

Implementation of Character Education in The Application of Work Culture

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Abstract. In planning character education in the application of work culture, namely by planning programs, goals, and setting goals Character education that is made long-term, and short-term. The implementation of the character education process in the application of work culture is carried out as a whole through learning activities both in the classroom and in workshops, school culture, extracurricular activities, religious activities. Control of character education in the application of work culture is carried out internally and externally. Internally in the form of orderly and school culture, support and cooperation that can attract school residents, as well as externally support between the school and the community. The inhibiting factor is the character of students with different family backgrounds. The advice of all school residents can create environmental conditions that support the creation of character education and the application of work culture to students properly.

Keywords: Character Education, Management, Work Culture

1. Introduction

Character in human life from the past until now is an important issue. This moral crisis is no longer a simple problem but has a serious impact among students, even though to build a developed country requires a young generation with noble character and character. The problem of character can be seen from the deviations and negative behaviors that occur in our education, with the fact that in school students there is a moral crisis that has occurred recently, namely there are still students who lack discipline over time, make noise, low respect for teachers and others who are older and various other negative attitudes and behaviors shown by students and other deviant actions. Character values such as honesty, unity, togetherness and discipline are less considered. These problems arise because of the fading of the character values of students. Finally, the child's character turns into fragile, easily hit by the waves, falls into a booming cultural trend, and thinks about the consequences.

Character education can help overcome the moral crisis in our country. The moral crisis in question is in the form of rampant rates of violence among children and adolescents, delinquency towards friends, theft, cheating habits, drug abuse, pornography, and destruction of other people's property. These things are forms of social problems that until now have not been completely overcome, and are an indication that character education is still an important need. Character education is expected to be implemented synergistically in schools, at home, and in the community in general [1].

Character education is an education that is not only oriented to cognitive aspects, but is more oriented to the process of fostering the potential that exists in children, developed through habituation of good qualities, namely in the form of teaching good character values. In

character education, each individual is trained to maintain good qualities in themselves (fitrah) so that the character will be firmly attached to training through education so that akhlakul karimah will be formed.

Schools that are notabennya as a formal education path until now are still trusted to realize the goals of national education. But over time there are many fundamental problems faced by schools, namely moral issues. The other issues stem from this issue. Even academic reform depends on how one puts character first. However, the school that became the hope in the cultivation of character values was not able to run optimally.

Character education where the abilities that must be developed in students through school are as abilities that will make students divine beings and develop certain values so that they are manifested in the behavior of children, both during the school process and after the school process (after graduating from school). This is related to the formation of the character of students so that they are able to compete, be ethical, moral, polite and interact with the community environment. Character education has the goal of straightening out various negative child behaviors into positive ones [2].

Work culture is a philosophy based on the view of life as values that become traits, habits and driving forces, cultivating in the life of a community or organization, then reflected from attitudes into behavior, beliefs, ideals, opinions and actions that manifest as "work" or "culture" [3]. Work culture is an abstract concept of individual behavior in a community in the form of values that are important when a person faces work. Cultural values and logic should be as the most strategic abstraction of personal deeds as the main messaging system in education to start work in the industry.

The implementation of character education in the application of work culture at SMK Negeri 1 Adiwerna is based on the observations of school researchers with a background in public schools in general. The school has a mission to provide a learning climate that is industrially cultured, integrated with environmental values and rooted in the nation's cultural values and Pancasila, and makes SMK Negeri 1 Adiwerna an industrial partner by providing a place for industry or other partners to produce products/services according to industry standards. The application of disciplinary and religious character education is also carried out at SMK Negeri 1 Adiwerna to improve spiritual character in students, the application of this character education has grabbed the attention and response of the community, especially parents of students who are looking for schools that instill character education and industrial culture, so that graduates can be accepted into companies that parents and students expect.

A workforce that is competitive, characterful, and skilled, one of which is born from a quality vocational school and is relevant to the demands of the world of work that continues to develop. Smk students should have good character, have qualified power, and have a good work culture for this nation. The character can be trusted and believed to be of great importance because the values that make it up are very useful for life, such as honesty. Honesty can foster workers' trust. On the contrary, lies will foster suspicion and can hinder any work affairs.

Vocational High School as one of the educational institutions has the responsibility to produce graduates who are expected to be ready to work by having competencies according to their fields. Currently, the world of work really hopes for the world of education to be able to educate its students, including preparing for work, not only providing basic provisions in the form of strength, physical power, and science, technology, art and sports, tetapi must also provide basic provisions in the form of heart power or strong work character. Currently, the condition of the working character of students in most educational institutions is less related and less commensurate with the work character that the world of work covets.

2. Literature Review

Law Number 20 of 2003 concerning the National Education System, Article 3 the purpose of national education is to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In national education, students have extraordinary potential and need to be facilitated through the educational process to develop their potential.

Education has an important and central role in the development of human potential, including mental potential. Through education, it is hoped that there will be a transformation that can foster positive character development, as well as change the disposition from bad to good [4]. Education is a fundamental phenomenon in human life so, it can be said that where there is human life, there must be education even in a simple form.

2.1. Character Education

Education plays an important role in the growth and development of the character of Indonesian people, this can be seen in one of the goals or functions of national education is to improve the quality of every Indonesian human being, namely as a man of faith, devotion, and noble character to God Almighty and filial piety for the nation and state of Indonesia (Article 3 of Law No.20 of 2003)

Character is the disposition of a person, or *ahlak* obtained from internalization with his environment. A person's character will be good if it is based on moral and ethical values that apply and are agreed upon in society [5]. "emphasizes the importance of the three components of good character, namely moral knowing or knowledge of morals". Good character will appear after when the components of the character can be fulfilled in the learner. Furthermore [6], states character is a blend of morals, ethics, and morals. Morals focus more on the quality of human actions, actions or behaviors or whether they can be said to be good or bad, or right or wrong. On the contrary, ethics gives judgments about good and bad, based on the norms prevailing in a particular society, whereas the morals of its order emphasize more that in essence in the human being it has been embedded the belief in which both (good and bad) exist. These factors are interrelated and supportive of each other in shaping a child's personality [7].

Character education is an education about character values consisting of operative values, values that function in practice and experience growth that makes a value ethical, an inner disposition that can be relied upon and used to respond to various situations in a moral way [8]. According to ([9]:37) character education is a system in the cultivation of good character values to all school residents so that they have knowledge and actions that are in accordance with the value of kindness. Character education leads learners to the recognition of values cognitively, the passion of values affectively, and finally to the real experience of values. Character education aims to improve the quality of education implementation and results in schools which leads to the achievement of building the character and noble character of students as a whole, integrated and balanced, according to graduate competency standards. Through character education, it is hoped that students will be able to independently improve and use their knowledge, study and internalize and personalize character values and noble morals so that they are manifested in daily behavior.

The first objective of character education is to facilitate the strengthening and development of certain values so that they are manifested in the child's behavior, both during the school process and graduating from school. The second goal of character education is to

correct the behavior of learners who do not correspond to the values developed by the school. The third goal in school-setting character education is to build harmonious connections with the family and society in acting out the responsibility of character education together.

Character education can be implemented through several strategies and approaches, including (1) integrating values and ethics in each subject, (2) internalizing positive values instilled by all school residents (principals, teachers, and parents), (3) habituation and practice. With the commitment and support of various parties, school institutions can implement positive activities such as smiles, greetings, greetings, courtesy and courtesy (5S) every day when children come and go home from school, (4) providing examples / examples, (5) creating a character atmosphere in schools and (6) cultivating education has a very large influence in the formation of a person's character, participating in maturing personality so that his behavior is in accordance with the education that has been received (No. 10 :42).

The process of implementing character education, several main components are needed as support for the achievement of goals. In the managerial aspect, school processing is needed, which includes the creation of a school culture and climate that is conducive to learning activities.

From these presentations, opinions and analysis, it can be concluded that efforts to convey character education, ethics, morals, values, and other forms of character education that are carried out in a directed and systematic manner, are carried out so that a person can develop his thinking and feeling skills so that he is able to do good values, take appropriate actions, and decide things based on positive values such as responsibility, be honest, as well as respect others. The formation of a person's character is actually not absolutely only obtained from school, but there are other factors that are part of the process of forming one's own character, namely habits, instincts, will, education, and the environment. Character education is a moral or ethical education system that is used to instill and develop good character values in a person, so that they have noble knowledge and actions after having it, they can apply it in daily life both at home, at school and in society. A value that is embodied in the form of the character of the learner will be attached reflecting extraordinary morals or behaviors reflected in the life of each learner.

2.2. Work Culture

Work culture is the embodiment of life encountered in the workplace. More specifically, work culture is a system of meanings related to work, work and work interactions that are mutually agreed upon and used in everyday life. The work culture leads to a system of shared meanings embraced by members of the organization that distinguishes that organization from other organizations. ([11]:721). The work culture contained in an organization is a place to hone the members of the organization to work in the organization. It is this quality of the character of the work culture that will shape the magnitude of the will, passion, and passion of the members of the organization to bring out and utilize their human potential to contribute to the process of creating organizational performance.

According to [12] Work culture is a habit in work that is cultured in a group as a form of work that is reflected in their behavior from the time they work so that behaviors or habits are automatically embedded in themselves. Social values or a whole pattern of behavior related to human reason and mind in doing a job.

According to [13] Work culture is a group of basic thoughts or mental programs that can be utilized to improve work efficiency. That a successful work is rooted in the values possessed and the behaviors that become habitual. These values start from customs, religions, norms and rules that become beliefs and become habits in work or company behavior. At the

conceptual level, the attitudes and behaviors of workers according to Ndraha include components: (1) attitudes towards work, (2) basic assumptions about work, (3) behavior when working, (4) work environment and work equipment, (5) work ethic. These five components can be interpreted as a bridge between the design of the SMK curriculum and the demands and needs of the workplace which is commonly called a work institution.

Vocational High School (SMK) is a form of vocational secondary education in Indonesia. This vocational education institution has the task of educating and preparing students to enter and pursue their careers in the world of work. Thus, SMK is a special school that emphasizes its learning process in an effort to provide knowledge, skills, attitudes to students so that they have the ability to maintain their existence in life in their world of work. Kujuruan education aims to produce productive human beings, namely work people, not burden people for their families, communities, and nations. Work is an Act to express independence.

[14] says the character of work is the basic values of work which are the essence of the spiritual qualities of one's work whose dimensions include intrapersonal and interpersonal work. Intrapersonal quality is a human inner quality that comes from the bottom of the human heart whose dimensions include, work ethics, high curiosity, self-discipline, honesty, responsibility, self-respect, hard work, integrity, perseverance, work motivation, initiative, moral courage, craft, self-control, fast learners, willingness to learn new things, know how to learn, flexibility, humility, trustworthiness, and an entrepreneurial spirit.

Work culture is a habit that is carried out repeatedly and the beliefs adopted by each individual about the meaning of work and its reflection in the activity of achieving organizational goals and in fact the work culture has long been known to humans, but it has not been realized that work success is rooted in the values possessed and behaviors that become habits. These values originate from customs, religions, norms and rules that become beliefs in the self-practitioners and organizations. The values that become a habit are called work culture.

3. Method

This research uses a qualitative descriptive approach with a phenomenological type of research that aims to explore information and provide an overview of the Implementation of Character Education in the Application of Work Culture. This research was conducted using qualitative methods with a phenomenological approach. This method is on the grounds that the focus in this study is the Implementation of Character Education in the Application of Work Culture.

While the phenomenological approach aims to describe the meaning of the life experiences experienced by some individuals about certain concepts or phenomena by exploring the structure of human consciousness. In other words phenomenological research seeks to seek the psychological meaning of an individual to a phenomenon through in-depth research in the context of the daily life of the subject under study [15].

This research will be carried out in several stages, namely as follows. Choosing the destination topic, determining the research focus, conducting preliminary surveys, conducting literature reviews, developing research focuses, developing research instruments, collecting data, data processing, describing and discussing research results, making conclusions, conducting data validity tests and reporting research results.

In this study, researchers acted as instruments as well as data collection. In this study, the role of the researcher as a participant observer and was known by informants. Researchers Act as *human instruments* that function to establish the focus of research on selecting informants

as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on their findings. This is in accordance with the opinion ([16]: 222) of qualitative research as *a human instrument*, functioning to establish the focus of the research, selecting informants as data sources, conducting data collection, data analysis, interpreting data and making conclusions on their findings.

This study used observation methods, interviews and documentation, therefore the instruments used in this study were observation guidelines, stationery, recording devices, cameras, and some data or documents at SMK Negeri 1 Adiwerna. While the presence of the researcher is as a full observer and has the status of a researcher who compiles, uses, and develops research instruments to be analyzed then concluded as a research result.

4. Discussion

4.1. Character Education Planning in the application of work culture

At the planning stage, it is known that the school has made a vision and mission that contains character education and work culture. The principal has made plans by compiling a plan of activities for the implementation of character education and the application of work culture to learning activities and daily activities at school to students and teachers of productive subjects. This can be connected with the theory written by ([17]:49) Planning is the process of determining the goals or objectives to be achieved and setting the paths and resources necessary to achieve those goals as efficiently and effectively as possible.

The results of an interview with the principal about character education planning that the school has compiled an educational program in order to create an integrative, effective and efficient education system, each of which has a very close relationship in producing a younger generation who can be placed in any industry or company as the main goal, this will excel in terms of the character of students because in addition to cognitive can also directly practice it with teachers in the field of studies and productive teachers who have been scheduled, then will be qualified in the field of science and technology, it can all be ascertained because 10 hours remains in the educational environment. Students participate in learning activities at school with various rules that must be obeyed during learning activities. All forms of rules and rules and values that are applied will be able to make a positive contribution to the development of the personality of students or further expected to improve the quality of learning of students who are fully, not divided personalities.

Character education planning in the application of work culture is carried out in several steps, namely the first is the determination of the goals to be achieved in the form of vision, mission, goals, and school rules in the implementation of character education. The second is the determination of Human Resources (HR) as implementers of steps to achieve the goals that have been formulated. The third is in the form of program planning and how to achieve predetermined goals. One of them is by holding a teacher service meeting to discuss the structure of the organization, annual programs, discussion of long-term programs, to curriculum planning and educational programs for the next year.

4.2. Implementation of Character Education in the Application of Work Culture

At the stage of implementing character education in the application of work culture through example and habituation. This is in accordance with the results of observations made by researchers about the activities of students in learning activities both in class and in practical learning. The implementation of the disciplinary character education program for students in schools is carried out in several steps. Namely through a habituation approach,

Efforts to build character in accordance with the culture of this nation, of course, are not only carried out in schools through a series of teaching and learning activities and outside of school, but also through habituation in life, such as religious, honest, discipline, tolerance, hard work, peace-loving, responsibility, and so on.

This habituation not only teaches knowledge of right and wrong things, but is able to feel good and bad values, and is willing to do it in the slightest scope.

Based on the results of the analysis of the implementation of character education in the application of work culture at SMK Negeri 1 Adiwerna in the implementation is in the form of activities: (1) worship / carrying out dhuhur prayers congregation, praying before and after class learning, and devotional work doing cleaning activities in his classroom environment; (2) giving and answering greetings, apologizing, thanking, throwing garbage in its place, helping people who are in distress, and reprimanding friends politely if there are students who violate school rules in accordance with existing conditions are and have been running according to existing conditions are being and have been running in accordance with the established goals of character education; (3) the teacher's performance in setting an example, picking up scattered garbage, polite speech, saying thank you, apologizing, respecting the opinions of others, providing opportunities for different opinions, prioritizing opportunities to elders, obeying school rules, giving greetings when meeting, dressing neatly and cleanly, keeping promises, giving appreciation to outstanding students, good manners, good self-control, praising honest learners, acknowledging the truth of others, admitting one's own mistakes, daring to make decisions, daring to say right, patiently listening to others, visiting sick friends, defending the honor of the nation, returning goods that do not belong to him, queuing, and reconciling according to existing conditions are already and are going well; (4) on programmatic activities: (a) scouting extracurricular activities: democratic, discipline, cooperation, sense of nationality, tolerance, social and environmental care, peace-loving, hard work according to existing conditions has gone very well; (b) The Juvenile Red Cross (PMR), MCC (School Security Patrol) and PASKIBRA: social care, tolerance, discipline, and communicative according to existing conditions have gone very well. From the results of the research and discussion carried out, the management of the implementation of the school character education program carried out by SMK Negeri 1 Adiwerna has been very clear in its implementation and is running well and according to the established program.

These values need to be developed by students which will eventually become a mirror of students' lives. Therefore, schools have a big role in the development of character education because of the role of schools as centers of cultivation through the approach of developing school culture.

4.3. Control

Control is synonymous with supervision. Supervision of character education is carried out periodically. Supervision includes supervision of the implementation of character education in classroom learning and the implementation of character education in the application of work culture to productive learning activities.

School supervision with character is closely related to character education services which are currently becoming hot in academic studies on education in schools. Character supervision is an absolute requirement for students because it is related to the learning process of the environment.

Implementing all his attitudes and actions carrying out the duties of supervision of a school superintendent must be able to be a tauladan / example for all school residents, in their attitude and action. To realize this, a supervisor can implement all his attitudes and actions

through the actualization of the crystallization of cultural educational values and the character of the nation.

Control of the field of evaluation of character education is important in the stages of a program implementation, because evaluation means conducting an assessment of the implementation process in order to measure and trace what results have been achieved and their various causes. According to ([18]:69) periodic evaluations are carried out on the implementation of character education in schools by involving teachers and related staff, so that obstacles are known and improvements are made to the program design that have not been implemented. Furthermore ([18]:71) schools are authorized to conduct evaluations, especially self-evaluations carried out by school residents to monitor the implementation of character education. This evaluation must be carried out honestly and transparently in order to reveal the real information. Based on the results of research conducted by researchers, the control of character education in the application of work culture regarding the evaluation of character education in the application of work culture has been carried out in accordance with the formulation in the character education work program and the industrial curriculum that schools have implemented.

5. Conclusion

The implementation of Character Education in the application of work culture is carried out in such a way by the school to achieve school goals at the planning stage, the school plans the school program by making a plan of program development activities, in the implementation stage the school not only has a general organizational structure, but also the organizational structure in the character education program and work culture at SMK Negeri 1 Adiwerna. At the implementation stage, the school carries out several character education program activities that have been made, and in the control stage, the school is controlled and supervised by internal supervisors, namely the principal, the community and the smk supervisor.

So it is specifically stated as follows:

1. The planning of character education in the application of work culture has been well planned.
2. The implementation of character education in the application of work culture is well implemented.
3. The control of character education in the application of work culture has gone well.

Based on the conclusions of the study, the authors in this section put forward suggestions to:

1. Principal
In order to create school conditions that support the creation of character education in the application of a good work culture so that when students are involved in the industrial world, they can apply the knowledge gained from school properly and optimally.
2. Teachers/Educators
Can be an example for students and actively communicate with students so that students and educators can establish a good relationship and it is hoped that the character education process in the application of work culture in the school environment can run well. Set an example to students by having good character.
3. Learners
Can undergo the character education process in the application of work culture well, and can apply character education not only in schools but also in the family environment or community environment.

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