besides the cooperation between the BK teacher and the math teacher, the homeroom teacher needs to be improved, because in general students come to the BK teacher with their own awareness individually or because they are called with a case that is quite severe like not attending school with a large number of absences.

Especially the existence of inhibiting factors in character building in schools findings:

- The number of BK teachers is slightly compared to the number of students in the school
- Limitations of the BK teacher cause the BK teacher not to get special hours, because the available hours are used to fulfill other compulsory hours given. This results in BK services getting less optimal.
- The number of public school enrollments that exceed the capacity of the school so that the school is divided into 2 shifts, even if one shift, the number of students per local reaches 48 people per class.
- Increasing acceptance of students in public schools has made the number of students accepted

in private schools increasingly fewer and very threatening the closure of private schools.

- The increasing number of students in public schools is also encouraged to increase the acquisition of school BOS funds given based on the number of students received.

The existence of these inhibiting factors is found in the following cases:

- From one of the public schools in Jambi City, student admission exceeds the capacity of the school with a maximum of 36 classes, while the current condition is 48 classes, so it must be divided into 2 (two) learning shifts, namely morning and afternoon.
- The impact of the increase in the number of students has led to character building services, especially those carried out by Guidance and Counseling teachers not optimal. Plus the number of students is not comparable to the number of BK teachers who are in the school

This is supported by the study of (Haryanto and Akhirin, 2018) Haryanto and Akhirin (2018) that character education of students at Madrasa is implemented by integrated actions in teaching and learning activities through the material of Islamic education on salaf books such as books of *Jalalain, Bulugul Maram (al-Qur'an and al-Hadits lesson), Ta'lim Muta'alim (Al-Aqidah and Akhlaq)*, concept of Nahdlatul 'Ulama (*mujjah Ahlusunnah waljamaah*). Actuating activities are done through customising prayer, sholawat, praying together, social donation by students' school organization, commemoration of Islamic Days, *dhuha* prayer, and also by maximizing role of guidance and counseling.

### 3.2.4 Linking Material with Character Values

Linking material with special character values to mathematics teachers, most teachers stated that it was difficult to find a direct relationship. So that character building was given in the learning process indirectly, through giving advice, and exemplary. However, especially for Mathematics teachers at the less favorite junior high school in Bandung, they had participated in an Islamic values integration training conducted independently at ITB, but it was difficult to implement, because the teaching materials did not yet exist specifically

Especially for Mathematics teachers in Medan's private junior high school, planting characters through material can be done on some material, such as material opportunities by conveying that gambling

and lottery are very detrimental in terms of opportunity calculation, social arithmetic material seeking profit and loss by instilling honesty.

The young teachers will involve in elementary and secondary schools, in which the concept of moral and character is easy to introduce to children. Through being equipped with enough knowledge of character education, teachers would tend to be more engaging in character education development. In other words, education policy should take the lead to actualize moral education in the school system. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives (Agboola and Tsai, 2012)

## 4 CONCLUSIONS

### 4.1 Conclusion

In general both in excellent schools and in the normal category in high school and in junior high schools in Indonesia, teachers apply character building through the process of implementing learning and services. The embedded characters such as: courage to ask, answer, class presentation, responsibility in doing assignments, honest during examination, team work, not selfish / respect for others when discussion are important characters for students. The supporting and inhibiting factors in fostering student character are the role of parents and family, peer environment in the classroom and the environment at home, and can not be separated from the teacher's teaching style. Then, character building is necessarily given in the learning process indirectly, through giving advice and exemplary.

### 4.2 Recommendation

From the research results described in the above conclusions, the following recommendations are as below:

1. Stakeholders in schools such as school leaders, subject teachers, parents, school environment need to be involved in fostering student character
2. Fostering the character of students should also be a serious concern of the government through the addition of Counseling Guidance teachers in schools both in junior and senior high schools.
3. Restrictions on the intervention of school authority in accepting students in excessive amounts that are usually carried out by the regional government

4. Further research that can be done is related to the role of local government in character building in schools and integration efforts in character building in schools through the involvement of parents, peers and the environment in student character building

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