

# Assessment of the Implementation of the Religious Character Strengthening Programme

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**Abstract:** The purpose of this research is to assess the implementation of the strengthening of religious character education (PPK) at SMK Negeri 7 Bengkulu Utara. This research is an evaluative research with a descriptive approach. The population involved in the implementation of KDP are: principals, teachers and students. The research sample consisted of the principal, vice principal for curriculum affairs, five representatives of the teacher council and 92 students. Data collection techniques using a questionnaire. The data analysis technique used statistical analysis of percentages. The results of this study indicate that: the implementation of strengthening religious character education in SMK Negeri 7 Bengkulu Utara in general has good criteria with the level of program implementation reaching 73.21%.

**Keywords:** Assessment; Character Education; Programme

## Introduction

The world civilization of the 21st century is now significantly different from the world civilization of the 20th century (Estuhono et al., 2019). The increasingly extraordinary digital revolution has changed the joints of life, culture, civilization, and society, including education (Fu et al., 2018). This has given rise to a new order, new measures, and new needs that are different from the previous ones, which must be responsive to and fulfilled by the world of national education as well as possible (Lin et al., 2018).

States that national education aims to realize the ideals of the Indonesian nation as contained in the 1945 Constitution, through the development of the Indonesian people, so that they are able to compete with other nations in the world (Kumara, 2018). These ideals can be realized through the formation of a society consisting of quality human resources, namely individuals who are religious, nationalist, independent, have mutual cooperation and integrity (Nakano et al., 2018).

Conditions such as the above require educational institutions, especially madrasas, to be able to create students who have complete and strong personalities

with moral values, spiritual attitudes, knowledge and skills (Anshori, 2017). In addition, concerning the National Education System has emphasized that national education aims to improve and shape the character and civilization of a dignified nation in the context of educating the lives of citizens, increasing the potential of students to become fully human, namely humans who carry out the teachings of the nation (Yuan et al., 2020). Religious and pious to God Almighty, commendable, physically and mentally healthy, knowledgeable, capable, skilled, creative, independent, and become a democratic and responsible citizen.

Furthermore, in Government Regulation Number 19 of 2005 concerning National Education Standards which was updated through Government Regulation Number 32 of 2013 concerning National Education Standards, it is also explicitly exposed to various competencies related to character in addition to intellectuality (Directorate General of Primary and Secondary Education, 2003). This all indicates that education is actually tasked with developing character as well as intellectuality in the form of student competence (Julia et al., 2018).

At SMK Negeri 7 Bengkulu Utara, character education values such as religious, nationalist,

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independent, mutual cooperation and integrity have been instilled since the New Student Admission. Assessment of Implementation of the Implementation of the Character Education Programme is integrated in the teaching and learning process, extra-curricular activities/self-development and through culture/habituations carried out in schools. This is in line with the opinion Andiarini et al. (2018) that the implementation of the program through habituation activities in improving school quality begins with planning activities through and preparing which will have an impact on changes to the curriculum, lesson plans, lesson schedules, and the preparation for implementation.

Through strengthening character education, students at SMK Negeri 7 Bengkulu Utara should be able to develop and improve the quality of their personality and be able to independently use their knowledge and internalize character values into daily behavior. Strengthening school culture-based character education focuses on habituation and the formation of a culture that represents the values that are the school's priorities (Fitriah et al., 2018).

Schools as formal educational institutions teach students about character values, such as nationalist, religious, independent, mutual cooperation, integrity, and others, but these values have not been all applied by students, so we still often read about them in the news. mass media, both print and electronic about misbehavior committed by students (Andiarini et al., 2018).

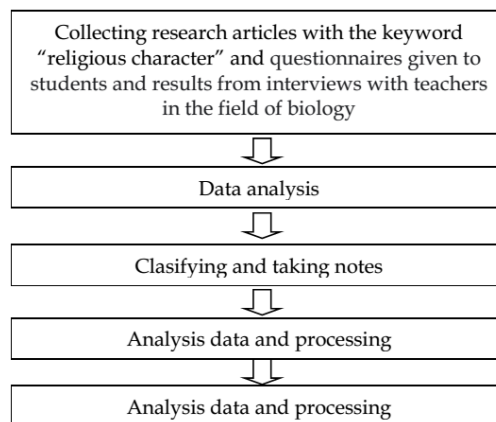
The above conditions are not in line with Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education which mandates educational units (schools) to strengthen the character of students through harmonization of heart, taste, thought and exercise activities with involvement and cooperation between units. education, family and society as part of the National Movement for Mental Revolution. The movement is intended to anticipate the symptoms of a moral crisis that occurs in society. Thus encouraging the Government of the Republic of Indonesia to re-encourage character education through the initiation of the National Policy for National Character Development for 2010-2025 (Darmayanti et al., 2014).

Therefore, to take a closer look at the assessment of the implementation of strengthening character education at SMK Negeri 7 Bengkulu Utara, especially religious characters, an evaluation is needed.

**Method**

This research is an evaluative research with quantitative descriptive approach. Descriptive research is research that is used to describe and describe

the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Sugiyono, 2018).



**Figure 1.** Research procedures

The population in the study were all those involved in the implementation, namely principals, subject teachers, and students. The selected research sample is representative, that is, all of the population is reflected in the sample taken, the larger the sample the better. The sample of this study was 92 students, came from two Expertise Programs, namely the Poultry Agribusiness Expertise Program (ATU) which consisted of 2 classes, namely class XI Poultry Agribusiness (ATU), and class XII Poultry Agribusiness (ATU) and students of the Expertise Program. Communications Informatics Engineering (IT) which consists of 3 classes, namely XI TI-A, XI TI-B and XII TI.

The technique of determining respondents using proportional random sampling technique. Data collection techniques used are questionnaires and interviews. Analysis of the data used is descriptive quantitative statistical analysis. The measurement data was obtained through a closed questionnaire. Determination of program implementation is seen from the percentage of the results of the questionnaire which is strengthened by the results of interviews with school principals, curriculum representatives and teacher councils. In determining the position of a variable used descriptive percentage analysis. The calculation formula according to is as follows (Ali, 2013):

$$\% = \frac{n}{N} \times 100 \tag{1}$$

Information: % = Achievement percentage; n = Sum of scores on an item; and N = Sum of maximum scores on an item. Then the percentage obtained is classified according to category with the following formula:

**Table 1.** Achievement Percentage Category (Riduwan, 2013)

Value category	%
Very good	81 - 100
Good	61 - 80
Enough	41 - 60
Not good	21 - 40
Not very good	0 - 20

**Result and Discussion**

In the Assessment Implementation of the implementation of religious KDP, the questionnaire used contains 11 questions which include (1) Tolerance, (2) Respect for differences in religion and belief, (3) Firm stance, (4) Self-confidence, (5) Cooperation between religious adherents and trust, (6) Anti-bullying and violence, (7) Friendship, (8) Sincerity, (9) Not forcing one's will, (10) Loving the environment, (11) Protecting the small and marginalized. The results of the calculation of indicators for the implementation of religious are as follows.

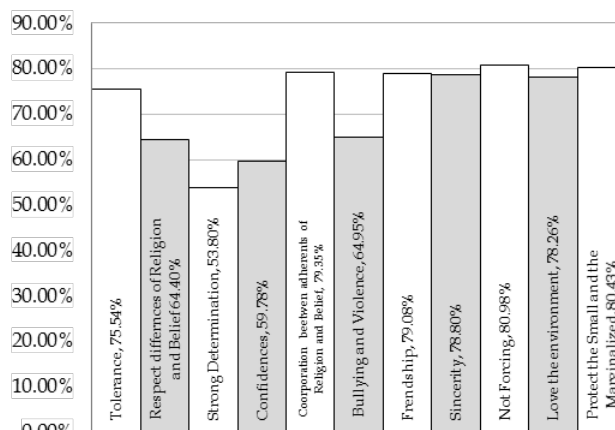
**Table 2.** The Results of the Assessment of the Implementation of the Religious KDP Program

Indicator	Percentage	Information
Tolerance	75.54	Good
Respect differences in religion and belief	64.40	Good
Strong determination	53.80	Enough
Confidence	59.78	Enough
Cooperation between followers of religions and beliefs	79.35	Good
Anti-bullying and violence	64.95	Good
Friendship	79.08	Good
Sincerity	78.80	Good
Don't force your will	80.98	Good
Love the environment	78.26	Good
Protecting the small and the left out	80.43	Good
Overall Result	72.31	Good

Based on Table 2, it can be seen that the assessment of the implementation of Implementing Strengthening program Character Education religious at SMK Negeri 7 North Bengkulu has been implemented properly. Assessment of Implementation The implementation of the religious Character Education Strengthening program reached 72.31% consisting of tolerance 75.54%, respect for differences in religion and belief 64.40%, firm stance 53.80%, self-confidence 59.78%, work the same between followers of religion and belief 79.35%, anti-bullying and violence 64.95%, friendship 79.08 %, sincerity 78.80 %, not imposing will 80.98%, loving the environment 78.26%, and indicators of protecting which is small and excluded 80.43%.

Based on the research data from the questionnaire, the implementation of the implementation of the

religious Character Education Strengthening program can be illustrated with a diagram like the following.



**Figure 2.** Assessment Diagram of the implementation of the religious program

From Figure 2, it can be seen that the indicators in the assessment of the implementation of the religious program at SMK Negeri 7 Bengkulu Utara have very good achievements. However, the achievement of each indicator is not evenly distributed. The highest achievement indicators are obtained from indicators of not forcing their will, then protecting the small and marginalized, cooperation between adherents of religions and beliefs, friendship, sincerity, loving the environment, tolerance, respect for differences in religion and belief, self-confidence, and the last is firm stance (Zorlu et al., 2019).

From these data shows that the indicator does not force the will to get the highest score (80.98%). This is indicated by the increasingly harmonious association of students, who can be tolerant so that they do not impose their will on their friends at school. In addition, they also have a fairly high sense of empathy (80.43%) towards their friends, especially to those who are in need or have certain physical disabilities. So that the friendship between them goes well (79.08%). Love for the environment has also been running well (78.26%), it appears on actively maintaining the cleanliness of the school environment (classroom and environmental picket) alternately in accordance with the schedule set. The lowest scores for religious characters contained in the firm establishment indicator (53.80%). This can be seen in the character of students who are easily influenced by their friends, such as there are still those who initially wanted to do the midday prayer in congregation at school, then discouraged their intentions because they were influenced by their friends. In addition, there are also students who do less commendable acts, such as cheating while doing exams, so it can be said that their self-confidence is still not good (59.78%).

The stages of assessing the implementation of the religious program are in accordance with the Ministry of Education and Culture. The process of implementing the religious KDP program begins with the formation of a development team. The development team was formed under the leadership of the vice principal for student affairs which was strengthened by the Decree of the Principal of SMK Negeri 7 Bengkulu Utara No 099/SMK.N.7/KP/2019 regarding the division of tasks for teachers and employees. The development team for the Strengthening Character Education program that was formed included a team for self-development, school rules and regulations for habituation activities, and an extracurricular coaching team for extracurricular activities. Furthermore, the development team that has been formed will map the various facilities and infrastructure needed. Potential identification is obtained through management reviews in school self-evaluation activities at the beginning of the school year. Identification of this potential is carried out to determine the character values and success indicators that are prioritized, the resources and facilities needed, as well as the success assessment procedure (Motallebzadeh et al., 2018).

In learning activities, the religious program is formulated and designed by including it in learning planning activities such as syllabus and lesson plans (Abidin et al., 2019). In the planning stage, the teacher makes learning tools adapted to the standard of learning content developed according to school conditions (Baran et al., 2018). The teacher incorporates elements of religious character values into the learning program plan which is taken from the 11 values of religious character contained in Pancasila (Berkowitz et al., 2018). While in activities outside of learning, the religious program is formulated through development teams of teachers that were previously formed through teacher work meetings. The form of activities for inculcating character values is through extracurricular activities (scouts), religious activities (Rohis), the art of reading the Koran, calligraphy, nasyid and other activities that support the application of religious character education. This is in line with research conducted entitled "Management of Character Education for MAN 1 Brebes and MAN 2 Brebes Students" which concluded that the implementation of character education for MAN 1 Brebes and MAN 2 Brebes was carried out in an integrated manner in every school activity through three channels (Azmi, 2017). Main, namely (1) integrated through learning activities, (2) integrated through extracurricular activities, and (3) integrated through cultivating and habituation activities (Aebli et al., 2018).

In addition to extracurricular activities, habituation through school culture is an activity outside of other learning that is used as a place for planting character values (Ames, 2018). The PPK program through

habituation in general can be divided into 4, namely exemplary, routine activities, spontaneous activities, and conditioning. That habituation activities through school culture are formed in the process of routine, spontaneous, conditioning, and exemplary activities of school residents (Ministry of Education and Culture, 2016).

Activities carried out outside of learning hours to strengthen character formation in accordance with the situation, conditions, availability of facilities and infrastructure owned by the school. Habituation through example. Exemplary is the behavior and attitude of the teacher by providing examples of good actions so that they are expected to be role models for students. This is shown by teachers and all school members actively participating in routine activities organized by the school. Another form of habituation through example that is carried out for religious is by speaking politely. From the various forms of exemplary done by the teacher, it is hoped that students can imitate these good attitudes and behaviors. This shows that the implementation of strengthening character education is not only carried out by students, but involves various parties.

Habituation through routine activities such as 5s culture (smiles, greetings, greetings, politeness, and courtesy), clean Fridays, praying at the beginning and end of learning, and religious activities (congregational prayers, iqra, recitations, and fast boarding schools every month of Ramadan). Through various habituation routine activities, it is hoped that students at SMK Negeri 7 Bengkulu Utara can have noble character according to the values of Pancasila.

Habituation through spontaneous activities such as social service, blood donation, point of violation for students who violate the rules. For example, there is a fight between 2 students, then the violation points are given to both students. With this punishment, it is hoped that students will not repeat various behaviors that deviate from character values.

While habituation through conditioning includes green schools, environmental innovation programs, and slogans that reflect character values such as "Cleanliness is part of faith". These activities are expected to instill as well as support the strengthening of religious character education, so that these values can be fully integrated into students.

## Conclusion

From the description above, the assessment of the implementation of the religious program at SMK Negeri 7 Bengkulu Utara has gone well. These religious values can be seen in the congregational dzuhur prayer activities carried out in the school prayer room, commemorating religious holidays, praying before and

after learning begins, maintaining the cleanliness of the school environment, the courtesy of students to teachers and education staff and harmony among school members. Based on the results of interviews with the teacher council, in general, the implementation of religious at SMKN 7 Bengkulu Utara has been going well, but it needs improvement to raise the awareness of students so that they can carry out the midday prayers in congregation at school even without being told/ordered. In addition, it is also necessary to pay attention to increasing the confidence of students so that there are no more students who cheat during the exam.

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