# Building Excellent Character Through the Education Program of SMKN 2 Serang City

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**Abstract**

This study aimed to explain the policies and character education programs at SMKN 2 Kota Serang in building superior character in students. The study utilized two methods: direct interviews with the head of the curriculum department and the distribution of questionnaires to students. The results of the study showed that the school valued discipline and had effectively implemented a superior character education program through a policy and activities. The study suggested that character education should be developed from an early age and involve all stakeholders, including parents, teachers, and the community. The school could also collaborate with various parties to strengthen the character education program. Although some students felt burdened by the school's rules and regulations, the majority agreed on the importance of character education and an effective program. The program included extracurricular activities such as PASKIBRA, PRAMUKA, and ROHIS, which aimed to develop students' character and positive values. This article emphasized the importance of all stakeholders involved in education, including teachers, parents, and schools, working together to improve students compliance with school rules and character development.

**Keywords:** policies, character education programs, students.

## A. INTRODUCTION

A very rapid progress in science and technology in this world is causing changes in all aspects of life (Nata, 2010:207). This is reflected in various forms of increasingly stringent and difficult competencies. This progress is of course giving impact, one of which is on the scope of education in the vocational field. Therefore, with the progress of Science and Technology (IPTEK) the quality of human resources (HR) is needed to balance the progress of science and technology with the scope of education in the vocational field, especially in the formation of an excellent character.

Character education needs to be fostered from an early age starting from the family, school, and community. Character building from an early age is very necessary because at this time is a critical period for the formation of one's character where the formation of moral values that have existed from an early age is the main key to encourage building a qualified characteristic in students. The formation of noble character and morals in students cannot be carried out instantly, but rather a long and consistent process is needed in order to instill good attitudes and ethics in each of these students.

Educational programs in Vocational Schools or SMK have a very important role to produce students who have the value and attitude of a noble character. Therefore, SMK is one of the institutions needed to build a positive synergistic relationship between school members in order to improve student's character. To support the quality of character education in SMK, it is important to apply policies that focus on implementing student character development programs. This cannot be done unilaterally by the school, but needs to be supported by various stakeholders, such as parents, teachers, and school administrators.

Educational policies and programs that have been implemented in schools are not as smooth as they are conceivably, it is not uncommon for many students to violate existing policies either intentionally or unintentionally. This problem is one of the things that complicates the task of teachers and school staff to create a conducive and safe school environment. Violating school policies can be from small things such as arriving late to school, not wearing the complete attribute, but it can also be in the form of more serious violations such as physical violence, brawls, or acts of bullying.

The causes of students violating school policies can vary, ranging from internal factors such as the tendency to disobey rules, a lack of understanding rules, to external factors such as the influence of the environment at home, school, or in the community. Students who experience internal problems at home or outside the school environment also affect their behavior at school. In addition, psychological factors such as stress, anxiety, or depression also affect student behavior.

In dealing with problems that often occur in schools, it is important to be reminded regarding the educational program implemented by SMKN 2 Kota Serang to support an excellent character education of students, either through applicable policies, extracurricular activities, and other effective approaches to dealing with regulatory violations which are individual. With the policies that have been implemented by SMKN 2 Kota Serang, it is hoped that students can get a qualified education. Thus, this research is expected to be able to make a positive contribution in the formation of an excellent character education of student as well as motivating policy makers and education practitioners to continue to improve the quality of character education in this school.

## B. METHODS

The method used in our research titled "Building Excellent Character Through the Education Program of SMKN 2 Kota Serang," conducted on Tuesday, April 11th, 2023, at 10:30 am, located at SMKN 2, Jalan KH Abdul Fatah Hasan No.89, Cipare, District. Serang, Kota Serang, Banten 42117. We used two approaches in this mini study, namely direct interviews with the head of the curriculum department of SMKN 2 Kota Serang and the use of a descriptive questionnaire gform filled out by the students.

The concept analysis of building excellent character in students through the education program at SMKN 2 Kota Serang using the conducted interview method aimed to collect data on vocational learning related to the policies and activities related to character education at the school. We sought to understand the activities that support character education and how the school's implemented policies affect the urgency of learning and character formation of the students. The data obtained from the interview method were concrete, factual, and valid, according to what was happening at SMKN 2 Kota Serang. The data collection method used was direct interviews with a source who is

knowledgeable in the field of education, Mr. M, as a curriculum officer at SMKN 2 Kota Serang.

The approach method using the descriptive gform questionnaire was used to describe an object that was not directly observed. This method was used to draw general conclusions, and the observation was qualitative in nature. The qualitative nature of this observation aimed to understand the current situation to reach an objective conclusion (Sugiyono 2012:15). The qualitative observation aimed to interpret the problem and draw conclusions based on the filled-out gform questionnaire.

The target or subjects of our research were Mr. M as an informant and the 20 students who filled out the questionnaire we created, providing data on the variables that we studied. The technique used was purposive random sampling. The object of our discussion was the policies and programs that have been implemented at SMKN 2 Kota Serang to improve the character education of the students.
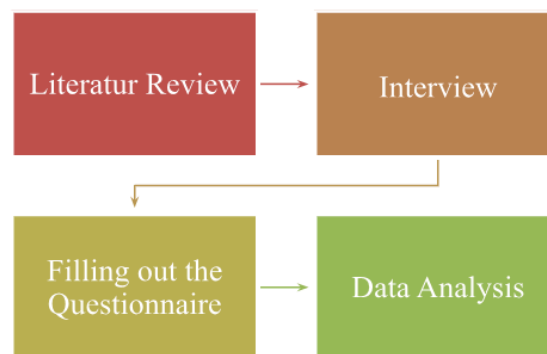


**Figure 1.** Research Procedures We Used

## C. RESULT AND DISCUSSION

Character education is a very important aspect of the scope of education. The formation of superior character can help students become individuals who are more qualified and can think critically, creatively, and innovatively. As well as having the ability to face more complex life challenges in the future. Schools that pay attention to the formation of superior character in participants students, namely SMKN 2 Serang City through policies and programs that build to improve the quality of student character education. The character education program at SMKN 2 Kota Serang certainly involves all relevant parties, namely principals, teachers, students, school staff, school committees, and other parties.

Building the superior character of students through the SMKN 2 Serang City education program includes various policies that are implemented such as provisions regarding uniforms, time to enter and leave school, use of school facilities, and provisions regarding disciplinary actions of students who violate the rules. In addition, Serang City Vocational High School 2 involves students in various extracurricular activities that can help them develop character and other skills. For example, scout activities, Paskibra, arts, and cultural activities, or sports activities. These extracurricular activities can help students learn to work together, build self-confidence, and develop self-skills.

In this case, the school can cooperate with various parties, such as the government, non-governmental organizations, the community, and industry, to strengthen existing character education programs. This, Serang City Vocational High School 2 can commit to

providing quality education and forming students with superior character. But keep in mind that students character development cannot be done solely by relying on character education programs in schools.

As part of the community, parents, teachers, and the community, in general, must also be actively involved in shaping the superior character of students. The results of our research regarding the educational program at SMKN 2 Serang City to build superior character in students are as follows:

1. **Make policies governing superior character education for students**

Based on the results of research through the interview method that we have conducted with Mr. M as the curriculum at the school. SMKN 2 Serang City has its own policy to form superior character in its students through applicable policies. This policy is also known as the School Regulations (SR). This SR includes various things, such as provisions regarding uniforms, time to enter and leave school, use of school facilities, prohibition of smoking and drinking, as well as provisions regarding disciplinary action for students who break the rules. If there are students who violate this rule will be subject to sanctions.

These sanctions may vary, depending on the level of the violation committed. For example, when there are students who come late to school then these students will get sanctions in the form of Physical Training Development (BINTAL) such as running around the field, push-ups, and other sports. In addition to providing a deterrent effect for students who arrive late. This punishment can form discipline towards students to comply with applicable rules to form the character of disciplined students, especially discipline at times. In addition, this sanction has health benefits for these students because it can improve physical fitness and health.

Within the rules and policies set by the school. students are required to wear complete attributes by applicable regulations such as ties, school badges, buckles, and others. If students violate, they will get verbal sanctions in the form of a warning to cross out incomplete attribute locations using a marker. This is done by the school to train discipline and responsibility in students. In addition, as for the results of the interviews that have been conducted, SMKN 2 Kota Serang also has regulations regarding the hair of its students. If there is a student's hair that exceeds the ear limit, then the school will cut the hair of the student who violates it arbitrarily which will be trimmed later by the student himself.

Superior character in participants students, Mr. M as the field of the curriculum at the school expressed his opinion that there were several reasons why students' hair had to follow the standards set by the school, such as hair that was too long on students would give the impression of being impolite and unprofessional, which could reflect environmental conditions. Irregular learning and lack of discipline. In addition, hair that is too long can also interfere with teaching and learning activities. Students who have long hair may be distracted by their own hair when reading, writing, or doing assignments. Therefore the school set the rules. Based on the regulations that have been set, we are interested in knowing the student's response to the policy. Therefore, we have created a questionnaire that will be given to students to find out their views on this policy. We hope that this questionnaire can provide useful information to improve implemented policies.

**Diagram 1.** The Number of Respondents to the Questionnaire

**Question 1**

100%

■ Agree  ■ Disagree
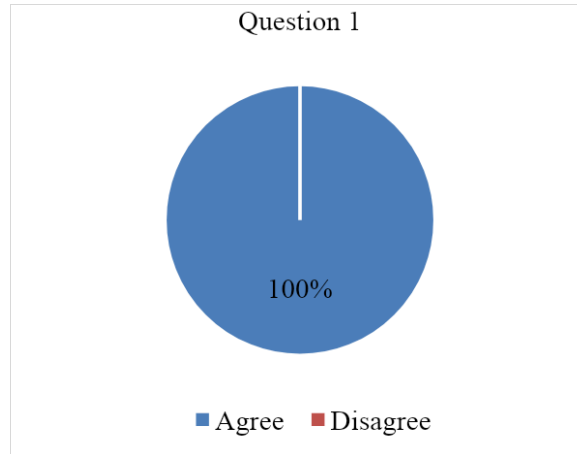
In the first question in the questionnaire, all students agree on the policies applied to schools to build a character education system for students. The students realize that the policy is not set without reason, the students believe that the policy has been taken after going through a mature process and involving various parties so that it is expected to provide optimal benefits for all students. All students realize the importance of character education in forming a good personality and practicing discipline, so they are happy to support this policy. In addition, they also realize that good character can be an important capital in achieving success in the future, both in career and social life. In addition, it is also important to note that character education does not only aim to form good character in students but also to create a healthy, safe, and harmonious learning environment. With a conducive learning environment, students can learn better and feel more comfortable in developing themselves.

**Diagram 2.** The Number of Respondents to the Questionnaire

**Question 2**

10%

90%
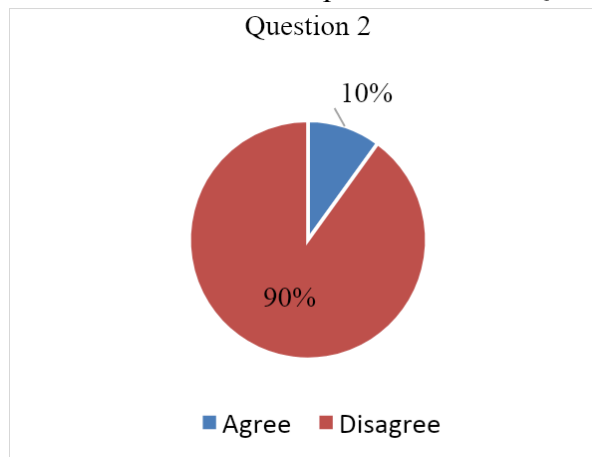
■ Agree  ■ Disagree

In the second question, as many as 90% of students in class 11 majoring in mechanical engineering did not agree if the existing policies at SMKN 2 Kota Serang were simply abolished, there were only 10% of students who agreed if the implemented policies were abolished. School regulations that have been set usually aim to maintain the safety and welfare of students, as well as create a conducive and productive learning environment. If these regulations are abolished, students may feel uncomfortable and insecure in learning, so the quality of education provided can be disrupted. School rules that have been set can also help students to build good and dignified character, such as

discipline, honesty, and responsibility. With these rules, students can get used to behaving according to these values, so they are expected to form a good and dignified personality. Therefore, students do not agree if the school rules that have been set are simply abolished. If these rules are removed, students may feel disoriented and have no clear guidelines for behavior. Of course, this can hurt the educational process and the overall character development of students.

**Diagram 3.** The Number of Respondents to the Questionnaire

Question 3

50%    50%
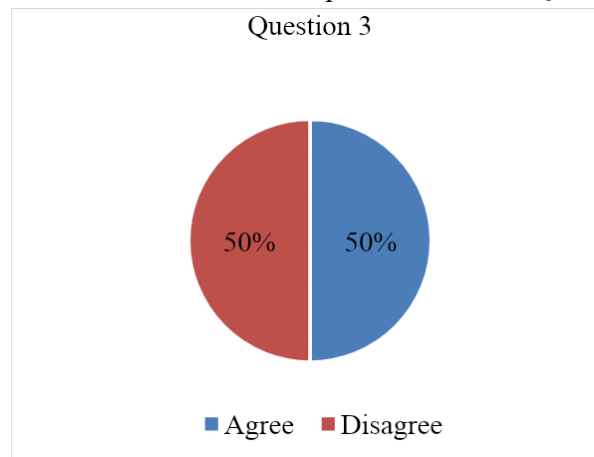
■ Agree  ■ Disagree

In this 3rd question regarding whether students feel burdened by the regulations or policies implemented at SMKN 2 Kota Serang, we get quite an interesting response, namely 50% of students agree and 50% of students disagree. There are several factors that influence their views on this matter. Students who feel burdened tend to feel that these regulations limit their creativity and initiative in activities at school. They feel that the rules make them feel tied down and have less freedom of expression.

Meanwhile, students who feel unencumbered tend to feel that these regulations help them to create a conducive and safe learning environment. They feel that these rules provide clear guidelines for behavior and help them to build a good and dignified character. However, even though there are differing views among students regarding the burden that is felt as a result of school regulations, it is important to remember that these regulations are applied with good intentions and involve various parties. Therefore, these differences in views should not reduce students' awareness and compliance with the rules that have been set at school.

**Diagram 4.** The Number of Respondents to the Questionnaire
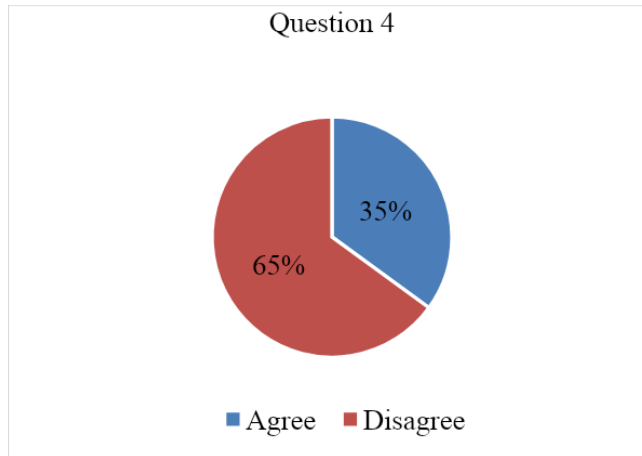
In this question, 65% of students felt that the facilities provided by their school were not sufficient to support character education. The said facility can be in the form of infrastructure such as classrooms, sports fields, laboratories, libraries, and so on. Students who feel that way tend to feel that the facilities available at school do not support them to develop the desired character. For example, if the classroom is too small and uncomfortable, students may find it difficult to concentrate and study well. Also if the field sports are too small or inadequate, then students may find it difficult to develop sports and leadership skills.

However, even though the facilities available at school may not be sufficient, students can still develop good character in various ways. For example, they can make maximum use of available facilities or look for support from outside the school, such as participating in extracurricular activities outside of school or attending training elsewhere. Character building does not only depend on facilities alone, but also involves other factors, such as learning from teachers, support from parents, and active participation in activities that support an excellent character building.

**Diagram 5.** The number of respondents to the questionnaire
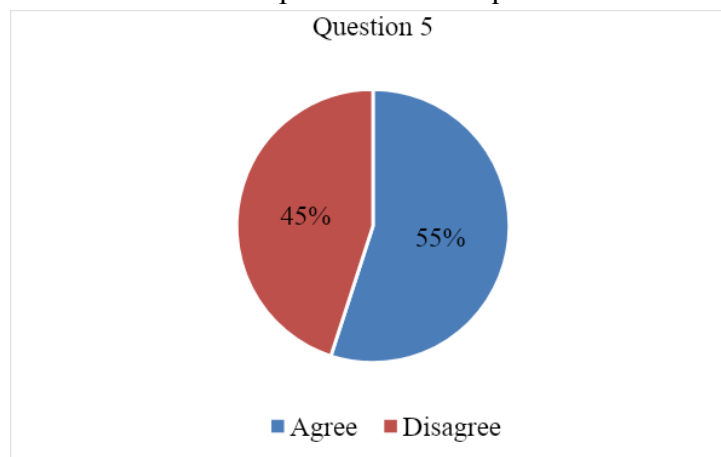


In this question regarding whether all students have followed the school regulations properly and the answers from the number of respondents said as many as 55% of students had complied school rules very well and the rest said that 45% of students had not implemented school rules properly. Factors that affect the level of student compliance with school regulations can vary, such as family background, school environment, and peer influence. Students who comply with school regulations tend to have a high awareness of

the importance of rules and regulations in creating a conducive and safe learning environment. They also feel that obeying school rules can help them to build a good character and practice discipline.

Meanwhile, students who still do not comply with school regulations may need to gain a better understanding of the importance of rules and regulations in educational settings. In addition, it is also necessary to take appropriate measures to encourage students to be more obedient to school regulations, for example, by providing appropriate and proportional sanctions for students who violate the rules. Therefore, it is important for all parties involved in education, from teachers, parents, and school to jointly build students' awareness and compliance with school regulations that have been set.

Based on the 5 questionnaires that have been made, it can be concluded that the implementation of the character development program at SMKN 2 Serang City has been well implemented. Students strongly agree with the policies in their school. They realize that school regulations have the purpose of forming a good personality and training student discipline in order to achieve success in the future, as well as maintaining the safety and welfare of students and creating a conducive and productive learning environment. Therefore, the students do not agree if the school rules that have been set are simply abolished. If the rules are removed, then students may feel lost and have no clear guidelines for behavior.

Some students feel burdened and others feel unburdened by the policies that have been implemented. As many as 65% of students feel that the facilities provided by their school are still insufficient to support character education. These facilities can be in the form of classrooms that are not conducive to learning, fields that are limited in size, equipment in laboratories that are less supportive for field activities, library books that are not too complete. As for our opinion, the rules at school are made for the good of the students themselves without realizing it, there are so many positive impacts such as helping to create a conducive learning environment and supporting the overall development of learners.

In addition, these regulations can also help students to prepare themselves for a better and more successful future. In addition, with the existing policies at school can train students about discipline. Discipline is one of the character education that every student must have. Discipline is not only about obeying rules and regulations, but also about the willingness to follow established guidelines with full awareness and responsibility. Here are some activity programs that support education at SMKN 2 Kota Serang in order to build superior character in students as follows:

## 2. Excellent character development program for students

SMKN 2 Serang City implements an excellent character development program for students through extracurricular activities. students through extracurricular activities. This activity aims to improve skills in students and positive characters that are expected to help them in the future, as well as to help students develop positive characters such as the the future, as well as helping learners develop positive characters such as honesty, discipline, responsibility, and social care. This activity is divided into several extracurricular activities that will be taught as follows:

### a. PASKIBRA (Flag Raising Troops)

SMKN 2 Kota Serang has a paskibra extracurricular activity that can be participated by students and their students. Paskibra at SMKN 2 Kota Serang has the aim

of shaping the character of students in terms of discipline, courage and bravery character in terms of discipline, courage, independence, and a high sense of responsibility. high sense of responsibility. Paskibra at SMKN 2 Kota Serang is also equipped with intensive physical and mental trainingquite intensive. Physical and mental training can help students to develop their abilities, both physically and mentally. develop their abilities, both physically and mentally. In this case, paskibra is one of the effective means in shaping the character of superior and quality students and quality.



**Source:** Documentation of SMKN 2 Kota Serang

### b. PRAMUKA (Praja Muda Karana)

Based on the results of the research, SMKN 2 Kota Serang has a Scout Team that is actively in participating in scout activities at the district, provincial and national levels national level. Character education resulting from extracurricular scouting activities at SMKN 2 Serang City can also help students to participate in scouting activities at the district, provincial and national levels. Kota Serang can also help students to become more independent and responsible individuals responsible. In Scouting activities, students must learn to make decisions wisely, manage time wisely, and be responsible decisions wisely, manage time effectively, and be accountable for their own actions their own actions. This can help learners to become more independent and responsible individuals more independent and have a high sense of responsibility for themselves and the environment environment. So that it can build superior learner character through the school's extracurricular activity development program development program of the school's extracurricular activities.



**Source:** Documentation of SMKN 2 Kota Serang

c. **ROHIS (Islamic Spirituality)**

Based on the results of research using the interview approach method, a teacher in the curriculum Mr. M, said that Rohis extracurricular activities at SMKN 2 Serang City aims to assist students in developing superior character and religious values through cooperation with families and communities religious values through cooperation with family and community. In this case, the development of superior character education in Rohis extracurricular activities can make a significant contribution in shaping the generation of can make a significant contribution in shaping a young generation that is noble, faithful, and devoted noble, faithful, and devoted to God Almighty.

Here are some of the activities that have been carried out by Rohis SMKN 2 Kota Serang as follows:

1. **Religious Studies and Discussions**

Rohis at SMKN 2 Kota Serang often organizes religious studies and discussions both at school and outside of school. This activity aims to deepen students' understanding of Islam, as well as discussing religious-related issues that are relevant to students' lives students' lives.



**Source:** Documentation of SMKN 2 Kota Serang

2. **Routine Recitation**

Rohis at SMKN 2 Kota Serang also often holds routine recitations attended by students, teachers, and the surrounding community students, teachers, and the surrounding community. This activity aims to increase students' love for for Islam, as well as strengthening the relationship between the school and the community.



**Source:** Documentation of SMKN 2 Kota Serang

### 3. Speech and Tahfiz Competition

Rohis at SMKN 2 Kota Serang often holds speech and Quran memorization competitions, both at the school level and outside the school at the school level and outside the school. This competition aims to improve students in public speaking and deepen their understanding of the Quran.



**Source**: Documentation of SMKN 2 Kota Serang

### 4. Social Activities

In addition to religious activities, Rohis SMKN 2 Kota Serang also often organizes social activities, such as visits to orphanages, social services, and fundraising activities for orphanages social activities, such as visits to orphanages, social services, and fundraising activities to help communities in need help people in need. This activity aims to develop students'empathy and social care of students, as well as having a positive impact on the surrounding community.



**Source:** Documentation of SMKN 2 Kota Serang

### 5. Spiritual Activities

Rohis SMKN 2 Kota Serang often organizes spiritual activities, such as recitation, dhikr, and tadarus Al-Quran. These activities aim to strengthen students' belief in in Islam and improve the quality of their worship.

**Source:** Documentation of SMKN 2 Kota Serang

## D. CONCLUSION

Based on the articles that have been discussed, it can be concluded that the education program at SMKN 2 Kota Serang has been able to help build superior character in students. The education program is designed to strengthen the character of students by teaching values of discipline, responsibility, cooperation, creativity, and strong religious values. In addition, the education program at SMKN 2 Kota Serang provides opportunities for students to develop their academic and non-academic potential through varied and interesting programs, such as varied and interesting programs, such as training programs, extracurricular activities and policies that regulate the behavior of students policies that regulate the behavior of its students. In this case, SMKN 2 Kota Serang can be used as an example for other schools in an effort to help students develop superior character through varied and interesting education programs education programs that are varied and interesting. This superior character is very important in shaping quality and highly competitive students in the future. Therefore, it is important for schools to pay special attention to student character development through appropriate and well-planned appropriate and planned educational programs. Hopefully, this article can provide inspiration and motivation for other schools to develop an effective education program to help students develop in helping students develop excellent character.

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