

Building a Safer School Culture through the Implementation of Pancasila Student Character Values

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Abstract

SMAN 6 South Tangerang City is one of twelve public schools located in the South Tangerang city environment and is a school that is preparing itself to become one of the leading schools of choice for the people of South Tangerang City, SMAN 6 South Tangerang City chooses a superior school with the tagline Safer School, namely safe and fun schools and has a goal including Making the school a place to build the nation's character and awareness of environmental culture by increasing intelligence, knowledge, personality, noble character, as well as implementing the six character values of Pancasila students through intra-curricular activities, Extra-curricular / self-development and school culture. SMAN 6 south Tangerang city as an educational institution that has an obligation to prepare a generation with noble character and maintain the preservation of the culture belonging to the Indonesian nation and provide education and maintain norms and life attitudes based on Pancasila. The concept of Safer School is defined as a program to realize safe, clean, healthy, caring, and comfortable conditions, which are able to guarantee the fulfillment of children's rights and protection from violence and, discrimination, and other mistreatment, while the child is in the education unit, as well as supporting children's participation, especially in planning, policy, learning and supervision. Safer School is not building a new school, but conditioning a school to be comfortable for the child, as

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well as ensuring the school fulfills the rights of the child and protects it, because the school becomes a second home for the child, after his own home. This study aims to; 1) to find out the implementation of the character values of Pancasila students in building a Safer School culture at SMA Negeri 6 South Tangerang City; 2) to find out the supporting and inhibiting factors in building a Safer School culture through the implementation of the character values of Pancasila students of SMA Negeri 6 South Tangerang City. This research uses qualitative methods. Data sources are obtained from observations, interviews, and documentation. Data analysis refers to the inductive analysis of data which includes the collection, reduction, presentation of data, and drawing conclusions or verification. The research output is planned to be published in a national journal.

Keywords: Culture; Safer School; Child Friendly.

INTRODUCTION

SMAN 6 South Tangerang City is one of twelve public schools located in the South Tangerang city environment and is a school that is preparing itself to become one of the leading schools of choice for the people of South Tangerang City, SMAN 6 South Tangerang City chooses a superior school with the tagline Safer School, namely safe and fun schools and has a goal including Making the school a place to build the nation's character and awareness of environmental culture by increasing Intelligence, Knowledge, Personality, Noble Morals, as well as implementing the six character values of Pancasila students through intra-curricular activities, Extra-curricular / self-development and school culture. The current digital revolution has resulted in changes in all areas of life, as a result of these changes there is a technological disruption that has a large and broad influence on the world of education, the presence of digital technology in today's life causes so easy entry into culture from outside that it is possible to eliminate the original Indonesian culture that will affect the identity of the Indonesian nation. Economic problems and disharmony in the family and the freedom of impressions and information hoaxes on social media raise negative character problems in peseta didik which greatly affect student success in the learning process. For this problem, a program is needed to strengthen the character of our identity, namely a nation that upholds the values of Pancasila as the way of life. SMAN 6 south Tangerang city as an educational institution that has an obligation to prepare a generation with noble character and maintain the preservation of the culture belonging to the Indonesian nation and provide education and maintain norms and life attitudes based on Pancasila.



Based on the results of a 2019 survey conducted by the school and in collaboration with the LP2K Psychologist Institute team, the following behavioral data were obtained: Cheating, lying, stealing, fighting, ridicule / bullying, rude speech, vandalism, bad leadership time, disharmony in the family that gives rise to negative characters (introversion, bullying of friends, fights, discomfort at home), laziness to read, hang out, watch porn videos, sexual relations of the opposite sex, masturbation, drugs, outdoor competition, alcohol, dugem, dealing with prostitutes, laziness, stress.

Based on this, SMAN 6 South Tangerang City with the "Pancasila Character Cultured School" program establishes a school culture that guides life in the school environment as a combination of 18 character values through co-curricular activities, namely the learning process. . in classes and extracurricular/development activities through self-cultural and school programs and religious culture, 3P culture (appearance, service and achievement); PHBS culture (clean and healthy lifestyle); ecological culture; kid-friendly culture; and school reading culture

RESEARCH METHODS

This research uses a qualitative approach with a descriptive method because the researcher wants to describe or describe the implementation of the Pancasila Student Character program in building a Safer School Culture at SMA Negeri 6 South Tangerang City. Thus, qualitative research is research that emphasizes quality or the most important thing in the form of events, phenomena, and social symptoms. Qualitative research cannot be achieved using statistical procedures or by quantitative means. Researchers chose qualitative because of the research on the implementation of the Pancasila Student Character program in building a qualitative Safer School Culture. Researchers are trying to uncover and dig deeper into the implementation of the Pancasila Student Character program in building a descriptive qualitative Safer School Culture. A descriptive qualitative approach is obtained through the results of documentation, notes, observing people in the environment, trying to understand their language and interpretation with the surrounding environment and interacting with them.

RESEARCH RESULTS AND DISCUSSION

This research presents and provides an overview of the management of Pancasila character education at SMA Negeri 6 South Tangerang City as a pilot school for Pancasila character education in Banten Province. This study provides an overview of the management of



Pancasila Character Education in terms of planning, implementation and evaluation as well as identifying various supporting factors, inhibiting or inhibiting factors and alternative solutions applied in pilot schools. Pancasila Character Education, namely SMA Negeri 6 in Suda Tangerang City, continues to provide an overview of the management of Pancasila Character Education in the field of planning, implementing and evaluating based on the research paradigm, starting with the management of Pancasila Character Education.

Planning Pancasila Character Education, managing the implementation and evaluation of Pancasila Character Education, identifying various supporting and inhibiting factors and finding solutions to these inhibiting factors. In addition, it systematically presents a description of disagreements about leadership character education, the opinions of principals and the Pancasila Character Education development team, colleagues and students. Thus, it can be seen how the actual management of Pancasila Character Education in SMA Negeri 1 Pancasila Character Education pilot school in Banten Province, various factors that support and hinder the implementation of Character Education Pancasila Character Education is established as the basis for realizing the vision of national development, namely a society with noble character, noble character, ethics, culture and courtesy based on the Pancasila philosophy. There are also efforts to support the realization of the ideals contained in Pancasila and the Preamble to the 1945 Constitution. In addition, the various problems faced by our nation have further encouraged the spirit and efforts of the government to prioritize the character of the Duke of Pancasila. the basis of educational development. This spirit is implicitly emphasized in the National Long-Term Development Plan (RPJPN) for 2005-2025, where the government places character building as one of the country's priority development programs. Efforts to build character in accordance with the culture of this nation are certainly not only carried out in school through a series of teaching and learning activities and outside of school, but also through habituation in life, such as: religious, honest, disciplined, tolerant, hard work, peace-loving, responsibility, and so on. Therefore, schools have a big role in the development of Pancasila Character Education because of the role of schools as centers of cultivation through a school culture development approach.

The results of the discussion of this study are complemented by various data obtained from the management of Pancasila Character Education that has been implemented. The results of this research were obtained through the implementation of piloting carried out in Banten Province by the Jakarta Curriculum Center in July 2021 through a mentoring program until now at SMA Negeri 6 South Tangerang City. The subject of this study consisted of the Pancasila



Character Education development team at SMA Negeri 6 Kota Tangerang Selatan, namely the Principal as the person in charge, chairman, secretary and treasurer, and members, also taken 15 teachers from various subjects, 4 school administration staff and 10 students who are members of the student council management.

The vision of SMA Negeri 6 Kota Tangerang Selatan as a piloting school for Pancasila Character Education is to create an international standard school with a national perspective based on faith and piety. Meanwhile, the school's mission is: (1) to shape the character and personality of students who are dignified and have a national spirit; (2) develop the potential for intellectual, emotional, and spiritual intelligence; (3) develop education superior science and technology, art and culture; (4) improving the Professionalism and Accountability of Schools as Educational Development Centers Based on Global National Standards; and (5) empowering the participation of stakeholders in the implementation of quality and globally competitive education based on the principles of School-Based Management (SBM).

The implementation of Pancasila Character Education at SMA Negeri 6 South Tangerang City is also carried out through activities that include routine activities consisting of cultural values and national character developed and forms of implementation of activities. In routine activities for the value of religious character developed, the form of implementation is: (1) praying before and after the lesson led by the religious teacher through speakers from the teacher's room; (2) Every Friday carries out Infak activities; (3) Every change of class hours, students salute the teacher; (4) Perform zuhur prayers in accordance with the predetermined schedule for Muslims; (5) Provide opportunities for all learners to perform worship; (6) Children are asked to say greetings before and after activities, if they meet with the teacher, talk and act with due regard to manners (7) Children are accustomed to saying thank you, sorry, excuse me and please; (8) Knocking on the door before entering someone else's room; and (9) Requesting permission to use someone else's goods. In routine activities for the value of the character of the discipline developed, the form of implementation is in the form of: (1) Making records of the attendance of educators and students; (2) Every Friday of the first Sunday and Friday of the third Sunday at 07.15 – 08.00 all school residents perform Physical Freshness Gymnastics; (3) Administrative Employees (School Administration Personnel/TAS) at 08.00 must be at school and return home at 14.00; (4) At 7:15 a.m. all students must be in school with a tolerance of 15 minutes. Students go home according to a predetermined schedule; (5) For students who violate the sanctions in the form of cleaning the school environment; (6) At 7:15 a.m. all teachers must



be in school. Teachers who do not attend on time are given a reprimand and go home according to the specified schedule (Monday–Thursday at 2:00 p.m., Friday at 11:30 a.m. and Saturday at 1:15 p.m.); (7) Administrative Employees (School Administration Personnel/TAS) at 08.00 must be at school and return home at 14.00; and (8) If you are unable to attend school, there must be a notification letter to the school. The neatness and cleanliness of the clothes, checked every day by all the teachers, started by the teacher in the first hour. Students who are not well-dressed are asked to tidy them up and be told how to dress neatly. (neat criteria i.e. clothes included, full attributes, using specified socks and shoes); (9) The neatness of the hair, checked daily by all teachers, the length of the hair size must not be exposed to the ears and collar. If you find a student whose hair does not comply with the rules that then asked to shave the hair and be given a grace period of three days, if it is still stubborn then the hair concerned will be cut by the teacher/officer appointed by the school; (10) Teachers and employees are neatly dressed; (11) Picking up scattered garbage; and (12) Borrowing and returning library books to teachers/library staff themselves.

In routine activities for the character value of environmental care developed, the form of implementation is in the form of a clean school environment, namely: (1) Accustoming children to throw garbage in its place; (2) Every last hour or 2:00 p.m. students do hygiene and pick up trash around their classroom accompanied by the teacher who teaches the last hour. Students dispose of classroom waste at landfills/polling stations; (3) Every Friday of the second and fourth week at 7:15 a.m.–8:00 a.m. all school residents conduct a Clean Friday; (4) School cleaners pick up trash in the trash can in the office and out of reach of students after the second break and directly thrown into the Landfill (TPS) of SMA Negeri 6 Kota Tangerang Selatan; (5) Teachers carry out pickets in groups to see the cleanliness of the environment; and (6) Picking up scattered garbage. In routine activities for the character value of caring for the environment developed, the form of implementation is in the form of clean classes, namely: (1) Class pickets in groups clean their classes, with strategies after returning home from school according to the list of student pickets individually or individually arranging benches and k u r s i ; (2) observe environmental cleanliness (criteria set by the school); (3) Awards in the form of green bendeta, and red flags; (4) Clean classes will be awarded by the school; and (5) Not crossing out walls/benches/chairs is sanctioned to clean them In routine activities for the value of social care character developed, the forms of implementation are: (1) Visiting nursing homes 1 time a year (visits are carried out by students who are members of the Intra-School Student Organization /



Student Council and its administrators); (2) Collect appropriate items and donate them to the needy; (3) Collecting donations at certain moments such as during fires, floods, earthquakes; and (4) Visiting a sick friend. In routine activities for the character value of honesty developed, the form of implementation is in the form of: (1) Providing a place for finding lost goods; (2) Transparency of school financial statements; (3) Provide a suggestion and complaint box; and (4) Prohibition of cheating on exams (daily tests, mid-semesters, semester exams, National exams I).

In routine activities for the character value of love for the homeland developed, the form of implementation is in the form of: (1) Using good and correct Indonesian; (2) Sing the National Anthem at every flag ceremony; (3) Commemorating a national holiday; (4) Display photographs of the president and vice president; (5) Display photographs of the heroes of Nasiona I; and (6) Using domestically made products.

Supporting Factors and Inhibiting Factors of Pancasila Character Education in Schools

The function of Pancasila Character Education at SMA Negeri 6 Kota Tangerang Selatan as a piloting school for character education is to develop, strengthen personal potential, and filter outside influences that can eventually shape the character of students who can reflect the culture of the Indonesian nation. Character building efforts are carried out through a series of teaching and learning activities both through subjects and self-development activities carried out in the classroom and outside the school habituation (habituation) in life, such as: religious, honest, disciplined, tolerant, hard work, peace-loving, responsibility and so on, starting from the family and being strengthened in schools and communities. Pancasila Character Education at SMA Negeri 6 Kota Tangerang Selatan as a piloting school can develop well through a supportive school culture. The carrying capacity of stakeholders for the implementation of Pancasila Character Education based on the results of interviews obtained that all school residents consisting of: principals, pseudo-teachers, TAS, (security officers / security guards) laboran, librarians School guards, canteen guards, education unit committees, district offices and provincial offices have been committed to implementing Pancasila Character Education. This commitment has occurred since the 2020/2021 student year until now. All of these elements have also received socialization about Pancasila Character Education. Elements of the education unit supervisors, district education offices and the directorate of the national ministry of education have been coaching SMA Negeri 6 Kota Tangerang Selatan as piloting schools on Pancasila Character Education since the 2010 academic year until now School guards, canteen



guards, education unit committees, district offices and provincial offices have been committed to implementing Pancasila Character Education. This commitment has occurred since the 2020/2021 student year until now. All of these elements have also received socialization about Pancasila Character Education. Elements of the education unit supervisors, district education offices and the directorate of the national ministry of education have been coaching SMA Negeri 6 Kota Tangerang Selatan as piloting schools on Pancasila Character Education since the 2010 academic year until now. The establishment of school culture as a supporting factor for character education at SMA Negeri 6 Kota Tangerang Selatan is carried out through a series of activities: planning, implementing learning that is more student-oriented, and comprehensive assessment. Planning at the school level is to strengthen the preparation of the curriculum at the school level (CURRICULUM 2013), such as setting the vision, mission, goals, curriculum structure, calendar academic, preparation of syllabus and learning implementation plan (RPP). The entire school planning that is dotted with the analysis of the strengths and needs of the school can actually produce a more targeted educational program that is not only in the form of strengthening the realm of knowledge and skills but also behavioral attitudes that can eventually form noble morals. Character education that is implemented or applied at SMA Negeri 6 Kota Tangerang Selatan is not a subject or value taught but rather an effort to instill good values through all subjects, self-development programs, and school culture. The value map presented in this manuscript is an example of the distribution of values that can be developed through various subjects, in accordance with the Competency Standards (SK) and Basic Competency Standards (KD) contained in the Content Standards (SI); through self-development programs, such as routine school activities, spontaneous activities, exemplary, conditioning. Planning for the development of Pancasila Character Education needs to be carried out by all stakeholders in schools who together as a community of educators. Tracing of several factors inhibiting Pancasila Character Education at SMA Negeri 6 South Tangerang City was almost not found. Researchers through observation activities and documentation studies and interviews with research subjects recorded in the results of research data collection and in-depth discussions turned out to be at SMA Negeri 6 Kota Tangerang Selatan as a piloting school for Pancasila Character Education in south Tangerang. The presence of significant inhibitory factors was found. The micro-inhibiting factor is only found in shaking hands in the morning, where some teachers who get assignments are sometimes present after 7:15 a.m. in the way that the teacher in question is unable to accommodate students who arrive before 7:15 a.m., because based on observations most



students arrive on time 15 minutes before the learning activity begins. Another obstacle is the presence of some picket teachers who sometimes attend between 7:15 a.m. and 7:30 a.m., when picket teachers should be present at 7:00 a.m. according to the school's agreed commitments. So that his contribution to order and discipline as well as service to the school in the initial activities before the first hour of learning was less than optimal. Another obstacle is when the process of reading prayers at the beginning of learning activities and at the end of learning which is only carried out by religious teachers, sometimes less efficient, considering the busy teaching hours of religious teachers which are quite scattered, namely teaching at the first hour and at the last hour. Almost every day there are still some students, namely about one to three people who are late for quite diverse reasons, for example because of waking up late, traffic jams, too far away from school and so on which realistically the reasons presented are still acceptable.

CONCLUSION

The general conclusion of this research is the management of Pancasila Character Education piloting schools at SMA Negeri 6 Kota Tangerang Selatan which can be seen in the planning, implementation, and evaluation programs that have received so much support from various stakeholders, school residents, school culture and the government or related agencies both from the regional level to the national level. Even if there are obstacles, the obstacles in question are only micro-obstacles that are not so significant in nature and can be immediately found a solution. Such general conclusions are based on specific conclusions as follows:

First, the planning of pilot school character education, based on management includes the formulation of the vision, mission, objectives and curriculum structure. The piloting school develops a Pancasila Character Education plan based on needs analysis and context analysis involving school residents and stakeholders. Since the enactment or launching of character education piloting schools at SMA Negeri 6 Kota Tangerang Selatan has carried out various analysis of character education programs every year so that in the preparation of planning for the next year it is hoped that it can further improve the quality of education implementation. Second, the implementation of the Pancasila Character Education piloting school carried out by SMA Negeri 6 Kota Tangerang Selatan has been very clearly implemented, because every implementation activity has been carried out in accordance with the established program. This can be seen, among others: follow-up of the analysis the case of the implementation of Pancasila Character Education is that it has implemented a character education program that has been



launched from the 2020/2021 academic year to the 2012/2013 academic year with its implementation in accordance with the established program because all the criteria for the implementation of Pancasila Character Education are visible in every aspect observed with 47 items of amatan aspects with always and three aspects of amatan often addressed, with results according to the established program. The interpretation of the management of Pancasila Character Education is that SMA Negeri 6 Kota Tangerang Selatan as a piloting school has implemented a character education management program in accordance with the established program.

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