THE ROLE OF FORMAL EDUCATION IN SHAPING STUDENTS' CHARACTER AT SMK SWASTA TELADAN TANAH JAWA: A CASE ON CHARACTER EDUCATION

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Abstract

It is not simple to develop a child's character. Formal education combined with a good value planting method can help students learn more effectively and shape their personalities. Families, schools, communities, government, and the media all share responsibilities for children's education and character development. The family is the first and most important environment in which children's personalities are formed. The formation of personality Education in schools is an important element of the school's efforts to meet parents' expectations of developing, moulding, and establishing excellent character in their children. Integration and synergy between education in the home (informal) and education at school are required to build and develop children's character (formal). The combination of informal and formal education is hoped to build a good character for students' especially for the human resources. As we know that Indonesian is rich of natural resources while the human resource's aspect is a problem. The problem can be solved by enhancing the character of strong human capital based on the Indonesian nation's character through various forms of education (formal, informal, and non-formal) and at various levels of education (ranging from primary, secondary, and tertiary education).

Keywords: Formal Education, Informal Education, Character Education.

INTRODUCTION

A good character is something that parents want to achieve and dream for their children. Parents always dream of their children can have a strong moral character, be courteous in ethical and aesthetic matters, and behave well in daily situations (Herman et. al., 2022). But the problem is what parents dream is always different from the reality. These parents' expectations and wishes are often unaccompanied by attempts and acts to shape their children's character in the desired direction. Meanwhile, every child of school age requires parental guidance and direction in every activity they engage in on a daily basis. This is happening because of parents are not aware that children's character is not only shaped at school, but family is the first place where the children's character is started to be shaped. To build a character, formal and informal education can be used to gain it. First, informal education is a method of character building that, in reality, must include all members of the society, including households and families, schools,

and the general public. Households and communities must be empowered as informal education and character-building units (Prayetno and Manullang, 2011). This definition means that children's characters are influenced by the society. The way of parents to teach and guide their children in shaping the character is also not in a good way. The simple example is from the way of communication. Children tend to imitate their parents or older people in communicating. If parents tend to say bad words like insulting, this means children are also doing the same thing. In short, parents and family with society have a very important part in shaping children's character (Arlis dkk, 2022).

Second, formal education is the continuation from informal education in shaping children's character. Formal education, according to Inanna (2018:28), is a three-tiered education system that includes basic education, secondary education, and higher education. Hence, education is a deliberate endeavor in the mentoring and learning process for individuals to develop and evolve into self-sufficient, responsible, imaginative, intelligent, balanced, and worthy human beings, both physically and spiritually. From these two explanation about formal and informal education, the researcher can conclude that both education is very essential in shaping children's character in order to have a good moral, attitude, personality and so on.

National Education serves to build abilities and form character, as well as a dignified national civilization, in the sense of educating the nation's life, with the goal of improving the ability of students to become human beings who believe and have devotion to God Almighty, with noble character, good, intelligent, competent, creative, independent, and a democratic with responsible citizens. These national education policy is contained in Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, demonstrating that PKK is one of the President of the Republic of Indonesia's top priorities. In response to Presidential Regulation No. 87 of 2017, the Minister of Education and Culture (Permendikbud) has released Ministerial Regulation No. 20 of 2018, Improving Character Education in Formal Education Units. The introduction of Enhancing Character Education is crucial for developing and educating these children's mental and character growth. The role of a trip-centered education, namely school, family, and community, is suggested in Strengthening Character Education (Herman, 2020; Herman et al, 2021).

Karo-karo (2013:7) explained that the school atmosphere can be described as an excellent educational setting for the development of student character. All of the school's activities can be incorporated into the character education curriculum. Formal and informal education are very essential to support the character education because of some phenomenas such as: not all of them are intelligent, as shown by their lack of faith, godliness, virtuous character, creativity, independence, and responsibility, as well as their lack of a brilliant mentality, mental personality, and academic achievement. Hence, A moral crisis will result in the deterioration of the nation's economy, corruption, collusion, nepotism, and unhealthy behaviors such as war, vandalism, abuse, drinking alcohol, using drugs, and even murder, among other things. The moral crisis should be foreseen as early as possible, and one way of doing so is through character education. This moral crisis is sure to give a very bad impact to human resources. In order to prepare the next generation with a competent human resources, it is sure that a strong and good character based on education can be implemented for the students through education. Based on this reasons, the researchers would like to share and socialize the benefits of formal education as the community engagement by lecturerts in shaping the character education

through every subject for teachers to students at school.

METHODOLOGY

This community engagement was conducted by using descriptive qualitative method. According to Ary, Jacob & Sorensen (2010) stated that descriptive research design is to obtain information concerning the current status of phenomena and to provide rich verbal description of settings, situations and participants (Purba et. al., 2022). To understand the phenomena, the researcher used lecturing, group discussions and documentations (Sherly et al, 2021; Sinambela et. al., 2022). Some lecturers from English Education and Physics Education Department took part in this community engagement research, The location for this community engagement was SMK Swasta Teladan, Tanah Jawa in Simalungun regency. The participants to be priorited were teachers at the school. There were 32 teachers and the headmaster himself participated in the socialization. The socialization for the empowerment of education character at SMK Swasta Teladan Tanah Jawa was conducted on 7-8 January 2020. Materials and equipments used in this community engagement were powerpoint with infocus, microphone, and others that supported the event. After the presenters presented the materials with lecturing to the participants, hence, the session for question-answer was welcomed for the participants. Last but not least, the group discussion was created in order to share and exchange ideas among teachers for discussing the role model of formal education benefit for every subject given to students in shaping their character.

RESULTS AND DISCUSSION

This community engagement was quite interested and active since the teachers who participated in this event were all coming. The socialization for this community engagement was officially begun with the welcoming speech by the headmaster of SMK Swasta Teladan Tanah Jawa, Ganti Marulak Hutauruk, M.Pd.

After the participants were given a lecturing with powerpoint and some explanations with group discussion for sharing about the role of formal education in shaping students' character, especially character education, the researchers felt that teachers' perception became more widen. Some findings in this community engagement after the socialization were: 1) Academic learning is equal to be implemented along with emotional and social learning, 2) teachers need to implement that competition is less important than cooperation and collaboration among students, 3) Fairness, respect, and integrity are among the values instilled in students both within and outside the classroomm 4) In the national context, respect the diversity of religions, cultures, ethnicities, races, and socioeconomic classes, 5) Teachers are encouraged to implement character values in every topics of subject given to the students, 6) An effective and integrated teaching method along with the character values implemented in the subject, and last but not least, to implement the literacy culture for students at school

Figure 1. Ganti Marulak Hutauruk, M.Pd. (standing) gave welcoming speech and instruction along with some presenters

Figure 2. Speaker (Dr. Herman, S.Pd., M.Pd.) started the presentation to the participants by explaining the importance of formal education for students' character

Figure 3. Participants (teachers) were focusing to the presentation in the community engagement

CONCLUSION

Character building for students in the past and in present is very different and much more difficult than before. These phenomena happened because of the increasing of technology advances. One thing that everyone should know that to build the students' character is not merely school's responsibility (specifically teachers), but also family for informal education. The development of their character also depends on the students' interaction in society and the use of the technology itself. Parents entrust their children to school to be educated and had a strong and good character. Education in the family (informal) as well as in the school environment can impact the success of students (children) in transforming into a character with character and education (formal). Character education will be more effective if it is linked or synergized with informal education in the home and formal education in the classroom (formal). In short, school and parents should have a good collaboration in order to mould the characters as expected**.**

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