

National Character Education In Teaching Balinese For Grade Seven Of SMP Negeri 1 Singaraja

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Abstract

The study is aimed at describing the national character education in (1) planning, (2) implementation, and (3) evaluation of the implementation of the Balinese instruction in VIII grade of SMA Negeri 1 Singaraja. The subjects in this research were the Balinese language teachers in class VIII A1 and VIII A2. The objects of research were : (1) the national character education in the instruction planning of learning, (2) the national character education in the implementation of learning, and (3) the national character education in the evaluation of the implementation. There were three research methods, namely the recording of documents to collect planning of learning data, observation to collect implementation data and evaluation of the implementation, and interviews to support planning, implementation, and evaluation of the implementation data. The data were analyzed by using data analysis techniques model of Miles and Huberman, namely data reduction, data presentation, and inference and verification. The conclusion of this study showed that (1) the national character education in the planning of learning has been implemented by teachers with conformity percentage of 81% (very appropriate). The planned score was fourteen, which lied in the components of learning objectives, learning activities, and assessment. (2) The national character education in the implementation of learning has been implemented in three main activities of learning with conformity percentage of 72% (appropriate). There were fourteen values which were implemented, but they were not fully comply with the planning and implementation guidelines. The instructional methods used in the character formation were exemplary, verbal reinforcement, motivation, instruction and assignments. (3) The national character education in the evaluation of the implementation has been implemented in conformity percentage of 85% (very appropriate). Teachers assessed the attitude / character, knowledge, and skills. There were five evaluated character values, which referred from the indicator and standard score developed at school. The techniques used in this study were observation and assessment which were conducted in the form of process and product assessment. Thus, we can conclude the national character education in Balinese instuction has been implemented by the teacher. The suggestion that can be given in this research is that the teachers should be more careful in planning particular components of the assessment. Moreover, Buleleng Education Office should improve the provision of training in implementing the national character education.

Key words: National Character Education In Teaching Balinese For Grade Seven

INTRODUCTION

Education is the most important pillar in transferring the moral values. It is supported by the regulation No 23 in 2003 which is about national educational system. It is stated that “The function of education is to improve the ability and create the personality and national civilization that prestigious in order to educate people, which aims at developing the students’ knowledge so that they become the humans that religious, believe in God, have good attitude, healthy, smart, creative, independent, democratic and responsible.” It shows that the regulation aims at creating smart and competitive students through education in Indonesia. In this case, the meaning of smart is not only about intelligence but also emotional and spiritual which are related to the behavior and character.

The most effective way in building the character is through education which is commonly known as character education, whether it is in informal education like family or formal education like elementary school until college. In many countries, especially advance country, formal education becomes important process to nation and character building (Dantes, 2014: 69). In formal education in Indonesia, character education is strengthened through Indonesian President Instruction No 1 in 2010. In this case, government uses term “national character”, which means the values that are taken from national and cultural values and are built from various educational perspective.

The explanation of character education is reflected in the statement conveyed by the Minister of National Education, M. Nuh, on the celebration of National Education day in 2010 (Wibowo, 2011: 51) which stated that character education is very important as the effort to build the character of a nation, character which is inspired by the national values. Character education becomes the important and urgent need in the middle of national moral degradation which commonly happens in almost all level of society nowadays.

The form of moral degradation could be seen clearly based on the number of corruption, crime, and teenager delinquencies such as fighting among students, cheating, and also being impolite. The case of sex before marriage which is done by the students is also worrying. In the wider scope, this research is conducted by the institution of love study and human rights and also the center of business training and humanities by observing 1666 respondents who show that there are high number of sex before marriage cases in big cities such as Medan, Jakarta, Bandung, Yogyakarta and Surabaya. It is even more than 50%. It is because of the lack of social control toward the teenagers who are mostly students (Asmani, 2011: 25).

Those previous facts prove that character education has not been well implemented in teenagers’ life. Besides, the lack of family’s attention, social influences and formal education factors like educational institution also become the reasons of imperfect implementation of the character education. According to Sanjaya (2008: 276), lately, many societies think that our educational process fails to build moral values for the students. This assumption appears because of the high number of students who have bad attitudes that are not suitable with the society’s values. Therefore, character education should be improved through teaching and learning and other positive activities. It also should be implemented in teaching

Balinese which has strategic position in improving the character values to the students at school.

In order to achieve it, a teacher, especially Balinese teacher should be able to implement the character values in teaching which is started from planning, conducting and evaluating. In planning, teacher should integrate the character values with the components of the lesson plan which follow the school rules and the teaching method of the teacher. In conducting, the teacher should be able to conduct the teaching process from pre-activity, whilst activity and post activity. The character values which are mentioned in the lesson plan should be well implemented. In the evaluation phase, the teacher should be able to assess every process which has been conducted, especially the implementation of the character education.

The fact which happens in the society shows that teacher has not been able to implement the character education well in teaching and learning process. In the lesson plan that has been made, character education is not stated in some components, such as objective, material, teaching scenario, and assessment which based on the regulation of character education implementation. The teaching plan implies to the teaching and learning process. It also happens in the learning evaluation. Teacher could not arrange the evaluation based on character education and there is an inappropriateness between what has been planned and what will be evaluated.

Based on the background of the problem, it could be concluded that there are three problems, such as (1) how is the character education planned in teaching Balinese for grade seven of SMP Negeri 1 Singaraja?, (2) how is the character education implemented in teaching Balinese for grade seven of SMP Negeri 1 Singaraja?, and (3) how is the character education evaluated in teaching Balinese for grade seven of SMP Negeri 1 Singaraja?

Based on those research problems, the purposes of this study are (1) describing the planning of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja, (2) describing the implementation of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja, (3) describing the evaluation of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja.

METHOD

This research was arranged in the form of descriptive qualitative research. It was conducted in SMP Negeri 1 Singaraja. The subject of the research was the Balinese teacher of SMP Negeri 1 Singaraja named Ni Komang Sintari, A.Md. The place and subject of the research were selected based on purposive technique. SMP Negeri 1 Singaraja was chosen because of some criteria, namely (1) it is one of the schools in Buleleng regency that implements Curriculum 2013, (2) it is based on the recommendation letter given by Educational Department of Buleleng regency No 824/10654/Dikdas, (3) it gets ISO 9001 certificate from DQS GmbH, (4) it has good school facilities.

Ni Komang Sintari, A.Md was selected as the subject of the research because she was chosen by the members of Balinese teachers' group in SMP Negeri 1 Singaraja. Then, class VIII A1 and VIII A2 were selected because these classes represent the ability of the students who have good and average ability. By having

those different abilities and characteristics, the teacher is expected to be able to give different approach and classroom management. Therefore, the information and representation of the learning related to the implementation of character education had by the researcher would be more comprehensive.

The objects of the research are (1) the planning of character education in teaching Balinese, (2) the implementation of character education in teaching Balinese, and (3) the evaluation of character education in teaching Balinese. In this research, the teaching process was the teaching process which was held in second semester in the academic year 2014/2015.

The research used the method of note taking, observation, and interview. The note taking was used to collect the data of lesson planning. The observation was used to collect the data of the implementation and evaluation of learning. The interview was used to collect the data which could not be got through note taking and observation so that the researcher could get deeper explanation. The main instrument of this research was the researcher himself and also used the guide of documentation, observation and interview.

In order to check the validity of the data, the researcher used triangulation in order to get the valid data. The triangulation used by the researcher were (1) triangulation of method, like paying close attention to the steps or procedure of the research, (2) triangulation of theory, like reading some resources that support the research, and (3) triangulation with the expert, like exploring the result of the research through analytical discussion with the expert who has deep understanding toward the research in order to get valid data.

The method of data analysis used in this research was descriptive qualitative analysis. The data collected were not analyzed through numbers or statistics, but it were described in the form of qualitative. The model of data analysis was Miles and Huberman model. The activities in analyzing the data were data reduction, data display, and conclusion drawing/ verification.

FINDINGS AND DISCUSSION

Based on the data analysis of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja, it could be seen that the character education has been implemented in planning the Balinese learning activities. Its percentage is 81% (very appropriate). This implementation has three components, such as (1) the learning objective which based on core competency, basic competency and indicator, (2) teaching scenario and (3) assessment. The character values are not implemented by the teacher in teaching material. There are fourteen character values which are implemented, namely religious, communicative, discipline, responsible, creative, love the nation, love reading, curious, independent, hardworking, honest, tolerant, cooperative and polite. There are two characters which are not included in the eighteen national characters. Those are cooperative and polite.

The very appropriate category was reached because the lesson plans which are designed by the teacher has fulfilled the components of lesson plans with character insertion like what has been stated in Permendikbud No 65 in 2003 which is about the Elementary and High School standarad process. This result is not far from the self-improvement activities which are done by the teacher as the part of the professionalism improvement. Based on the result of the interview, it could be

known that the teacher often has a discussion with her senior in Balinese teachers' group in SMP Negeri 1 Singaraja or other teachers who design the lesson plan. It is in line with Payong (2011: 19) who said that one of the characteristics of professional teacher is teachers should conduct continuous development of their professionalism.

The implementation of the character values could be seen in some components, such as (1) learning objectives, which are based on core competency, basic competency and indicators, (2) learning activities, which are conducted explicitly and implicitly in every learning activity, (3) assessment. The character insertion is not stated in the learning material. This finding shows that teacher has modified or adapted the planning in order to implement the character education. It is suitable with the statement stated by Daryanto and Darmiatun (2013: 189). They said that lesson plan should guide the teacher in constructing the learning activities that could improve the characters so that the lesson plan should be adapted.

The implementation of national character education in planning the learning activities which are stated in the components of learning objectives, teaching scenario and assessment are supported by the related research which has been conducted by Ariantini (2014). It showed that the implementation spiritual and social integration in planning the Indonesian learning activities for grade seven of SMP Negeri 1 Singaraja could be found in the learning objectives, teaching scenario and assessment.

In the learning material, teacher should mention the character education. It was because the learning material that was taught by the teacher on the first meeting was story entitled "*Katuturan Yuyu Malaksana Melah*". This story contains many character values, such as socially care and love peace. However, the teacher did not implement those characters in learning material. Actually, the teacher could insert those characters in the learning objectives, material, learning activities and/or evaluation.

The explanation of the learning material has been conducted by the teacher by stating the point of the material which has been made based on the indicators so that the content of the material does not contain the fact, concept, principles and procedure. In Permendikbud No 65 in 2013 about standard process, there is an explanation about the material which stated that material should contain relevant fact, concept, principle and procedure.

Besides the learning objective, teacher implements the character values which are integrated with learning activities in every phase, such as pre-activity, whilst activity and post activity. In each phase, teacher did not plan the activities which are related to the implementation of character education, especially in pre-activities and post activities. Meanwhile, in the whilst activities, teacher has planned five activities which are suitable with the scientific approach, namely observing, questioning, collecting information, associating, and communicating. The values of the character education are also implemented implicitly in some activities and some of them appear explicitly. It shows that the planning of the whilst activity in learning has been suitable with the regulation in Permendikbud No 81A which is about the implementation of the general guide of learning.

For the last, teacher applied character education in the component of assessment. Evaluation is very important in monitoring the process, improvement and development of the students' achievement based on their potency. It also becomes the feedback for the teacher in order to complete the planning and the

process of learning. The evaluation system that has been arranged by the teacher consists of types of assessment, assessment technique, instrument and rubric. The character values which are going to be evaluated are religious, hardworking, communicative, honest and creative.

The character values which are evaluated have been suitable with core competency, basic competency, indicators and learning objectives. It is in line with Haryati (2010: 6) who said that standard competency or in Curriculum 2013 known as core competency is the reference and ability that might be had by the students after having learning process in certain subject. The aim of learning has been decided to be the reference to choose the technique and instrument of the evaluation.

The assessment system to evaluate the implementation of character education which is arranged by the teacher consists of affective, cognitive and psychomotor aspect. However, only the affective assessment that contains the evaluation of the character. According to Sanjaya (2008: 107), the affective assessment has correctly related to the characters because when we observe the students' behavior, it means that we try to explain about their personality which is the combination of belief, values, attitudes and motivation. Characters are also related with those aspects.

The assessment technique which is arranged by the teacher is observation technique. It is suitable with Permendikbud No 65 in 2013 which is about the standard of assessment. It is stated that Curriculum 2013 applies authentic assessment in the process and the result which cover three aspects, namely affective, cognitive and psychomotor. The affective aspects consist of observation, self-assessment, assessment among students and journal. The observation includes the assessment of process and result. The self-assessment and assessment among students use the assessment of result and the journal use the assessment of process (Sunarti and Rahmawati, 2014: 28).

Next, the teacher has decided the instrument of the assessment which is completed with the rubric in order to ease the assessment process. In order to assess the affective factor, the instrument is an observation sheet. It is suitable with the assessment technique that has been chosen. However, in the appendix, teacher did not make the observation sheet and rubric. The instruments which were attached in the appendices were self-assessment and the assessment among students. It is not suitable with the type and assessment technique that has been chosen.

The second finding of this research is the implementation of the character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja has been well implemented and its percentage falls into 72% (appropriate). The implementation did not completely run based on the lesson plan and the guide of character education implementation. There were fourteen characters which were implemented, such as religious, communicative, discipline, responsible, creative, love nation, love reading, curious, independent, hardworking, honest, tolerant, appreciate achievement, and polite. The implementation was conducted in every phase of learning by integrating the pre-activity, whilst activity and post activity. There were some learning methods which were used by the teacher to build the students' characters, such as providing the model, giving verbal feedback, motivating, warning and giving assignment.

The appropriate category is achieved because the teacher has implemented 72% activities like what have been arranged in the lesson plan although it got

different percentage with the previous percentage in planning phase. There are some factors which cause the implementation did not run well based on the lesson plan, such as the qualification and the competency of the teacher.

Ni Komang Sintari, A.Md is a diploma of Balinese Education Department. If looking at the Permendiknas No. 16 in 2007 about the standard of academic qualification and standard of teacher's competency, a junior high school teacher should have at least bachelor degree which is based on the lesson that he/she teaches as his/her academic qualification and it should be achieved from the accredited department.

Besides about the qualification and competency, the important thing which influences the implementation of learning that is not suitable with the lesson plan is the teacher's experience. Based on the interview, the teacher who is an honorary teacher has been teaching in SMP Negeri 1 Singaraja for three months. Therefore, the teacher's experience in teaching and learning is minimum.

In the implementation of character education, there is a difference between what has been planned and what has been applied. In its implementation, teacher adapted the activities with the situation and condition of the class. It is supported by Sardiman (2014: 9) who stated it cannot be avoided that there are many phenomena or interactions which might be happened in the field although they are not planned, sometimes it could give the teacher new experience and knowledge. Moreover, because of the limited of time, teacher did not directly lead the students to work in groups as the activities to insert the cooperative character but the teacher asked the students to discuss in pair. From fourteen characters which were implemented in the classroom, honest and responsible became the most dominant characters. It is appropriate with the statement given by the principal of SMP Negeri 1 Singaraja that emphasizes on the three characters, such as honest, discipline and responsible.

The implementation of integrated character education is in line with Zubaedi (2011: 355) who stated that the learning format of character education is relevant to build the bad character. It is also related with the concept of the behavior application in Curriculum 2013, namely KI-1 (spiritual aspect) and KI-2 (social aspect) which are taught in indirect teaching through KI-3 (cognitive aspect) and KI-4 (performance aspect).

The implementation of character education in teaching is not fully suitable with the lesson plan and the implementation guide of the character education. It could be seen in the pre and post activities. There were some activities which were not implemented by the teacher. This finding is in line with the research conducted by Yusana (2013). It showed that the teacher was not completely implement the character education in the learning activities so that the characters were not well inserted like what had been stated in the lesson plan. The method used in teaching characters was same as what had been done by Ariantini (2014), such as giving motivation, warning, instruction, and assignment for the students while having learning activities. The methods that were used in this research were providing a model, giving verbal feedback, motivating, warning and assessing.

In pre-activities, teacher conducted some activities, such as come on time, greet and pray, check the students' attendance, prepare the students physically and mentally and do apperception. However, there were some activities which were not conducted by the teacher, such as remind the students to come on time, give the

learning motivation, explain the learning objectives, explain the limitation of the materials, and relate the material with the characters that were going to be achieved. Actually, it has been explained in Permendikbud No. 65 in 2013 which is about the elementary and high school standard process.

Reminding the students to come on time becomes very important for the students to teach discipline. It is related to the standard in achieving the attitude aspect. Those are receiving, conducting, respecting, comprehending and applying. Mulyasa (2014: 105) also conveyed the quite similar things. According to him, there are five ways of thinking, namely (1) receiving or attending, (2) responding, (3) valuing, (4) organizing, (5) characterizing. The point is the students should receive what they observe or listen from verbal information about the characters that should be constructed by the students. Besides reminding the students, motivating them is also important. Based on Howard (in Mulyasa, 2008: 174), motivation is one of the factors that could improve the learning qualities because the students will learn eagerly if they have high motivation.

Explaining the learning objectives and materials are very important because students need to have good perception about the learning activities and the competency that should be achieved before they have the whilst activity. But, based on the observation in the real field, it was not explained by the teacher. The importance of explaining the learning objectives in pre-activity is mentioned in Permendikbud No. 65 in 2013 about the elementary and high school standard process.

Next, teacher has conducted all learning activities based on scientific approach, namely observing, questioning, collecting information, associating, and communicating. However, the teacher did not clearly explain to the students the character values that should be achieved by them.

The learning process used discovery learning or discovery based learning. This model is one of the learning model in Curriculum 2013. The method applied discussion, question and answer, and assessment but the discussion was not conducted like what was expected, that was work in a group of five or six. The teacher even did not lead the students to have a discussion but the students who actively found their group to discuss the material so that not all students could have the discussion. According to Sardiman (2014: 114), group work is good to build the cooperation among students in order to experience a good learning atmosphere. It is also strengthened by Slavin (2015: 142) who stated that cooperative learning or group work based learning has positive and strong influence toward the students. In building the character and competency, it is needed to engage the students in the activities optimally.

Classroom management has been well conducted by the teacher through humanistic approach. The learning in the classroom has shown that there was good communication between teacher and students. Lickona (2012: 140) stated that teacher-students relationship is a foundation of effective teaching. At the end of the lesson, the teacher shook the students' hands and they kiss the students' hands. According to Asmani (2011: 162), kissing palm while shaking hands is the symbol of low profile and respect to other people. Teacher is the source of knowledge so that the students should respect them. This tradition is effective to remove the selfishness had by someone.

While teaching, the teacher did not explain the lesson with variative volume and intonation. It influenced the studnets so that some of them showed not good attitude. When the teacher could not monitor all students, some of them are playing in class. Intonation and teacher's sight to the students are really important to attract the students' attention and their focus while learning. It is supported by Mulyasa (2008: 78) who stated that teacher should have variative intonation to avoid boredom and engage their antusias and participation. This variation aims at improving the learning motivation.

In learning activities, teacher used some methods to build the students' characters. The methods used by the teacher in the classroom were providing a model, giving verbal feedback, motivation and assessment. It was reflected in some activities which were conducted by the teacher interactively in the classroom.

The method of providing the model to the students is suitable with what has been explained by Mulyasa (2013: 169). He stated that teacher's example has great influence toward the development of the students. It has significant role and function which are very important in building the students' character in order to prepare them in improving their potency and bringing the welfare to the society and the nation.

Character education orients in a value so that internalization process is needed. The example given by the teacher is a way to internalize the students' character so that what they experience in the classroom could be remembered by them. One of the phases in internalization is transinternalization, which means the teacher's example and attitude in front of the students (Mulyasa, 2013: 167).

Besides providing a model, teacher should give the reinforcement verbally to the students who perform positive attitude that reflects the characters in learning. Reinforcement is very important like what has been explained by Klausmeier (in Sani, 2014: 31). It is stated that receiving the reinforcement is one of the learning model in order to build the characters instead of observing/imitating and receiving verbal information. Reinforcement can be in the form of reward (positive reinforcement) or punishment (negative reinforcement).

Motivation was also given by the teacher by supporting the students to ask and respond it so that the students become active. Some students who were fear should be motivated to respond and communicate something. When some students acted badly, like looking at the back, falling their stationery, it could be said that they were not serious in learning. Teacher should warn them to that they did not repeat the same action. It was important to implement the discipline and responsibility.

Although the effort to make the students discipline was given through warning, it should be delivered in a proper way. It is suitable with Mulyasa's perception (2008: 170) which stated that in order to make the students' discipline, everything should be delivered with love and should be shown to help the in finding their self; solving, avoiding the discipline problem and creating the enjoyable situation in learning activities.

The last method is giving assignment. What is meant by giving assignment here is giving assignment in the classroom while the students are learning, especially in the phase of collecting information or the assignment could be given at the post activity as homework. It is important to build some characters. Independent character could be build while the students are asked to find the short story (*satua*

bawak) from various sources. Every students are also responsible to search those stories and bring them on the next meeting.

The third finding of this research is the evaluation of character education in teaching Balinese for grade seven off SMP Negeri 1 Singaraja has been implemented by the teacher and its percentage reaches 85% (very appropriate). Teacher has implemented the evaluation plan. In evaluating, teacher has conducted three types of assessment, such as affective, cognitive ad psychomotor.

The appropriate category was reached in the implementation of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja. Since the percentage has got 85%, it means that the teacher has evaluated its implemenation based on the evaluation plan. The high appropriateness of the evaluation could be bacuse of the teacher's experience in attending the seminar of assessment in Curriculum 2013 which was held in SMP Negeri 1 Singaraja on January 2015. The teacher said that the various types of assment make her actively discuss it with the other teacher. This technique is cooperative because the discussion is commonly given through the meeting of the Balinese teachers' group at school.

The assement which was conducted by the teacher is suitable with Arikunto's statement (2005: 25) which stated that evaluation which is conducted by the teacher should be related to the teaching and learning process and its planning. It means that the evaluation which has been arranged must be conducted to measure the students' achievement. It is in line with Kunandar (2013: 10) who said that the assessment toward the students' achievement is important to measure the success of the teaching process which is conducted by the teacher and the competency of the students.

Teacher directly assessed the students' attitude and characters through observation technique like what has been planned. Teacher only used this technique. Actually the teacher can use the other techniques like self-assessment and interstudents assessment in order to get more comprehensive data. The assessment was conducted by giving plus (+) on the students' presence list that is brought by the teacher.

In assessing the cognitive aspect, teacher assessed the students through question and answer session and essay test. In assessing the students' skill, the teacher assessed the students using practical observation sheet, such as in writing summary of a story that used Balinese letters and identifying the intrinsic and extrinsic feature of a literature.

CONCLUSION AND SUGGESTION

Based on the research problem and the findings and discussion of this research, it can be concluded that (1) the planning of national character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja has been implemented by the teacher and its percentage falls in 81% which is categorized as appropriate. There are fourteen character values which are implemented, namely religious, communicative, discipline, responsible, creative, love the nation, love reading, curious, independent, hardworking, honest, tolerant, cooperative and polite. This implementation has three components, such as (a) the learning objective which based on core competency, basic competency and indicator, (b) teaching scenario and (c) assessment. The character values are not implemented by the teacher in teaching material. (2) The implementation of character values in teaching Balinese for grade

seven of SMP Negeri 1 Singaraja has been implemented by the teacher and its percentage falls in 72% which can be categorized as appropriate. This implementation was conducted in every phase of the learning activities, like pre-activities, whilst activities and post activities. The methods or models of learning which were implemented by the teacher in building the character were providing a model, giving verbal feedback, motivating, warning and giving assignment. (3) The evaluation of character education in teaching Balinese for grade seven of SMP Negeri 1 Singaraja has been implemented by the teacher and its percentage falls in 85% which is categorized as appropriate. There were five values which were evaluated including religious, hardworking, communicative, honest and creative. Teacher implemented observation technique and assessment which were in the form of process and product assessment.

The suggestions related to this research are (1) the students are suggested to pay more attention to the character values while learning, such as by having warm atmosphere among students and between students and teacher, (2) Balinese teacher is suggested to be more selective in planning the learning process, especially in arranging the learning objective which could represent the lesson plan with character insertion and the activities which are conducted in every phase of learning, (3) the headmaster is suggested to keep monitoring and supervising the Balinese teacher's work in teaching, especially in the implementation of character education, (4) The Balinese teachers' group is suggested to be able to have same perception in the implementation of character education, (5) The Educational Department of Buleleng regency is expected to be able to give any workshop related to the implementation of character education, (6) the future researcher is expected to be able to conduct related research by improving the further research and widening the problem or the subject of the research.

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