



## Character education development efforts for learners at SMKS christian 2 in Tomohon city

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### Abstract

This study aims to describe, analyze and reveal matters relating to: 1. Character Education Development Efforts for students at SMKS Christian 2 in Tomohon City. 2. There is a need for the development of character education for students at SMKS Christian 2 in Tomohon City; 3. The ultimate goal of developing character education for students at SMKS Christian 2 in Tomohon City. 4. Factors that hinder efforts to develop character education for students at SMKS Christian 2 in Tomohon City. 5. Factors that support efforts to develop character education for students at SMKS Christian 2 in Tomohon City. 6. Efforts to find solutions to the problems encountered. The research used was qualitative with a practical analytical descriptive method. Sources of data come from the results of observations and interviews. Primary data collected by the researcher himself directly from the object. Other data obtained from documents and literature. Based on the results of research and discussion, the following conclusions are needed: 1. The development of character education at SMKS Christian 2 in Tomohon City has been going well internally. In forming the character of the students, it is the responsibility of the school unit leader (Principal). 2. Efforts to develop character education in the school environment are supported by the cultural and moral capital of all parties. 3. The purpose of Character Education Development is a reinforcement that is so relevant to provide solutions to the nation's moral crisis, moral decline, ranging from drug cases, corruption, legal injustice, promiscuity among teenagers, students and even college students, Also with rampant violence, riots, anarchic acts and in the shift towards uncertainty of identity and national character. 4. Factors that hinder the development of character education in schools include: 1. The child himself; 2. Attitude of educators (teachers); 3 Environment. 4. Purpose. 5. Factors supporting efforts to develop character education are: 1. Heredity/heredity, 2 personality, 3 family. 4. Teachers/educators. 5. Efforts to develop character education that are beneficial for children are very important to be instilled from an early age. Therefore, character education will shape the behavior of students in accordance with the curriculum, textbooks, extracurriculars and school culture. National education goals require careful planning for character development in the learning process. Based on personal research for students is the main capital that is adapted to local wisdom. Therefore, the foundation stone in the world of education must start from character education. Character is a personal trait or character that must be placed so that the children of the Indonesian nation will have a personality and noble character, are moral and ethical and have dignity. Education and teaching for students is strived to be developed for individuals who adhere to the noble values of Pancasila and the 1945 Constitution with Bhineka Tunggal Ika (Unity in Diversity).

**Keywords:** character education development, moral ethics, school

### Introduction

Character education is the most essential thing, it needs to be developed in the teaching of students today. Therefore, character education is a human activity in which there is a process of educational action. This is intended for students in an effort to maintain their eastern identity and personality on the basis of perfecting individual students to come forward, in a better direction. As one of the goals of character building is one of the goals of national education. In the National Education System Law no. 20 of 2003 explains that, the purpose of national education is to develop the potential of students to have intelligence, personality, and noble character. In line with the purpose of this education, it is formulated in Article 1 paragraph 2 which states the meaning of national education which reads "National Education is Education based on Pancasila and the 1945 Constitution of the Unitary State of the Republic of Indonesia which is rooted in the values of Indonesia's national religion and culture. and occurs in changing times. Education does not only form intelligent Indonesian people,

but also has personality or more character, so that later it will give birth to superior and developing generations with characters that breathe the noble values of the nation and personality based on religious teachings adopted in Indonesia. Then the functions and objectives of national education are contained in Article 3 of Law NO. 20 of 2003 which reads; "National Education works to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent and become a democratic and responsible citizen".

In simple terms, character is understood as the character, moral or personality traits that distinguish an individual from other individuals, in other words, character can also be said to be the actual state of an individual that distinguishes himself from other individuals. According to Thomas Lickona (2017), "Character Education contains three main

elements, namely: Knowing the good, (Knowing the Good), Loving the good (Desiring the Good), and Doing the good (Doing the Good). So, this character education carries the same mission as moral education or moral education.

The Muslim scholar, Muhammad Quraish Shihab, said that character education is a collection of experiences regarding education and history which then encourages the abilities that exist within a person to become a measuring tool or the human side to make it happen. Both in the form of thoughts, priority attitudes and character and manners. In the everyday sense, character is understood as innate from the heart, soul, character, nature, character, personality, personality, temperament and character. It is understood as the personality, nature, behavior, character and character of a person. Therefore, a person's disposition can be distinguished from the living habits of others, including students. This is what is called the peculiarity of the individual personality in a particular community, which differs in attitudes, thoughts and actions.

In the national context, Indonesia has an area of 1,922,570 sq km and a water area of about 3,257,483 sq km, while the number of islands it has is 17,504 islands and 600 islands are uninhabited islands. That the Indonesian socio-cultural system is a totality of values, social systems and human behavior in Indonesia, which must be able to embody the view of life and Pancasila philosophy into the life of the nation and state. Clearly, the characteristics of the nation are so diverse, but they are voluntary in preserving the unity of the nation and state. That is, it occurs in the order of unity in diversity, namely: in building the life of the nation. Although, there are differences, they are united in a consensus of Indonesian national insights. It is the national culture that is the glue for the establishment of the Unitary State of the Republic of Indonesia, which loves the values of togetherness on the basis of tolerance and diversity in diversity. In that spirit, the characteristics of the nation's children who are Pancasila need to be built and developed. Cultural Characteristics need to be directed to students (students) in their respective ages and levels of study. Because it is a moral and ethical standard for education and teaching to build a national education system on the basis of love for the Indonesian homeland.

We cannot deny that, Character education is the most important thing that needs to be presented. Because it is the most essential concept in building the noble values of the ancestors of the Indonesian nation. It is this background that provides motivation for the implementation of education in anticipating modern life and the situation of an unstoppable global acceleration of the world. The direction and strategy of national education is aimed at producing Indonesian human resources who have nine characters, namely: 1. Faith and fear of God Almighty, 2. Noble character, 3. Healthy, 4. Knowledgeable, 5. Capable, 6. Creative, 7. Independent, 8. Becoming a democratic citizen, and 9. Responsible. In connection with this formulation, Prof. Dr. HAR. Tilaar (2009) who spoke at the national symposium "Building a Vision for Indonesian National Education" conveyed a few corrections to the current national education vision: First: The characteristics of education that should be based on national culture are often ignored. Language teaching and character building are no longer a priority. Second: Prof. Tilaar saw that postcolonialism was very strong in the national education system when there were classes in education. From research on Christian High School 2 in

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This private vocational school has expertise competencies, namely: 1. Business in networking and marketing, 2. Accounting and financial institutions, 3. Computer and network engineering, 4. Automation and office management, 5. Travel business, 6. Nursing assistant, 7. Clinical and community pharmacy. Furthermore, the Christian Private Vocational High School (SMKSS) 2 Tomohon since 2020 as a center of excellence and also often makes North Sulawesi Province proud at the national level and the world of education will now start a new breakthrough. This new breakthrough that the people of Tomohon City should have been waiting for will also support Tomohon towards a "Smart City".

Project Rill-based learning in the world of work with the Department of Population and Civil Registration of the City of Tomohon, the published concept as a plus and this Christian private school is always willing to share knowledge and open the door wide for Vocational High Schools (SMKS) who want to visit Christian Vocational Schools 2 Please. With a million curricular and extracurricular achievements, including: 1st place in School Skills Competition for nursing vocational and travel business majors (LPW) and sent to the National level. In the field of sales of SMKS Christian 2 Tomohon, there is a department store / mini market that sells various household needs.

In connection with the work performance that has been built by the parties by the SMKS Christian 2 Tomohon, the researchers wrote a paper on "Efforts to Develop the Character of Students at SMKS Christian 2 in Tomohon City". Because in addition to developing superior and intelligent human resources according to achievement, proportion and professional work, the characteristics of students are also built in accordance with the vision and mission of the GMIM Christian school on the basis of living with the Lord Jesus Christ. This is the essential thing that must be upheld in the formation of morality and ethics for teachers and students.

## Research Methods

### A. Research Method Approach

It is clear that universities in Indonesia develop three dharms or tasks, namely: a) Educational Tasks, b) Research Tasks, and c) Community Service Tasks. Because Sunandi Suryabrata (2019) suggests: teaching staff, as the main element in academic activities on campus, also carry out all three tasks at once, because it is very necessary that every staff, teacher always try to improve his abilities and skills in carrying out the three tasks; in line with the development of science, technological developments, and the needs it faces. And, in addressing the research method, Surnadi Suryabrata (2019, 2) is essential. It is hoped that this will stimulate research enthusiasm.

Besides efforts to develop skills, develop attitudes and abilities. By stating the research method is "Conditio sine qua non"

In addressing the two kinds of qualitative methods, the qualitative research method is based on the philosophy of Postpositivism or Interpretive. This is what was developed by Sugiyono (2017) that, a qualitative research method based on the philosophy of Positivism, namely: a qualitative research method whose mindset uses quantitative

(deductive) methods, but the data collected in the analysis is quantitative data. Examples of quantitative problem formulations are answered with quantitative data, but it will be more accurate to use quantitative data. Thus, quantitative research with a quantitative mindset is used by researchers because researchers are generally afraid or unable to use quantitative analysis with statistics.

In terms of quantitative and qualitative methods Borg and Ball (1989) as discussed again by Sugiono (2017) as follows:

“many labels have been used to distinguish between traditional research methods and these new methods positivistic versus post positivistic research: scientific versus artistic research : confirmatory versus discovery oriented research, quantitative versus interpretive research, quantitative versus qualitative research. The quantitative – qualitative distinction seems most widely used. Both quantitative researchers and qualitative researchers go about inquiry in different ways”

Sugiyono (2017) suggests several things to find out the difference between quantitative and qualitative methods in this case it is stated that qualitative methods are called traditional methods (already traditional, because they are used naturally); Quantitative methods are based on the philosophy of positivity while qualitative methods are based on post-positivistic philosophy. The quantitative method is called the scientific method (using strict, objective steps, because the researcher keeps a distance from the researched) while the qualitative method is called the artistic method / more artistic, does not use strict steps), the quantitative method is used for discovery (Exploration to find Hypotheses). The quantitative method is called the quantitative method because the data obtained is quantitative data and the qualitative method is called qualitative because the data obtained is data collected mainly qualitative data. Both research methods (quantitative and qualitative) are both used to research in different ways.

In the book *Evaluation Research Methods*, Sugiyono (2018) says: qualitative research methods arise because there is a paradigm shift in viewing a reality/ phenomenon/ symptom. In this paradigm, social reality is seen as something holistic/whole, complex, dynamic and full of meaning. Such a paradigm is called the post-positivism paradigm. The previous paradigm was called the positivism paradigm, where in viewing symptoms, it was more singular, static and concrete. Post-positivism paradigm develops qualitative research methods, and positivism develops qualitative methods.

Sugiono (2018) also said that this qualitative research method is often called a naturalistic research method, because the research is carried out in natural conditions (Natural Setting), also known as the ethnographic method because initially this method was used more for research in the field of cultural anthropology. referred to as a qualitative method, because the data collected and the analysis is more qualitative in nature.

Sugiyono (2018) suggests that, qualitative research methods are research methods used to examine the foundation of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined) data analysis is inductive, and the results of qualitative research emphasize meaning and uniqueness rather than generalizations.

The process of data collection, both in the preparation, implementation and results of data collection is within the analytical framework, so that in this study the researchers used a descriptive practical analysis method (Miles and Huberman's model in Sugiyono (2021)). This was done in the perception of educational analysis. The character of students in school and the habitual life attitude carried out by the educational institution unit or private school teacher. Practical understanding here is not leaving the theoretical framework, but rather emphasizing attitudes towards knowledge. The use of inductive methods in the humanities is traced critically, which requires, reveals resource development efforts in descriptive analysis, by revealing and at the same time having a clear picture, and to meet these needs it is necessary to carry out, take an inventory, identify, classify, analyze and interpret socio-cultural realities and policies. In public and various government regulations or laws regarding the development of character education for the students concerned. This is done to provide a factual and actual picture of problem solving Winarno Surahman (1975), research and even empirical experiences in society or the world of education, in an effort to develop the resources themselves. It is not easy to develop these resources, not easy to let go of them in the process of this research, considering that such basic assumptions about the possibility of subjectivity cannot be taken for granted and cannot be avoided. Therefore, only research that departs from these objective conditions can answer the problems raised in this study.

In accordance with the research product as described previously, the researcher also found literature on the development of character education for students that occurs in people's lives and explores and analyzes it at the same time. This was done to assist in making questions, but also as an effort to get a line in structuring questions for data collection purposes, although the researcher realized that the lines made were not specific for changes that occurred due to the development of data carried out through interviews.

## **B. Data and Sources**

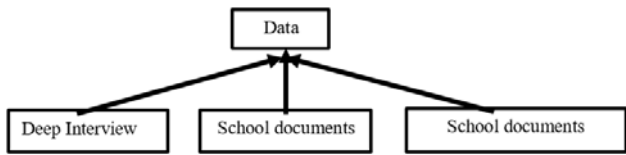
Based on the method of obtaining, the data in this study are divided into two parts, namely primary data and secondary data (Suprianto 1991)

- a. Primary data is data that researchers collect directly from the object. The primary data in this study is in the form of result data and obtained through interviews or data from research observations at the location.
- b. Secondary data is data that already exists and has been published or published by other people or organizations. Secondary data in this study is school documentation data such as the number of teachers and students, classrooms, supporting facilities and infrastructure and other data that have become school documents.

In this study also, the data collected are grouped into two, namely the main data and supporting data. The main data obtained from information are: principals, vice principals, teachers, administrative staff, parents, students and other parties, namely leaders of population institutions, school committees and other competent parties. Meanwhile, supporting data comes from other documents that can support this research.

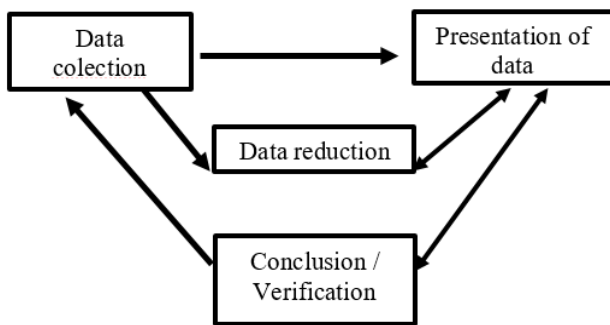
**C. Data Collection Techniques**

Data collection in this opinion follows the opinion of Sugiyono (2021) which is summarized: 1. Observations 2. Interviews, 3. Documents, 4. Triangulation.



**a. Data analysis technique**

The data analysis technique used in this research is qualitative data analysis. According to Miles and Huberman, it can be visualized in the following figure:



**b. Data Validity Testing Techniques**

There are four criteria used by researchers, namely:

1. Credibility or level of trust of data
2. Transferability
3. Reliability
4. Confirmability

The stages of data collection in a research, namely: the innovation stage, the exploration stage and the member check stage.

**Orientation Stage**

In this stage, the researcher conducts a pre-survey to the location to be studied in this research. The survey was conducted at SMKS Christian 2 in Tomohon City, conducting dialogue with school principals, vice principals, teachers, administrative staff, students, parents, leaders of educational institutions, school committees and other competent parties. So the researchers also conducted documentation and study literature to view and record the data needed in this research

**Exploration Stage**

This stage is the stage of collecting data at the research location, by conducting interviews with related elements, with interview guidelines that have been provided by researchers, and making indirect observations about school conditions and making indirect observations about the development of character education for students in secondary schools. Vocational

**Member-check stage**

After the data is obtained in the field either through observation, interviews, or documentation studies and respondents are given the opportunity to assess the

information data that has been given, to the researcher to complete or revise new data, the data is lifted and an audit trial is carried out, namely: checking the validity of the data in accordance with original source.

**Results and discussion**

**1. Government**

SMKS Christian 2 in Tomohon City is a private school owned by GMIM in which BPMJ is the supervisor through GMIM Ds. A.Z. R Wenas Foundation. So, everything must have the approval of the owner of the foundation. The relationship between the foundation and the school, among others: through meetings or meetings. Every school principal is required to report school management activities, namely to the foundation as soon as it occurs every quarter, every six months and every year.

The principal is responsible for leading the management of the school. Therefore, the legal entity of SMKS Christian 2 in Tomohon City is GMIM A.Z.R Wenas Foundation. Wenas Foundation (Deed of Establishment No. C-1252.MP.02/III 2006). The principal who leads the organization at SMK Kristen 2 in Tomohon City is under the auspices of the foundation. So, structurally, through the principal of SMKS Kristen 2 Tomohon, they are in a hierarchical relationship with the Foundation. (NS interview, 01)

Relations with the foundation occur structurally evenly. So the foundation is the boss of the school. Apart from being a legal entity, the relationship with the foundation is also because in schools the ASN teachers are based on a decree from the foundation. Therefore, good relations with the foundation must be maintained and developed so that cooperative relations can continue to occur. (SDa interview, 02)

In addition to foundations, schools are also responsible to the North Sulawesi Provincial Education and Culture Office. Monthly reports are submitted once a month. The contents are school activity reports, teacher reports, student reports. The report was submitted through Tomohon City through the Branch Office of Education and Culture (Interview DP-03).

Relations with the Provincial Education and Culture Office and the Office in Tomohon City, specifically related to administrative matters for ASN teachers assigned to SMKS Christian 2 in Tomohon City. The administrative management of teachers and ASN is carried out through the Office Branch because the Provincial Education and Culture Office has given authority to the branch office. (Interview NS-01).

The relationship with the foundation is also related to the school's obligation to make periodic reports to the GMIM A.Z.R Wenas Foundation. Every month, the school makes a report to the foundation management to be forwarded to the GMIM Synod Assembly Working Body (BPMS). Likewise for the City Education and Culture Office and the Provincial Education and Culture Office. Schools are required to make monthly reports (Interview NS-01)

The development of character education for students at SMKS Christian 2 in Tomohon City has now become a kind of icon that cannot be separated from the spirit of maintaining the principles and values that are the basic reference for the development of education in Indonesia. That is, trying to build facilities and infrastructure simultaneously with the development of IQ, SO and EC. Of



course, the cost of education that is beneficial for the development of its implementation depends on the parents of the students.

The teacher is tasked with carrying out his vocational responsibilities based on the main tasks that have been carried out by each teacher referring to the main task. The Deputy Principal for the infrastructure sector is responsible for coordinating with teachers. The school always tries to provide the right teaching staff or teachers to carry out their teaching responsibilities, which among other things must fulfill their respective teaching hours.

Like all vocational schools throughout Indonesia, SMKS Christian 2 in Tomohon City also has an Intra-School Student Organization (OSIS) management. The term of office of the OSIS management is one year. One of the legislative institutions is the Class Representative Council (MPK).

OSIS administrators concentrate more on students in many aspects, namely:

1. Section for Development and Piety to God Almighty
2. Section for the Development of Noble Character and Morals
3. Section of Superior Personality Development, National Insight, and State Defense
4. Section for the Development of Academic Achievement, Arts and Sports according to talents and/or interests.
5. Section for Development of Democracy, Human Rights, Political Education, Environment, Social Sensitivity and Tolerance in the context of Plural Society
6. Section for Creativity, Skills and Entrepreneurship
7. Section on Physical Quality, Health and Nutrition Based on Diversified Nutrient Sources
8. Literature and Culture Section
9. Section on Technology, Information and Communication (ICT)
10. Communication Section in English

### Supporting Factors

The supporting factor for the development of character education in schools occurs in the administration of government from the aspect of coordination is the cooperation of all parties. This collaboration involves active coordination of all parties, which includes cooperation with foundations as well as the Department of Education and Culture as well as the surrounding community. And the most important support foundation is motivation. (NS-01 Interview)

Another thing regarding the development of student character education at SMK Christian 2 in Tomohon City is the role of all stakeholders, namely: school leaders (principals), teachers, school committees, and parents of students. All of this is described in several programs designed, namely: 1. Education and professional education staff, 2. Learning facilities, 3. Cooperation in the world of work, 4. The SMKS Goes to Village Program. (Interview, NS-01 and SDA-02)

Then the following factors are human resources, namely: the availability of consistent and skilled teachers in carrying out their main tasks and functions. Each teacher functions and responsibilities. Thus, the government carries out its work properly because the teaching staff or teachers carry out their duties and responsibilities in accordance with their

respective tupoksi. (DP-03 Interview)

Another supporting factor is the moral bond between school leaders, teachers, and students. This moral bond is because it is one of the flagship of this Vocational High School (SMKS), students have a moral bond with students between teachers and with school leaders. Teachers always maintain students like their own children whose nature is carried out in various learning activities at school. (NS-01 Interview)

In an effort to develop character education for students, two-way communication will automatically occur in which exemplary and habitual worship are published every day. This includes coaching and division of tasks to build the character of the students. (DP-03 Interview)

Related to that, the enthusiasm of the teachers is also an important supporting factor for the implementation of all school activities, both the student learning process and extracurricular activities. Therefore, in the development of character education, it is necessary to strengthen the following: 1. Pancasila Student Profile, 2. Anti-violence, 3. Fun school movement, 4. Spiritual development. These four activities are carried out every day at the end of the morning apple and start learning in each class. (DP interview, 03). The factors that support the development of character education, namely: 1. Professional education and education personnel, 2. Learning facilities, 3. Collaboration in the world of work, 4. Goes to Village Vocational School Program. (SDa Interview, 02).

Another thing that is considered to support the development of character education is that the identity of the SMKSS Christian 2 in Tomohon City belongs to the Evangelical Christian Church in Minahasa (GMIM). Some of the students are children of the parents of GMIM residents. The ecclesiastical identity that makes this vocational school possible is known as a school with Christian Characteristics. This is recognized by GMIM residents, who are servants of experienced educators. In fact, as a school that has a Christian identity, an important asset that must be developed is the full support of the church. "The church must not turn a blind eye to Christian education." Then this school was able to develop because of its critical constructive efforts following the development of science and technology (Interview NS-01).

Another supporting factor is good coordination through school principals, vice principals, to teachers and administrative staff. Then, have a positive impact on relationships with students. Likewise, coordination with parents through available communication media went well, even during the COVID-19 pandemic. (interview SLW-04). It seems that there are important things that must be straightened out, namely: the living habits of students in their lives with their families, namely: habits on time, diligent in going to school, listening to parents, diligent in praying and worshipping. (Interview JP-05). By striving for a supportive environment, namely parents, staff, and the surrounding community. (interview TM-07).

Educational development occurs when all parties are willing to open up, especially students who are willing to be regulated, motivated to excel and have good personalities.

### Supporting Factors

1. Important Supporting Factors that make the implementation of education at SMKSS Christian 2 in Tomohon City are the role of the principal, school representatives (Committee), teachers and staff who

always strive to implement better school management. Therefore, it must be very influential for the development of character education at SMKSS Christian 2 Tomohon.

2. Adequate infrastructure and all school facilities trigger the capability development of the quality (quality) of the school in question. Moreover, the relationship of involvement is really grown and developed by all stakeholders in the school environment in question.
3. Another supporting factor is the image of the school as a Christian school, as a means of diakonia of the church in the world of education. Interests in this school are mostly members of the congregation who expect intellectual qualities, but also moral and spiritual qualities for their children. Therefore, the educational development of students is essential by following the example of the Lord Jesus Christ.

### Inhibiting Factor

As for the factors that hinder the character education cultivators, according to Amri's opinion (2013, 167) there are 4 factors that hinder the cultivation of character education in schools, including: 1. the child himself, 2. the attitude of the educator, 3. the environment, 4. Aim. Other views that were put forward as inhibiting factors, namely: 1. Busy parents and limited time at school to study, 2. Busy parents, 3. Parents' attitudes, 4. Environment, 5. Mass media. Another scientific language, which can hinder the formation of human religious character in the 4.0 era, is: Innateness / Heredity is the nature of tendencies possessed by every human being from the time he is in the womb until he is born. This innate is only a potential that develops or not a potential that exists in a child is very dependent on other factors. Second, the moral development of a person is largely determined by the first education. A person's ability to understand religious issues and religious teachings, this is greatly influenced by the intelligence of the people themselves in understanding certain religious teachings. Third, family. Family or household circumstances or daily activities in the family. The attitude of parents greatly affects the behavior of children. Because of social development in the family. With household conditions, where parents are loving, gentle, and fair and wise, it will foster a pleasant social attitude in children, with children's personalities being fun and sociable. Fourth, teachers/educators. Educators are one of the educational factors that are very responsible in shaping the personal character of students while in the school environment. Fifth, one of the factors that contribute to the formation of a person's attitude is the environment in which that person is located. The social environment is the most important factor in moral education. On the other hand, whatever disposition, personality, family, education taken, without being supported by a conducive environment, good character will not be formed.

From the results of the study, the researchers got the findings, namely: is the concern of students, parents, the environment and misuse of technology (interview, SDA, 02) It is stated that, family background (among others: Broken Home situation) and bad relationships outside of school (interview, DP, 03). Almost the same thing was stated by a student, namely: unfriendly environment, unfriendly relationships, attitudes and personality of students, situations from outside the school and even parents who

have not implemented character education (Interview TM, 05). Even other students stated that: Students often skip work, often neglect assignments and are undisciplined (JP interview, 04).

This is also stated, namely: the thoughts and views of students appear who do something based on their own volition or do not want to be regulated at all and only want to follow their own will (interview, CL, 06). Another opinion is that: students want to make their own rules, students who clearly don't want to interact, even students don't want it if their school is progressing (DZM interview, 08)

Then the factors - factors inhibiting the progress of the world of education in Indonesia, namely: 1. Low physical facilities, 2. Low quality of teachers, 3. Low student achievement, 4. Low opportunity for equal distribution of education, 5. High cost of education.

### Discussion

As a church-owned private school (GMIM), SMKS Christian 2 in Tomohon City in terms of school profile is not unique, like a special school. Theoretically, character development in this school includes several things: 1) Professional Educators and Education Personnel, 2) Learning Facilities, 3) Cooperation with the world of work, 4) SMKS Goes to Village Program. (SOP interview, 02).

The principal as the head of the school is responsible to the GMIM Education Foundation and the Provincial Education and Culture Office/Branch Office, among others in the form of periodic reports on all school administrative matters. Related to this is the position of the school in relation to the foundation (as a legal entity) and the position, which in this case concerns the status of the teaching staff (Teachers) of the SK foundation and ASN teachers.

The most important thing to point out is that the Character Education Development of students at SMKS Christian 2 in Tomohon City refers to the new paradigm curriculum, namely: Education Unit Operational Curriculum based on the Pancasila Student Profile. The Pancasila Student Profile is designed to answer one big question, namely: What kind of student profile (competence) does the Indonesian education system want to produce. Indonesian students are lifelong students who have global competence and behave according to Pancasila values. The statement relates to two things, namely: competence to become a democratic Indonesian citizen and to become a superior and productive human being in the 12th century. In this case, Indonesian students are expected to be able to participate in sustainable global development and be resilient in facing various challenges. A complete Pancasila Student Profile requires the development of these six dimensions simultaneously, not partially. The six dimensions are: 1. Faith, fear of God Almighty and noble character, 2. Global diversity, 3. Mutual cooperation, 4. Independent, 5. Critical reasoning, 6. Creative

Basically, in developing students' attitudes and personalities, it is also necessary to apply them to the Christian Vocational High School 2 educational institution in Tomohon City. It is intended that the students of SMKS Christian 2 in Tomohon City have the ability to face various challenges of the development of the science and technology era (Science and Technology and Arts) competitively and have a work culture according to the demands of the world of work. And

it seems that it is necessary to create a young generation that is intelligent, superior, and has noble character who is honest, moral, disciplined and sensitive to the surrounding environment.

The ultimate goal of Character Education Development at Christian SMKSS 2 Tomohon occurs with the expectations of educators and education personnel for students of SMKSS Christian 2 in Tomohon City is to have the competence of graduates who are intelligent and have character dimensions of the Pancasila Student Profile. Another thing that is the ultimate goal is the realization of students who have character and excel according to their passion.

Efforts to develop character education for students at SMKS Christian 2 Tomohon. The efforts made in developing character education for students are the implementation of the Pancasila Student Profile. The school movement is fun, the meaning of bullying and a work culture standard in the world of work and student career development programs. Therefore, it is necessary to give reinforcement in embodying and taking responsibility for these positive things since the morning apple and in starting learning activities in each class.

### Conclusion

Based on the results of research and discussion, the following conclusions are obtained:

1. The development of character education at SMK Christian 2 in Tomohon City, internally, has been going well. In forming the character of the students, it is the responsibility of the teachers in the school under the coordination of the principal. The principal must be a role model in efforts to organize education from the planning stage to evaluation.
2. Efforts to develop character education in the school environment are supported by the cultural and moral capital of all parties. So, character education is followed up to implement the form of students' religious characteristics, including: a. Condition Characteristics of SMK Christian 2 students in the city of Tomohon, b. Unsupportive social, cultural and economic environment, c. Constraints of attitude and character of educators (teachers). With a solution or a way out, namely: efforts to take a special approach to students, by building dialogue or communication and providing understanding to parents and building a strong commitment to the successful implementation of the cultural characteristics of students.
3. The ultimate goal of character education in the school environment is a reinforcement that is so relevant to provide a solution to the cultural moral crisis. It is intended, by increasing all potential intelligence and based on character education, it is hoped that students will compete in displaying high competitiveness. This happens to live and prosper, in line with other nations in the world that are increasingly advanced and developing.
4. Factors that hinder efforts to develop character education, namely: from the family. Both environments. Precisely, the environment plays a big role in the formation of children's character. Third, the curriculum of the educators. The learning curriculum is formed religiously, tolerance, work discipline, critical, creative, independent and so on.

5. Supporting factors for character education development efforts, namely: First, an environment that supports the learning process, school situations and conditions. Second, parents of students (students) who increasingly have the same educational concept, are open and integrated with school activities.
6. Efforts to develop character education for students at SMK Christian 2 in the city of Tomohon, namely instilling and developing character education in learning. Occurs starting from the learning curriculum, textbooks, extra-curricular and cultural traditions that apply in schools where students study. Therefore, schools as educational institutions are one of the important resources in order to evaluate goals and develop a curriculum that clearly contains content and teaching, namely: through Character Education Development.

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