

Four aspects triggering students' character matters in vocational schools

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Abstract. Suyanto, Slamet. 2019. This research was one of eleven character education steps proposed by Thomas Lickona (Lickona 2001). It dealt with factors that triggered character matters among vocational high school students. There were issues that vocational school students had many character matters. It was a mixed-method research, conducted in 22 vocational schools, 50% of which was public schools, and another 50% was private schools in Bantul district of Yogyakarta province. Data were collected through a survey and a Focus Group Discussion (FGD). The questioners were given to 660 students. The FGD was followed by 20 teachers. The data were analyzed quantitatively and qualitatively. The results indicated that (1) according to the teachers there were 20 character matters done by students, (2) however, only 18 characters were identified by the students, (3) there were four major factors compelling students to do bad characters, those were social, emotional, biological, and economic factors.

Keyword: character education, character matters, vocational school

1. Introduction

Vocational school students in Indonesia have been subjects to character matters because of their misbehaviors, such as fighting, bullying, and doing criminals. Some of the students drink liquor, smoke cigarettes, and abused drugs. Many female students get pregnancy without marriage, some others watching adult videos, and some boys doing sexual harassments. According to the National Narcotics Agency (BNN), 50-60% of drug users in Indonesia were teenagers with the amount of 3.8-4.2 million people per year (BNN & UI, 2012). According to the results of a survey of social behavior that was sponsored by a condom manufacturer Fiesta (2011) with 663 respondents, 64% of students of secondary school age 15-19 years were ever watch adult movies and 39% of them were ever doing a spousal relationship. The other results of a survey done by BKKBN and LDFE UI (2000) showed that the abortion rate was about 2.4 million cases per year, and 21% of whom (approximately 700,000 cases) were performed by teenagers. Student violations such bullying was also worrying. Data from the Commission for Child Protection, showed that in 2011 there were 339 cases of violence which caused the death of 82 people. In the first half of 2012 occurred 139 cases of violence with 12 people died (Guslaeni, 2012).

The socio-emotional misbehaviors of teenagers like in Indonesia also happen in United States of America. Schools in America experience various problems such as racism, juvenile delinquency, teenage pregnancy, low self-esteem, sexual disease (STD), drugs and alcoholic beverages, lies, theft, and cheated (Jones et al., 1999; Josephson Institute of Ethics, 2006). According to the results of the survey the Ethics of American Youth (Josephson Institute of Ethics, 2006), 82% of students lying on her parents, 62% lying on her teacher, 33% to copy-paste the document from the internet, 60% cheating in school, 23% of stealing from her parents, and 28% are stealing from the store. Therefore USA develops programs for promoting character education in schools.

Misbehaviors problems in Indonesia such above description should be addressed systemically through the education system. In the past Indonesia had some subjects that were specifically used for educating moral and building the nation character. Those subjects were Pancasila Moral Education (Pendidikan Moral Pancasila or PMP), Civic Education (Pendidikan Kewarganegaraan or PKn), and Religion education. However, those subjects now are likely not enough to build students' character and moral. The entire elements of the school, including all subjects, all teachers, and educational personnel, parents, and the community must joint together to educate the young generation with good morals, values, and characters which is called an integrated school-based character education (Lapsley, Holter, and Narvaez 2008).

The new curriculum in Indonesia also explicitly develops the students' knowledge, skills, and attitudes (MoE-k 2013). The attitudes including characters, values, and morals are explicitly stated in the core competencies (KI- 1 and KI-2) which are called spiritual competence and social competence. Therefore, it is an obligation for every school and its elements to develop the spiritual and social competence. The social competence are described more detail as Basic competences such as honesty, respect, discipline, responsibility, collaboration, objectivity, and perseverance. However, it is not easy to develop those competences because of difference values or perspective of moral between students and teachers. Research done by Slamet Suyanto (2013) showed a difference in the character or value admiration between the teachers and students on good teachers and good students. These findings indicate that there must be negotiated characters built in schools and those characters have to be discussed clearly on the practical bases. This is the foundation of the character building in schools.

The long-term goal of this research is to reduce student delinquency or misbehavior through an integrated school-based character education. These goal will be achieved through several stages of research. Lickona (2004) identify the 11 principles of character education. At this stage, the research objectives to be achieved are related to the stages of 1-3, which include: 1) Identify the various types of student misbehavior; 2) Identify the root of the emergence of the students' misbehavior; 3) Identify characters that must be developed to cope with student misbehavior.

The benefits expected to be obtained from the research is to develop a school-based character education to reduce students' misbehaviors, specifically in the vocational schools. In addition, the research results can be used as a basis for determining the direction of education policy in the future concerning moral or character education.

2. Research Methods

This study used a survey method and focus group discussion to identify the kinds of misbehaviors, the root of the emergent of the misbehaviors, and to develop a model of integrated school-based character education to reduce the student's misbehavior of students at the vocational schools. The survey was conducted in 22 vocational schools; 11 were public and 11 were private schools. The sampling technique was a purposive. Data about the various types of student misbehavior were obtained

through questionnaires given to the teachers and students. Data on the root of the emergence of student misbehaviors and characters that should be developed to address the student's misbehaviors were obtained through the Focus Group Discussion (FGD) involved the vocational school teachers.

There two types of data on this research quantitative and qualitative. The quantitative data were analyzed by using a descriptive statistics analysis of total, means, percentage, and standard of deviations. The qualitative data from FGD were analyzed descriptively.

3. Results and Discussion

3.1 Results

3.1.1 Types of Delinquency

Based on the results of the Focus Group Discussion (FGD), there are 25 of types of students' misbehavior among 31 types that are asked in the instrument. Among the highest percentage is the student misbehavior associated with low motivation (80.77%), playing HP in the class (50%), unrespect to the teacher, being late, out of class without permission, truant, smoking, etc., those of which reach 38.46% of the existing schools. More data are presented in table 1.

Table 1. Types of Students' Misbehaviors

No.	Types of Delinquency	The Number Cases	%
1	Low learning motivation	21	80.77
2	Playing HP in the class	13	50.00
3	Speak with the teacher disrespectfully	13	50.00
4	Being late to entry the class	10	38.46
5	Go to the bathroom too long and too often	10	38.46
6	Go to the cafeteria during the lesson	10	38.46
7	Drop out of the class	10	38.46
8	Being late to submit assignment	10	38.46
9	Littering (in the drawer of the table)	10	38.46
10	Destroying school facilities	10	38.46
11	Smoking in area of school	10	38.46
12	Not doing assignment	9	34.62
13	Sleeping in the class	6	23.08
14	Noisy in learning time	6	23.08
15	Fighting between friends	6	23.08
16	Bullying friends	6	23.08
17	Dating in school	6	23.08
18	Do not wear uniforms	6	23.08
19	Fraudulent money for school (SPP)	6	23.08
20	Having clash among schools	6	23.08

21	Girls make up while instruction underway	5	19.23
22	Stealing	4	15.38
23	Cheating	4	15.38
24	Lying	4	15.38
25	Under estimate sciences	4	15.38

N : 22 schools

From Table 1, according to the teachers there are 25 types of misbehavior of the vocational school students. 80.77% of them has problem with low motivation to learn specifically during science lesson. There are two types of lesson in the vocational school, productive lesson and normative lesson. It is interesting that students denied 15 types of the delinquencies or misbehaviors assumed by the teachers. Based on the question form against students, only 10 types of delinquency students committed students. Ten types of delinquency are consuming alcoholic beverages, taking drugs, committed murder, doing the bullying, smoking, being undisciplined, ditching, conducted anti-theft (taking other people's stuff), perform free sex, and cheating. It is the difference of the data between the teacher and the students. This indicates the presence of delinquency committed students and disliked by teachers, but unconscious students. The unconscious student delinquency among others using SPP money for other purposes, dating, preen, using HP, and threaten friends. It is of the view that the possibility of such a thing for students not included in delinquency.

Free sex and cheating issues is the question of who gets the score low (2.5). That is, two such issue is serious enough in school. The question of free sex here have a wide understanding, start watching porn videos, dating, and sexual intercourse. While the habit of cheating is the habit of using the answers/results other children work as answer/works on its own. Such behaviour includes also "Copy" and "Paste" texts or pictures from the internet without citing the source. There are 29% of the respondents that the task/test with cheating and as much as 18% of respondents that do conduct "Copy" and "Paste". The other issue is a question of stealing rather seriously, consuming alcohol, threatening friends, and others.

3.1.2 The Root of the students' misbehavior

Based on the results of the Focus Group Discussion (FGD), there are 12 types of the roots of students' misbehavior that raise 25 types of misbehavior. The roots of the problems were considered economic, social, biological, and psychological. The economic problems are related to the lack of money to buy some goods. For example, a student wants to buy a new hand phone or gaged but he or she does not have money; than he or she steals money from his or her friends. The social problems deal with friendship. In order to have friends, some students hang out until late night, smoking together, or even using drugs and drinking liquor. The biological problems relate to foods and sexual desires. Some students do not have breakfast so they sneaking to cafeteria to by some food during the lesson. Some students cannot control their sexual desires to have relation with their boy or girl friends. The psychological problems are related to the ability to learn. Some students lack spirit to learn since they do not have a strong motivation to succeed their study. Here some data on the roots of character matters.

Table 2. The roots of character matters

No.	Types of background	Source of character matters	Percentage
1.	Economic background	Want to buy some things but they do not have money	22.05

2.	Social background	Want to have friends and live as the community does	44.96
3.	Biological background	Desire to have a girl or boy- friend	12.65
4.	Psychological background	Related to learning motivation and existence	20.34

Core and additional characters that need to be developed as well as the strategy of developing the characters

To develop school-based character education, the teachers were asked to identify the various characters that need to be developed in each school in relation with the character issues. The teachers identify 12 core characters, and 12 additional characters. The core and additional characters that need to be developed as well as the strategy of educating the characters are shown in Table 2.

So, the root problem of the appearance of the character variety. There are a set of economic, social, biological, and psychological. To that end, each school should develop model-based character education school. It has been identified by the teacher. The teachers suggested a wide range of activities that can be used to develop good character and to anticipate an ugly character. The various activities is presented in the third column of Table 8. Activities such as praying in congregation and recitation were routinely used to instill religious values and good morals so that students avoid the various acts that ugly. Similarly, extension about reproduction, drugs, alcoholic beverages, and the dangers of smoking, as well as sex education is necessary so that students do not smoke, do not consume drugs and alcoholic beverages, as well as no sexual intercourse outside of marriage.

3.2 Discussion

Based on research, it was identified that there were 25 forms of character matters in SMK in Bantul. This is quite worrisome, because of 31 types of delinquency students who entered in the instrument, 25 types of students do. This means that students have been doing 80.65% of these types of delinquency are asked. This needs to be taken seriously by the school to quickly develop character education based school before they became worse. Bad habits gradually formed into a bad character (DeRoche, 2009; Cunningham, 2007).

The characters matters that occurred in school generally look simple, like smoking, cheating, and ditching. Nevertheless, the question of the existing character represents the long-term impact that ugly. Smoking, for example has a very bad health effects, particularly the health of lungs. Cheating is a complex issue, the first thing it shows students are not confident with his ability. Second, it also shows that students do not take pride in his ability and the results of his studies. The student should remain proud of the results of his studies, which he used to do himself, than he earns high scores but the results of cheating his friend. Third, it shows ugly culture that will impact student learning results are ugly anyway. Cumulatively, some characters are not good learning results will cause ugly, such as lazy, cheating, plagiarism, dishonest, and undisciplined (Lickona and Davidson, 2005; Jones et al, 2006).

The root of the question of the character variety, different for each child. However, there is a character that has the same root issue. For example, students who spend money SPP for much else are generally not from children who could not afford, but from the children who want to appear "whew" exceeds the ability of the real. Students are not able to control themselves curb desires. Students use the money to

meet the desires of the SPP and not needs. Therefore, to overcome it, students need to be trained to recognize what is the need and desire. Character education is basically grow a good attitude towards yourself students who will continue to do for his life (Lickona & Davidson, 2005; Bohlin, 2001).

The behavior of students who preen in the class has a different background. There are students who do that because he wants to look so pretty "interesting" attention boys that she liked. Kids falling love ABG at someone inclined to do just that. There are also students who want to appear different in order to attract men to take him away and eat together. In fact, there are students who dress up so that there are adults who want to take him out on a date. So student behavior can be criminal by others (Richard Guslaeni, 2012; BKKBN, 2011).

4. Conclusion

Based on the research results and discussion conclusion to be drawn as follows: 1) Vocational schools faced many students' misbehaviors. There were 26 kinds of character matters according to teachers, but only 17 of them were approved by the students; 2) There are four roots of the students' misbehaviors including social, economic, psychological, and biological issues; 3) To anticipate the character issue, the teachers agreed to develop a specific model of an integrated character education because each school faced different types of students' misbehaviors.

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