

## EMPOWERING THE IMPLEMENTATION OF SELF-RELIANCE BASED CHARACTER EDUCATION AT SMK SWASTA TELADAN TANAH JAWA

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### Abstract

As we know that nowadays self-reliance is very important for the students in shaping their character. Lots of students are not mature because of they are not independence. The aim of this research is to empower the teachers' understanding in implementing self-reliance based character education to the students. Methods used in this community service were socialization with PowerPoint presentation. Then sharing session with questions and answers to the presentation presented. This presentation was continued to case exposure with some reality conditions and group discussion. The location of this community service was at SMK Swasta Teladan Tanah Jawa in Simalungun Regency. Thirty-three teachers were the participants conducted on 7-8 January 2020. After collecting all the data, the researcher found that there are some results of how teachers can help to implement the self-reliance based character education such as: 1) to be active learners, 2) encouraging students in asking question when teaching and learning process for every subject, 3) teachers' method of teaching, 4) integrating scout or boys' brigade in the school, 5) students' discipline to school policy, and 6) students' freedom in using the internet as media for learning. Though there were problems in implementing the self-reliance based character education such as parents' encouragement to school policy and teachers' ability to implement the self-reliance in the subject, the researchers hope that this socialization can enlighten and empower teachers in implementing the self-reliance to the students for the brighter future of the students themselves and also for the advances of country.

*Keywords: Empowerment, character education, socialization, self-reliance*

### Abstrak

Sebagaimana kita ketahui bahwa saat ini kemandirian sangat penting bagi siswa dalam membentuk karakternya. Banyak siswa yang belum dewasa karena belum mandiri. Penelitian ini bertujuan untuk memberdayakan pemahaman guru dalam menerapkan pendidikan karakter berbasis kemandirian kepada siswa. Metode yang digunakan dalam pengabdian masyarakat ini adalah sosialisasi dengan presentasi PowerPoint. Kemudian sharing session dengan tanya jawab atas presentasi yang disampaikan. Presentasi ini dilanjutkan dengan pemaparan kasus dengan beberapa kondisi realitas dan diskusi kelompok. Lokasi pengabdian masyarakat ini berada di SMK Swasta Teladan Tanah Jawa Kabupaten Simalungun. Tiga puluh tiga guru menjadi peserta yang dilakukan pada 7-8 Januari 2020. Setelah mengumpulkan semua data, peneliti menemukan bahwa ada beberapa hasil bagaimana guru dapat membantu menerapkan pendidikan karakter berbasis kemandirian seperti: 1) menjadi pembelajar aktif, 2) mendorong siswa dalam bertanya pada saat proses belajar mengajar untuk setiap mata pelajaran, 3) metode pengajaran guru, 4) mengintegrasikan pramuka atau brigade di sekolah, 5) disiplin siswa dengan kebijakan sekolah, dan 6) kebebasan siswa dalam menggunakan internet sebagai media pembelajaran. Meskipun terdapat kendala dalam pelaksanaan pendidikan karakter berbasis kemandirian seperti dorongan orang tua terhadap kebijakan sekolah dan kemampuan guru untuk menerapkan kemandirian dalam mata pelajaran,

peneliti berharap sosialisasi ini dapat mencerahkan dan memberdayakan guru dalam mengimplementasikan kemandirian terhadap siswa untuk masa depan yang lebih cerah dari siswa itu sendiri dan juga untuk kemajuan negara.

*Kata kunci: Pemberdayaan, pendidikan karakter, sosialisasi, kemandirian*

## INTRODUCTION

All who sincerely wishes for their children to receive an education, despite the fact that they must work hard to make ends meet. All who lives on this planet needs to get an education. Education, according to Lickona (2013), has two major goals: to help children become smart and kind. The advancement of the country and state is, of course, another aim of education. To achieve this goal, the government makes a policy, namely Law No. 20 of 2003 concerning the National Education System article 3 shows that national education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the nation's life, aiming to develop potential participants educated to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Students should be prepared with strong character qualities during the educational process in order for this to happen. It is hoped that by instilling positive character values, they would find it easier to change and adapt to their surroundings (Wuryandani, Fathurrohman, and Ambarwati, 2016: 208).

Until now, education has been deemed inadequate for the development

of strong character values. As a result, the government developed character education to enable students to develop positive character traits. The real purpose of character education when connected with the philosophy of the Republic of Indonesia is to develop the character of students so that they are able to realize the noble values of Pancasila (Nasution, 2018: 12). Some of the principles of character education, such as those derived from faith, Pancasila, community, and national education objectives, are as follows: (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 Fatherland, (12) Respect for Achievements, (13) Friendly / Communicative, (14) ) Love of Peace, (15) Loves to Read, (16) Caring for the Environment, (17) Caring for Social Affairs, & (18) Responsibility (Puskurbuk, 2011:3 as cited in Yustriani and Yusnarni, 2018:53).

The importance of self-reliance in the development of character education is one of the major focal points. Do you know why? This is due to a decrease in students' learning self-reliance, such as their inability to manage themselves while communicating, lack of self-control, inability to make independent decisions due to insecurity, and irresponsibility (Listyani, 2008 in Nasution, 2018). The issue of student freedom is also

supported by Herman et al's research findings (2021). Several issues related to self-reliance can be seen in the following examples: 1) school brawls involving the nation's future generations, which occur frequently in many Indonesian cities, 2) student battles, especially those involving bullying of other students through verbal and physical violence (Herman, 2020). In addition, Ariah (2015: 122) also discovered a problem of student self-reliance in her study, namely that students are still reliant on others to meet their personal needs and make life decisions such as choosing a major when entering college or choosing an organization. Lack of self-reliance in the learning process can result in mental problems after entering college, bad study habits that are not long-lasting in learning and new learning while approaching tests, missing classes, cheating, and searching for leaked exam questions, as well as skipping classes, cheating, and looking for leaked exam questions.

The implementation of the implementation of self-reliance-based character education is expected to be conveyed well in one of the schools, namely the Teladan Tanah Jawa Private Vocational School in Simalungun Regency. It is hoped that by socializing character education growth, students' character, namely self-reliance, can be properly enforced, resulting in students being self-sufficient young generations. Independent learners are required to be able to 1) behave with greater confidence, 2) respect others' views and suggestions, 3) make decisions on their own, and 4) are resistant to being swayed by others (Fajaria, 2013: 12). Based on the background mentioned above, the researchers conducted a community service through the socialization of Empowering Self-

reliance Character Education at SMK Swasta Teladan, Tanah Jawa

## METHOD

This community service was conducted in one school in Tanah Jawa, Simalungun Regency, SMK Swasta Teladan. The participants were all teachers who taught in that school. There were thirty-three teachers who joined in the socialization. The purpose was to empower teachers' understanding about the self-reliance based Character Education in order to implant the self-reliance character to the students of SMK Swasta Teladan, Tanah Jawa. The method used in this community service were socialization with PowerPoint presentation, case exposure and discussion. These all methods conducted were to help the teachers' understanding in empowering the self-reliance based character education on the students' growth and development of character. This activity was conducted on 7-8 January 2020 as the invitation from the headmaster of SMK Swasta Teladan Tanah Jawa, Mr. Ganti Marulak Hutauruk, M.Pd. and with permission of *Lembaga Penelitian dan Pengabdian Masyarakat* (LPPM) or known as **Research and Community Services Institutes of Universitas HKBP Nommensen Medan, Indonesia.**



**Image 1. Community Service team with the headmaster of SMK Swasta Teladan Tanah Jawa, Marulak Ganti Hutauruk, M.Pd. (standing)**



**Image 2. Lecturing with PowerPoint on the Self-reliance based Character Education by speaker (Dr. Herman, S.Pd., M.Pd.)**



**Image 3. Participants/teachers from SMK Swasta Teladan Tanah Jawa) in the Community Service**

## RESULT AND DISCUSSION

After conducting the socialization with lecturing, case exposure and discussion, the researchers found some findings of the benefits related to the empowerment of self-reliance based character education to teachers in SMK Swasta Teladan Tanah Jawa, Simalungun Regency for the students to have a self-reliance of themselves, they were:

1. To be active in teaching and learning process and also be aware with new information. This is meant for the students to be dare to take decision and actions in learning process
2. Encouraging students in asking question when teaching and learning process for every subject. Teachers are encouraged to make the process of learning process to be more fun such as grouping the students. By grouping the students, it is hoped that students can share and discuss so they are dare to deliver questions.
3. Teachers are also aware of selecting the method of teaching for every subject and topics in the class. It is meant for the giving assignments and how they answer the questions in the assignment can make and develop students' self-reliance
4. Implementing scout or boys' brigade in the school. This can help the students in

gaining experience in their life and also teach them how to care to their friends and helping each other.

5. To come to school on time is also reflection of self-reliance for the students at school
6. The freedom for the students in using the internet media is also helping them in choosing/selecting their material in order to prevent them of cheating or copying answers from their friends

Besides the results mentioned above, the socialization through discussions also encountered some problems in implementing the self-reliance based character education for students. The problems encountered were in-line and supported with research done before by Wuryandani, Fathurrohman, and Ambarwati (2016). First problem was lack of parental's encouragement for the school's policy. According to Sheldon & Epstein (2002:4), one way schools can enhance student behavior is to create stronger connections and collaboration between schools, families, and communities. This means that parents need to have a good cooperation with school in shaping the students' character. Second was teachers' ability in integrating self-reliance based character education to learning process. This problem is very fundamental. Teachers are difficult to implement the self-reliance character for every topic in the subject given. This needs to be solved through joining some training, seminar, and workshops in order to improve their abilities

## CONCLUSION

The improvement of students' self-reliance based character education can be done through lots of activities and processes. Teachers have a big responsibility to improve the students' self-reliance through character education implemented in the school since parents decide to send their children to be educated there, hence, parents are also taking parts in shaping their children's self-reliance. Through the results and discussions found in the socialization, the researchers hope that this community service can be useful and give more understanding and as a good reference for teachers and parents to have feedback and can support and integrate the self-reliance for their children and students

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