

## STUDENTS HOLISTIC CHARACTER DEVELOPMENT AT SEKOLAH MENENGAH KEJURUAN IN TUALANG SIAK DISTRICT

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### ABSTRACT

### KEYWORDS

*Student, Holistic character development, Sekolah Menengah Kejuruan*

### ARTICLE INFO

Accepted:

**April, 6<sup>th</sup> 2022**

Revised:

**April, 8<sup>th</sup> 2022**

Approved:

**April, 13<sup>th</sup> 2022**

Sekolah Menengah Kejuruan (SMK) is equivalent with School Sekolah Menengah Atas (SMA). It is one of the receptacle demand types of knowledge that more emphasize expertise or vocational. The age of student is teenagers and behavior as average teenager. Teenager is a very vulnerable age and still look for teak self as well as easy affected by things negative. At SMKN1 Tualang it also happened same thing with behavior teenager generally and very easy affected with negative things. For that will done construction character student the in determine his future. This coaching started with the initial survey about students' character, who finally grouped into the three group, i.e group students who do not problem, group problem student light and student with level problem high. Students' collaboration with several parties is carried out in fostering students and fostering the education system itself, namely libraries, the role of the principal, the role of Guidance Counseling Teachers. It is hoped that this holistic development will be able to direct the role of schools in fostering their students.

### INTRODUCTION

Student aged 16-19 years who have a unique personality and tend to be frontal attend Sekolah Menengah Kejuruan (SMK), which is similar to Sekolah Menengah Atas (SMA) (Dewi, 2015; Ningrum, 2018). Especially in the current situation, where youngsters are strongly connected to the internet, their behavior is always leaning towards a character who is viral on the internet without knowing whether or not this is accurate (Theana Effendy, 2019).

According to Santrock et al. (2002) that adolescence means as a period of development transition between childhood and adulthood which includes change biological, cognitive, and socio-emotional. Final limit age common teenager used by experts including ages 12 to 21 years (Karlina, 2020). Range time age teenager usually distinguished Becomes three namely: 1) ages 12-15 years, including in adolescence early; 2) 15-18 years old, including in adolescence middle; 3) 18-21 years old, including in adolescence end (Surbakti, 2017).

Expert psychology argued that youth is something period transition from the beginning children until the early days adult, age entered approximately 10 to 12 years and ends at the age of 18 up to 22 years old (Unayah & Sabarisman, 2015). Teenager own the place between children and parents because already no including in group child but not yet is at in group mature or old (Nurhayati, 2016).

The main behavior reference group is a group of people of the same age or peers. If a group of people of the same age is fine, then the character of the group is fine as well; nevertheless, if the group of people of his age is negative, then the behavior of the teenager will be negative as well (Lanty, 2017).

Many occurrences are found in adolescents and high school students, ranging from minor incidents to significant situations that eventually lead to legal action. For instance, narcotics, theft, rape, and so forth (Fadlillah, 2014).

Teenage behavior is compounded in school, where educators focus more on punishment or determining right and wrong, leaving students perplexed and unable to mimic a character as a model of behavior.

Langeveld, a pedagogic specialist from the Netherlands, believes that education is direction given by adults to children who have not yet matured enough to achieve their aim, maturity (Sutisna, 2016). Ki Hajar Dewantara further emphasized that the word educate means "to direct all of the strength of nature that exists in children so that they, as human beings and members of the public, can achieve the highest level of safety and happiness" (Susilo, 2018).

Basically, objective main education character is for build generation a strong nation, where are the people morals noble, moral. According to (Lickona, nd), at least there is seven reason why *character education* should given to citizen since early namely, this is the best way for make sure the students have good personality and character in his life. Second, this education could help Upgrade performance academic child educate. Third, some children no can shape strong character for himself in place another. Fourth, could shape individuals who value and respect others and can live inside plural society. Fifth, as effort overcome root moral-social problems, such as dishonesty, disrespect, violence, ethos work low, and so on. Sixth, the method best for shape behavior individual before enter into the world of work/ business. Seventh, as method for teach values culture which is part from work something civilization.

Phenomenon is not that dissimilar at SMKN 1 Tualang, which has a diverse student body when viewed from behind the parents. Fighting, pulling out, smoking, and other issues that the school is experiencing. There are also a number of students who have mentioned drugs.

Finally, the Head Master discusses how to construct a school that is made up of holistic students rather than just kids who are taking a specific course. Aside from that, there are several facilities where a school might perform optimum in terms of upgrading students' enthusiasm in reading and creativity.

The goal of this activity commitment is to adopt systems and roles of school, as well as to educate teachers and staff in order to improve student conduct. In addition, construction All existing parts are combined to create a holistic student persona that is well-coordinated.

Ansori (2020) has researching Character building of students through integrated learning in elementary schools. Then, Rosad (2019) to do study related implementation of character education through school management. Besides that, Fatmah (2018) also did study related character building in education.

## RESEARCH METHOD

The approach method used in carrying out character development in adolescents carried out from this community service activity is through lectures, training and discussions as well as interactive dialogue in getting solutions from coaching. As for the steps is as following:

No	Activity	Method
1.	Early Preparation of Devotion	
	1. List the Potential and Problems of SMKN I.	1. Conducting
	2. Surveying the problems that often occur in schools, especially for students.	discussions with the team and the school principal
	3. Survey the sources of existing problems.	

<ol style="list-style-type: none"> <li>4. List the institutions or stakeholders related to the theme to be carried out.</li> <li>5. Prepare emerging issues and coaching solutions</li> <li>6. Assign resource persons according to the issues or themes raised.</li> </ol>	<ol style="list-style-type: none"> <li>2. Conducting meetings and discussions between the Team and relevant stakeholders in the coaching process</li> <li>3. Discuss with related institutions at: Schools, Disdik, RIBC, Dispersip, Himpsi and MCGA and others.</li> <li>4. Discuss the resource persons according to the theme raised.</li> </ol>
<hr/>	
<p>2. <u>Service Implementation Plan</u></p>	
<ol style="list-style-type: none"> <li>1. Prepare the room and form of construction. Which is in accordance with the theme or issue of each.</li> <li>2. Carry out coaching activities both through lectures, games and discussions and dialogues in accordance with the issues and goals of service (Students and Educational Staff)</li> </ol>	<ol style="list-style-type: none"> <li>1. In School, School Library, Class etc.</li> <li>2. If this is not possible, it will be carried out directly online.</li> </ol>
<hr/>	
<p>3. <u>Evaluation and Reporting</u></p>	
<ol style="list-style-type: none"> <li>1. Evaluate the strengths and weaknesses of the themes deemed necessary by the team</li> <li>2. Make notes in every implementation of coaching carried out</li> </ol>	<ol style="list-style-type: none"> <li>1. Meeting with the team to discuss obstacles and required notes.</li> <li>2. Make a report</li> </ol>

## RESULTS AND DISCUSSION

### 1. Student Character Development Program

The development of student character, which is one of the goals of [education \(Ainiyah, 2013\)](#), is carried out in synergy with various parties and related elements, namely Infocom, Regional Indonesian Broadcasting Commission (RIBC), Meteorology, Climatology and Geophysics Agency (MCGA), Psychologists, Librarians and Academics and adjusted any issues to be raised.

Initially, a mapping of the problems faced by schools was carried out, namely the number of children's behavior that violated school rules, both mild and severe. In addition, students

also have very low interest in reading and interest in learning with the attachment of the average results of the learning evaluation.

Based on these problems, in this case they are divided into two major groups; namely:

- a. Educators and Education Personnel.
- b. Students or students, which in this case are divided into 3 groups, namely students with severe problems, students with mild problems, and students who do not have problems according to school rules.

From the identification of problems and groupings, they are used in various forms of service, namely:

### **1.1. Coaching Program for Students**

#### **1.1.1. Development of talents and interests of students and organizations**

Coaching for students and student organizations that incidentally do not have problems with school regulations, they are given coaching skills and knowledge that are different from what they have received so far.

The first coaching is guidance from MCGA who conducts practice and games with various types of Climate and Weather which are very relevant to the subjects for the Department of Chemistry and Forestry.

The students were invited to demonstrate and perform a simple simulation of weather forecasting in the study room. In addition, socialization of digital literacy is also carried out on the MCGA Application and Info-climate Account, because by understanding the weather early on, we can plan more optimal day-to-day activities.



**Figure 1. The MCGA team demonstrates how happening storm and rain**



**Figure 2. Students involved in simulation climate**



**Figure 3. Students enthusiastic follow digital literacy MCGA application and climate info account**

Apart from literacy on climate and weather delivered by MCGA, students also receive training and hone skills in using social media conducted by RIBC Riau. In accordance with Law No. 32 of 2002 concerning broadcasting, RIB and RIBC can only monitor the content of broadcasts from broadcasting institutions such as TV and Radio. Meanwhile, impressions on new media/news media are the domain of the government as regulated in the ITE Law.

The guidance carried out by RIBC begins with the process and stages of content creation on TV and Digital Media starting from the pre-production, production and post-production stages. The content that will be produced contains positive and useful content for students or teenagers in particular and society in general.

RIBC also directs students to be able to develop themselves and be creative in utilizing content production through mobile phones. The RIBC team practices the visual capture process, editing process and applications that make it easier for students to carry out the production process for content creation, especially those in the student's school environment.

In addition to the RIBC who invites student in get creative make content, PERADI, an advocate organization established under Law No. 18 of 2003 on advocates, also delivered danger make content that is not educate even smells criminal. So that student be delivered about the ITE Law so that student more alert in make content so that no ending in nuance law.



**Figure 4. The RIBC team is delivering materials**



**Figure 5. The RIBC team is practice make content.**



**Figure 6. RIBC team being discuss with students and enough enthusiastic.**



**Figure 7. Kominfo give instruction about information around the digital world.**



**Figure 8. PERADI is moderate give direction and socialization as well as discuss with student related law.**



**Figure 9. RIBC and PERADI teams collaborate in give information and knowledge to students**

#### 1.1.2. Students with Heavy and Light Problems

Especially for students with severe problems, they are immediately accompanied by clinical psychologists who try to do an actual assessment of what happened to the student, and the extent of the stress level, if any, and what should be done by the school, especially the education staff.

The average cases faced by students are quite varied, and have also occurred since childhood so that the frontal behavior they show is a reflection of their protest against the problems they face.

If seen from the average family of students who have problems, it really starts from families, both broken homes and families who do not carry out the functions of the family so that students do not get a role model in their teens.



**Figure 10; psychologist currently to do mediation and assessment of students.**

Especially for students who make minor mistakes, an assessment is carried out by involving the Guidance and Counseling Teachers at the school. This optimizes the role of the CG teacher and functions properly.

## **2. Educators and Education**

### **2.1. Guidance and counseling teacher**

The school is a place to learn and study, it is also a place for students to play, socialize, get guidance and counseling from teachers at school. At the vocational level, schools have special Counseling Guidance (CG) teachers who function for schools and students itself. The functions of CG teachers for schools include:

- a. **Understanding**, is produce understanding about something Thing for development students. A number of necessary understandings obtained by students among others: a) Understanding about students who must known by students that alone, students' parent, teachers in general as well as supervising teachers. b. Understanding about environment around student, start from environment family, environment community and environment school, which must be known by students that alone, students' parent, teachers in general as well as tutors. c. Understanding to more environment large start from information position or job, information social and cultural or must values known by students.
- b. **Prevention**, is give prevention for avoid various possible problem occur to students and worry could cause disturbance in study.
- c. **Completion**, needed in skeleton look for Street go out for overcome various problems experienced by students.
- d. **Maintenance and Development, various** potential and conditions positive that has student will could excavated, maintained and developed with better again.

Besides That's also the role of the CG teacher for student:

- a. Help Upgrade performance study student
- b. Help solve problem faced student
- c. Help know and develop ability student
- d. As a mediator
- e. Give motivation learn from students
- f. Give Theory development self and lessons character.



g. Give help to other teachers.

Discussion done with the CG teacher and discuss the functions of the CG teacher are like explained above, what? there is obstacles and obstacles in operate function that. Besides it was also discussed about must solution taken party the school and the CG teacher. Besides it also emphasizes importance the role of CG teachers, especially at the point of prevention and motivator as well as development ultimate personality will prevent happening things that are not desired.



**Figure 11. discussion team with party schools and CG teachers about condition students and solutions that will taken by the CG teacher.**

## 2.2. References

One function References is given service information good that concerning Theory lesson nor Theory popular. Library says succeed selian total book and quantity title variety of books as well as supporting facilities and infrastructure however more worth again if visit student to References high. height visit student to library and interest high read from student the is size main in see success from library. Besides that's also interest read and variety title books read by students also follow influence success library.

For that, librarian intermediate discusses with librarian school in discuss elements above and also discuss about obstacles faced as well as must solution taken in Upgrade interest read students.



**Figure 12. discussion Among Librarian from province with librarian school**

## CONCLUSION

Based on results on could concluded that construction student should done by holistic and involving various stakeholders as well as profession. coaching students must also involve all power educators and education and continuous. Optimization the function and role of the Guidance Teacher Counseling in prevent happening things that are not desired. Student expected more could develop self and creative in fill in time young. Student should be pushed for more interactive and communicative with guidance all party especially power educators and education.

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**First publication right:**  
**Devotion - Journal of Community Service**



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