

IMPLEMENTATION OF STUDENT CHARACTER EDUCATION THROUGH LEADERSHIP CAMP AND SOLO CAMP PROGRAM: STUDY AT SMA NEGERI SUMATERA SELATAN

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Abstract: The implementation of character education has different models or methods in terms of approach and practice, especially at schools. The same thing is done by SMAN Sumatera Selatan as an innovation in shaping the character of its students by holding Leadership and Solo Camp activities which are routinely carried out to shape the character of its students. To observe this, the research method used was a descriptive qualitative approach with the unit of analysis being a study in one of the areas of high school which is SMAN Sumatera Selatan. Determining the informants was carried out by snowballing using 10 informants. The data collection technique uses primary data obtained from direct observation and interviews using interview guidelines. This article also uses secondary data in the form of historical literature or literature studies. The results of this research state that SMAN Sumatera Selatan is a boarding school that implements routine boarding activities every day. Apart from that, each student's activity has been arranged and is in accordance with their interests and talents, this supports the Merdeka curriculum school standards and is in accordance with the Vision and Mission of SMAN Sumatera Selatan to form national leaders and is supported by nine core values, which can work in synergy. and sustainable. On the other hand, the Leadership Program and Solo Camp can be a forum and the first step in improving leadership character and survival spirit in the field. This is one of the superior programs for character building at SMAN Sumatera Selatan.

Keywords: Implementation, Character Education, Leadership Camp, Solo Camp.

Abstrak: Penerapan pendidikan karakter memiliki model atau metode yang berbeda-beda dalam hal pendekatan dan praktiknya, khususnya di sekolah. Hal serupa dilakukan oleh SMAN Sumatera Selatan sebagai inovasi dalam membentuk karakter siswanya dengan mengadakan kegiatan Leadership dan Solo Camp yang rutin dilaksanakan untuk membentuk karakter siswanya. Untuk mengamati hal tersebut, metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif dengan unit analisisnya adalah studi di salah satu SMA di Kota Palembang yakni SMAN Sumatera Selatan. Penentuan informan dilakukan dengan cara snowballing dengan menggunakan 10 informan. Teknik pengumpulan data menggunakan data primer yang diperoleh dari hasil observasi langsung dan wawancara dengan menggunakan pedoman wawancara. Artikel ini juga menggunakan data sekunder berupa data pustaka atau studi pustaka sejarah. Hasil penelitian ini menyatakan bahwa SMAN Sumatera Selatan merupakan sekolah berasrama yang melaksanakan kegiatan rutin berasrama setiap harinya. Selain itu, setiap kegiatan siswa telah tersusun dan sesuai dengan minat dan bakatnya, hal ini mendukung standar sekolah kurikulum merdeka dan sesuai dengan visi dan misi SMAN Sumatera Selatan untuk membentuk pemimpin bangsa serta didukung oleh sembilan nilai inti (9 core value), yang dapat berjalan secara sinergis dan berkelanjutan. Di sisi lain, Leadership Program dan Solo Camp dapat menjadi wadah dan langkah awal dalam meningkatkan karakter kepemimpinan dan semangat bertahan di lapangan. Hal ini merupakan salah satu program unggulan untuk pembentukan karakter di SMAN Sumatera Selatan.

Kata Kunci: Implementasi, Pendidikan Karakter, Leadership Camp, Solo Camp.

INTRODUCTION

The existence of the national education system in alleviating poverty has recently been questioned, seeing that the percentage of poor people is still relatively high at 12.33 percent (BPS, 2023). With the high rate of poverty that occurs, it has led to speculation as to why Indonesia has abundant natural resources, with the largest archipelago in the world reaching more than 17,000 islands stretching for 5,110 kilometers with a width of around 1,600 kilometers or 9.8 million square kilometers along the equator (Suyanto, 2019). The area owned also has fertile land contours with the second largest tropical rainforest in the world after Brazil, a natural resource that has the potential to reduce poverty if its use can be optimized, but this is inversely proportional to the existing reality.

On the other hand, with various abundant natural resources both in terms of soil fertility and natural wealth, both in water and land areas, the poverty rate is still high, even though it experienced a decline in 2022, but with abundant natural wealth the poverty rate should be able to decrease even more. small, considering that the poverty rate still reaches 12.33 percent or around 25.90 million people (BPS, 2023). This also has an impact during 2020-2023. Indonesia's Human Development Index (HDI) only has an average score of 74.39, below several countries in Southeast Asia, and currently the city with the highest HDI is DKI Jakarta, namely 83.55, and the lowest HDI value is Papua 61.39 in 2022 (Bappenas, 2023; BPS, 2023).

Community living conditions are one of the indicators of the existence of less than optimal utilization of the wealth of natural resources they have, actions that lack the use of human resources also have impacts such as high crime rates in Indonesia, whether carried out by ordinary people or stakeholders, of course in terms of this will have an impact on the welfare of the community, especially in meeting their needs. The crime rate at the beginning of the January-April 2023 period had reached 137,419 cases of crime (Polda Public Relations Division, 2023). Corruption acts carried out by stakeholders based on ICW data were 579 cases of corruption or an increase of 8.63 percent (ICW, 2022) with various problems existing ones, will certainly have an impact on the sustainability of society at large, and show indicators that the condition of decline for society is the current economy, especially the interconnection of each criminal act which has a negative impact.

Various speculations arising from less than optimal use of natural resources and criminal acts have a greater impact on the current problem of poverty. For this education system, it is full responsibility in overcoming existing problems, because stakeholders have an important role in carrying out credibility to build community welfare, but reality shows the opposite of what is happening, such as acts of corruption carried out by individuals with specifications who have an educational level, which is relatively high, and the implementation of education does not provide beneficial practices for the wider community (Dwintari, 2018).

In the legal function of an Education must have the ability to develop and shape character in supporting the civilization of the nation, cultivating the potential of learners to become a believing human being, fearful of and providing benefits for society and the masses (Suyanto, 2019; Ali, 2018). So that the main function of education is to be able to form the character, the noble morals, that are destined in the future civilization (Zubaidi, 2011). However, the reality shows that Education has not been able to stage or not yet optimized the successor candidate of the nation who is able to stage with integrity and common sense, because there is still a lot of criminality, especially stakeholders who should set an example in integrating in helping the welfare of the Society. Therefore, it is necessary to improve the early character education to make the successor candidates of the nation in building the character of the nation.

Character education is a learning process that supports the social emotional and ethical development of students with an effort to contribute to building character, because the existence of character education has an existence in shaping character personally in various ways, especially to advance and impact society (Sutisna et al., 2019; Sumarno, 2023). According to Zubaidi (2011),

in The Master Design of Character Education, in shaping the behaviors that students have, including confidence, responsibility and integrity, the function of instilling an understanding of character from an early age is actually oriented to developing a profession, improving and strengthening the personal, sorting and filtering the culture and the developing culture. In order to implement the goals of character development, it is necessary to have principles that are instilled from an early age, given the current culture of development needs to be prepared for the next generation of the nation.

Basically, the implementation of character education has different models or methods, both in terms of approach and practice, especially in schools (Sangadji, et al., 2021; Asad, 2021). The same thing is done by SMAN Sumatera Selatan, apart from building student character by using the curriculum and other supports such as the environment. However, the role of character development which only focuses on the curriculum cannot be optimized, and additions and innovations need to be made in building student character, just as is done by SMAN Sumatera Selatan as an innovation in shaping the character of its students by holding Leadership and Solo Camp activities which are routinely carried out to shape the character of students.

The above exposure description highlights that the role of teachers is a key component in developing programs to support and innovate effective and enjoyable character education for students. Not only an educator, a teacher, an analyst, a transferor, a motivator, an evaluator, an inspirer and a developer of innovation, more than that a teacher must be an example for the success of character education in schools. This analysis tries to examine the values of teacher exemplarity as a means of character development of SMAN Sumatera Selatan students.

METHOD

This research used a qualitative descriptive approach with the analysis unit of a study in SMA Negeri Sumatera Selatan. The information determination was carried out in a snowball with the use of 10 informants. Data collection techniques through primary data obtained from observations and interviews directly using the interview guidelines, this article also uses secondary data in the form of literature reviews or literature studies by analyzing studies with topics of discussion such as Educational Programs, the exemplariness of educators, and the formation of student character, sources through reading materials such as scientific journals, and library studies (Muazza, 2021).

Informants for research on the Implementation of Character Education for students through the Leadership and Solo Camp study programs at SMAN Sumatera Selatan were divided into 2 types of informants, namely main informants and supporting informants. The main informants for this research consist of teachers and people in charge of the Solo Camp and Leadership programs at SMAN Sumatera Selatan, supporting informants in the form of students and students who take part in Leadership and Solo Camp activities. The division of 2 types of informants is based on qualitative research methods to determine the characteristics of the data source, such as looking at the object that is the focus of the research, then the research subject also determines the informants who will be researched (Moleong, 2009). So in this research, the main informant has criteria that have been determined based on how much the informant knows about the implementation of student character formation with leadership activities that are directly involved in the implementation of the implications for building student character as the nation's next generation, and while the supporting informants have the criteria as objects. who are given character building and are directly involved in activities carried out by the person in charge of the Leadership and Solo Camp programs, but they can provide information about the implementation and basic efforts carried out by teaching staff through the character development program given to students.

The researcher's role in this research was through direct observation in the field at the SMAN Sumatera Selatan, and openly conveying the goals and objectives of the research carried out at that location. Researchers play a role in identifying the values, biases and backgrounds of each informant (Cresswell, 2015). In this research, the researcher played an active role in the

implementation of the research and acted as a data collection instrument. The role of this research is non-participant observation, because the researcher is neutral and does not live at the research location. Researchers only search for and collect data related to research. The information obtained from the research is in the form of a field report to find out about the implications of practice in character building through Leadership and Solo Camp activities. In this way, the researcher attempts to convey this through the discussion in this research.

This research analysis technique has 4 (four) stages starting from preparing and processing data for more specific analysis using a coding process, then the data is presented in the form of a narrative that explains the data (Cresswell, 2015). The first stage of research is processing and preparing what is needed in the field, by preparing interview guidelines. In this research, the interview results obtained from the field are managed in the form of interview transcripts. Second, after obtaining data regarding the implementation of Leadership and Solo Camp activities in shaping student character at South Sumatera State High Schools, researchers must also be able to interpret the meaning obtained from observations and interviews as a whole. Third, data was collected through grouping through categorization which is related to leadership and Solo Camp activities in shaping student character. The four results of this research were obtained from interviews in the field by interpreting them as data or interpreting existing data sources. Submission of the research is based on data obtained regarding the implications of student character formation through Leadership and Solo Camp activities based on data and conditions in the field through analysis.

RESULT AND DISCUSSION

1. Description of Student Condition

Students are a unit in an education, which is desirable in pursuing knowledge in the form of skills, knowledge, and personality because it is a phase that is developing or growing with an orientation to the future fulfillment of each student who certainly needs guidance and consistent guidance towards the development of his character. Every field of Education from the most basic level to the upper level certainly has advanced stages in the material of each Lesson taught by students, but there is one thing that is focused on consistency in providing understanding of the character of the learners (Ramadani & Fitriasia, 2023). This is due to the assumption in the general public that morality is above science, so the consensus that its main priority is character education in preparing the next generation of the nation in shaping its character and personality, even today it is often associated with a mental revolution, which if understood carefully the revolution must be prepared from an early age, or in students who are learning Education.

SMAN Sumatera Selatan is a boarding school, its activities are controlled with a structure in managing activities every day, so that students are controlled in their activities. Each student's activity has been arranged and is in accordance with their interests and talents, this supports the Merdeka curriculum school standards, the school has even carried out activities such as giving students the freedom to pursue their interests with the support of mentoring and direction, this is because of SMAN Sumatera Selatan has a Vision and Mission to form national leaders and is supported by nine core values, and what is currently being practiced in the Merdeka curriculum has actually been practiced for a long time by SMAN Sumatera Selatan, and innovations are always made in supporting basic education, namely strengthening student character.

The characteristics of various students are different, considering that SMAN Sumatera Selatan is a school that has the capacity to accept outstanding students from various regions, from districts to cities in South Sumatra Province. This school is a scholarship-based school for outstanding students who have a lower middle class or underprivileged economy. With this program, it is hoped that it will be able to provide opportunities and possibilities for outstanding students, and this is one form of implementation of equal distribution of educational opportunities for the entire community. Scholarships are given from entering school to graduating from school, not only that, the school provides assistance to develop the character of students in its own ways and methods, and this is quite effective by looking at indicators of

several changes in students both at school and outside school, as well as several alumni who have worked in several agencies, both private and state, by turning several students and alumni into sources of information during in depth-interviews.

The activities provided by the school focus on developing student capacity, student character, and student achievement in the form of support in various competition events, both at city and international levels. However, in this research study the focus is on the implementation of character education, which in several sections has described capacity development efforts that can be carried out or innovated so that there is no conflict between character education and current developments. Educational efforts certainly require evaluation to build student character in accordance with what is urgent in the current era, and SMAN Sumatera Selatan seeks innovation to develop student character which has been carried out since the founding of the school with several changes in collaboration with stakeholders in developing character. students guided by the Nine Core Values.

2. Student's Character Cycle

The activities of SMAN Sumatera Selatan students have similarities with schools in general, but there are several approaches to carrying out character education, such as those carried out in activities during school which are actions that support building student character education. At the beginning of accepting students, students already understand what constitutes training and learning to support the character of each student, this is the same as what was conveyed by the informant (EK) that students already know what education related to character is carried out in When entering SMAN Sumatera Selatan, this becomes a special attraction for students, especially those in rural areas, and access is used by social media to find out what the agenda is for developing student character.

SMAN Sumatera Selatan students have various characters, it cannot be denied that there are differences in understanding and learning that have been given at previous levels of school, and the reality also shows that each education has different optimizations, especially the understanding of character education is sometimes not optimal, especially education in rural areas. For sure this affects actions and behavior at the new level of education, there needs to be adaptation to show changes that suit the character needs of the students preparing themselves. As stated by one of the informants (RM), new students are different from where they come from, and of course this requires harmonization regarding character education as a whole, because understanding character education needs to be done in relation to character education which is the focus of National education.

During the transition period there are significant changes in the actions of the students, this is because activities have been scheduled every day, but this will be the final of the various activities later after the Leadership activities for class X (ten) and Solo Camp for class XI (Eleven). The finalization of activities is of course adjusted to the capacity of each class, and before finalization of course every agenda and activity is an implementation of education to strengthen student character, this is also encouraged by the existence of character education carried out on a national scale, such as P5 activities, so that educational activities character traits carried out by SMAN Sumatera Selatan can run in synergy and sustainability. Just as stated by the informant (FR) that every student has changes from the first time they enter school until the teaching and learning activities take place, and each student now becomes a person with character, both when they are at school and when they are in the dormitory. This change has of course been controlled by the existence of learning and the scheduling of each activity, and of course the environmental atmosphere is also a support in optimizing student character development, and boarding schools are also a supporting focus for understanding and discipline outside the realm of school.

3. Character Education Process

Character education must include actions that are adapted to current developments, so that students are able to adapt and develop the character they previously had, and can complement each other by strengthening positive character for students, and of course this will have an impact on other students (Asad & Fridiyanto, 2020). Character is sometimes formed due

to pressure and challenges that require individuals and institutions to look for solutions by innovating character education such as creating Leadership and Solo Camp programs as an effort to shape, develop and sharpen student character. Of course, changes are also made by mobilizing the character that students previously had and providing understanding in the form of character education to be able to shape character according to the abilities and desires of each student.

The character education provided by SMAN Sumatera Selatan provides changes in aspects of students' personalities in order to face objective reality and must be prepared. In other cases, the character education provided not only has an impact on personality, but also strengthens students' positive character, such as growing intelligence and reasoning thinking. On the other hand, the assumption is that providing character education will change students' understanding, in fact character education is provided with the aim of strengthening the character they previously had, the same thing was conveyed by the informant (IK) that every activity provided is an implementation of character building, because the schedule for each agenda is set. make students have more personality value, and the activities provided are not to change or eliminate the character they previously had, but rather to strengthen positive character in students.

Changes occur in students based on utilizing the facilities provided by the school, aimed at preparing or creating added value to support the lives of students, this is done based on personal awareness, as stated by the informant (DN), carrying out the activities provided is when they first enter school, because it is a driving force for students to fulfill their cognitive and social life needs. In line with what was conveyed by the informant (FH), there is no coercion in its implementation, because every activity is interesting, and there is no pressure to do it, and it is an encouragement for students to follow on their own basis and wishes, because the delivery of character education is tailored to the goals and prepares students in live in the future, even the finalization of character education activities is a moment that students have been waiting for. This is because there is innovation in providing character education with play and adventure in nature, as well as being an effective methodology for students to use, but not only that, of course there is support for activities such as boarding schools, and other interrelated activities.

4. Implementation of the Leadership camp and Solo camp

The activities carried out are a form of nine core values, meaning that the Leadership Program and Solo Camp activities are an implementation of the vision and mission of SMAN Sumatera Selatan. The nine core values are the foundation of several activities carried out, especially in implementing character education, substantially the content of each activity has been innovated to achieve effectiveness in implementing the program, and there is no change in the content of the nine core values, because the content is subjective and objective in use. until now (Asad & Fridiyanto, 2020).

Then the question will arise as to what constitutes the substance of the nine core values of SMAN Sumatera Selatan. Contextual content, namely, Excellence (cognitive intelligence), Integrity, collegiality (Cooperation), empathy, Innovative, Accountability (responsible), patriotism (Patriotism), Respect, Courageous. So what makes it different from other school contexts? Questions like this lead to the understanding that all schools will have similarities, but in the context of this research it aims at implementation or practice in optimizing the understanding of character education. In particular, some of the activities carried out are innovations based on natural education by engaging competent stakeholders, such as military agencies, namely Leadership and Solo Camp activities.

The informant (ES) said that SMAN Sumatera Selatan is a boarding school and of course there must be harmony between each student, creating a conditional atmosphere in daily activities for learning, and comparing students' personalities, as well as the various places where students live. The differences and influences of contemporary developments have had quite a negative impact on young people (students). Therefore, character education is an urgent subject for educating students in the current era, with Leadership and Solo Camp activities being the initial step and finalization of implementing the nine core values.

Leadership camp is an activity as a first step given to grade X (Ten) students. This character education is provided to foster leadership practices consisting of integrity, responsibility, courage and patriotism. This education has gone through several changes or innovations carried out by SMAN Sumatera Selatan, where this activity is carried out as a mandatory activity that must be carried out by students, all have several agendas, such as outdoor activities guided by teachers as committee members, and in collaboration with institutions military in its activities. Not only that, several activities address the philosophy of life, such as the Night Hiking, where students look for an object at night to fulfill their needs in the activity, of course there are several challenges that must be overcome, then there is also river crossing as a form of teamwork in passing obstacles that train physically. One of the goals is to train mentally, and instill a constant focus on each student's main goal, never paying attention to the obstacles or obstacles that exist, as well as an understanding that hard work and cooperation are the substance of life in living both individually and socially.

Solo camp is a continuation of Leadership activities, solo camp activities are given to class. The practice given is how to survive, given the conditions in the field, and the teamwork required, not only that, they are required to help each other. This activity is different from camping, there are several implementations carried out, such as training provided by military agencies, namely the Indonesian National Army, Air Force, which has been carried out in collaboration over the last few years. The activities are related to physical strength and teamwork, with students carrying out food fulfillment activities independently. The aim of carrying out this activity is to be able to survive and remain committed to maintaining integrity wherever you are, and wherever you are, there is a need for students to understand cognitive intelligence.

CONCLUSION

Implementation of student character education requires innovation in carrying out the implementation process, by evaluating each activity process, as well as understanding the needs of students in meeting needs related to character personality, and the choice of strategic approach needs to be done as a form of strengthening the character of students according to capacity.

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