



Implementation of character education in establishing a holistic personality at SMAN 1 Enam Lingsung

Implementasi pendidikan karakter dalam pembentukan kepribadian holistik di SMAN 1 Enam Lingsung

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ABSTRACT

Character education is very important in education because it is closely related to the formation of student personality. The problem now is that this is often neglected in the educational process at school. The purpose of this research is to understand the implementation of character education in forming students' holistic personality. This research is included in the qualitative research using an interactive analytical model from Milles and Huberman. Research data collection was carried out through observation, documentation studies, interviews and literature studies. The results of the study show the following: (1) there are two strategies in implementing character education at SMAN 1 Enam Environs, namely internal and external; (2) the form of internal strategy can be pursued through five pillars, namely teaching and learning activities in class, self-development activities before starting class time, daily activities at school, habituation activities, co-curricular activities, and extra-curricular activities; and (3) external strategies can be implemented by collaborating with parents or guardians of students and the community. Based on the results of the study it can be concluded that the cultivation of character values through education has been going well at SMAN 1 Enam Lingsung. It can be seen from the implementation of rules, curricular and extracurricular activities by students well.

Keywords: character education, holistic personal

ABSTRAK

Pendidikan karakter menjadi hal yang amat penting dalam pendidikan karena berhubungan erat dengan pembentukan kepribadian siswa. Permasalahannya sekarang ini ialah hal ini seringkali terabaikan dalam proses pendidikan di sekolah. Tujuan penelitian ini adalah untuk memahami implementasi pendidikan karakter dalam pembentukan kepribadian holistik siswa. Penelitian ini termasuk ke dalam penelitian kualitatif dengan menggunakan model analisis interaktif dari Milles dan Huberman. Pengumpulan data penelitian dilakukan melalui observasi, studi dokumentasi, wawancara dan studi kepustakaan. Hasil penelitian menunjukkan sebagai berikut: (1) terdapat dua strategi dalam implementasi pendidikan karakter di SMAN 1 Enam lingkung yaitu internal dan eksternal; (2) bentuk strategi internal dapat ditempuh melalui lima pilar, yaitu aktivitas belajar mengajar di kelas, kegiatan pengembangan diri sebelum memasuki waktu pelajaran di mulai, kegiatan keseharian di sekolah, kegiatan habituation, kegiatan ko-kurikuler, dan ekstra kurikuler; dan (3) strategi eksternal dapat dilaksanakan dengan melakukan kerja sama dengan orang tua atau wali siswa dan masyarakat. Berdasarkan hasil penelitian dapat disimpulkan bahwa penanaman nilai nilai karakter melalui pendidikan sudah berlangsung secara baik di SMAN 1 Enam Lingsung. Terlihat dengan terlaksananya tata tertib, kegiatan kurikuler dan ekstrakurikuler oleh siswa dengan baik.

Kata kunci: pendidikan karakter, pribadi holistik

INTRODUCTION

The educational problems that occur in Indonesia occur in a complex manner and require steps to be resolved. One form of educational problem that occurs is moral decadence which becomes a blurry portrait of the world of education. It turns out that many teenagers have not responded wisely to the development of science and technology, resulting in moral decline and poor ethical behavior and behavior among teenagers (moral decadence). This can be seen in the widespread circulation and addiction of teenagers to pornographic videos, fights or brawls between students, dishonest attitudes of students in taking exams, drug addiction, hedonistic lifestyles, criminal acts of robbery and robbery committed by students, commercial sex work carried out by students, inappropriate clothing and much more (Listari, 2021).

The modern era, which is marked by technological developments in Indonesia, is accompanied by symptoms of moral decadence that occur in students. Good behavior such as honesty, fairness, helping others and tolerance has begun to fade among students. The moral decadence experienced by students has made parents, teachers and the surrounding community worry about the fate of the nation's next generation. This phenomenon is proof that the progress of the times marked by the development of technology has had consequences in the form of a decline in morals or known as moral decadence by students (Iskarim, 2016).

According to a report from the Central Statistics Agency (BPS), throughout 2021 there were 188 villages/sub-districts across Indonesia that became arenas for mass clashes or fights between students and even university students. These clashes or fights are usually caused by students who cannot control their emotions, disharmonious families, economic problems, socio-cultural problems, the school environment and teachers who do not direct students to be positive. Seeing these phenomena of moral decadence, the Indonesian people realize the importance of giving character to students, even at all levels of education (Aprilia, 2014)

National Education System Law no. 20 of 2003 Chapter III Article 3 states that national education has the function of developing abilities and forming the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe in God Almighty, have noble character. , be sensible, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Zulkarnain, 2019).

Relationships in society have experienced a shift from a society that prioritizes social feelings to a society that is asocial. Current technological advances have also had an impact in the form of asocial attitudes that are brought to the surface and can be the cause of problems for teenagers. Asocial attitudes occur when there is a lack of interaction due to the use of technology in various fields of activity. Asocial attitudes have made human nature as social creatures begin to fade. Gillin and Gillin argue that asocial can occur because many foreign influences enter Indonesia without any filtering. If left unchecked, this foreign influence will have an impact on the morals and morals of the younger generation, especially students (Zhafira, 2008)

Character is a form of character, character and morals possessed by a person which is formed due to the results of internalization which is used as a basis for thinking and behaving so as to produce a characteristic that is inherent in the individual. With education, individuals can manage their character well. As educators, primary teachers realize that character education is very important as a means of shaping behavior. Teachers can also make themselves role models that students can emulate. A teacher must also be able to create a conducive environment for students for comfort and safety which can help students' development (Pranowo, 2021). Character education is currently the main issue in the implementation of education as part of the formation of students' morals so that through character education it is hoped that it can become the main foundation for participating in the success of Golden Indonesia 2025 (Lestari, 2016). Law of the Republic of Indonesia Number 20 of

2003 concerning the National Education System (Sisdiknas) has formulated the functions and objectives of national education. Article 3 of the Law states, "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, independent, and a democratic and responsible citizen." This article is the basis for developing character education for the formation of human character, especially the younger generation. The development of human character as a young generation can be achieved through various efforts, including through education which is carried out in a programmed, gradual and continuous manner (DIKTI, 2010)

Character education is a system of instilling character values which consists of components of knowledge, awareness as well as the will and action to carry out these values both towards God Almighty, towards oneself, towards others, towards the environment and even nationality (Djumali, 2018). It is hoped that the instillation of character education in students can be implemented in their own lives as well as in their families, schools, communities and countries. The aim of character education is to instill values in students and improve the way of life together which respects each other. Character education also aims to improve the quality of implementation and results of education carried out in schools which leads to improving character and creating noble morals possessed by students. In realizing the goals of character education, teachers play an important role and have responsibility so that character education development is also carried out by teachers (Omeri, 2015).

The objectives of character education expected by the Ministry of Education and Culture are as follows: (1) developing the potential possessed by students in their conscience or affective attitudes of students as humans and citizens; (2) increasing students' spiritual values by developing students' commendable habits and behavior; (3) instilling a spirit of leadership and responsibility into the students' souls; (4) improve students' abilities as independent, creative people and have national insight; (5) creating a school environment that is safe, full of creativity, friendly and honest (Maunah, 2015). To achieve this goal requires changes in various aspects and especially implementation in the field. In learning activities, students are invited to actively find out without having to wait to be told. Meanwhile, in the assessment process, the teacher's focus is broadened from only assessing student knowledge to an assessment that includes the student's process, portfolio and the output produced by the student.

Character comes from values about something so that a character is attached to the values and behavior of a person. The character education values developed by the Ministry of Education and Culture (Kemendikbud) consist of eighteen character values originating from religious values, Pancasila, culture and the goals of national education. The character education values referred to consist of religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievements, friendly/communicative, love of peace, like to read, care. environment, social care, and responsibility (Hasyim, 2015). Instilling the moral aspect of knowing in students can be instilled through learning activities in the classroom. Meanwhile, instilling aspects of moral feeling and moral action in students can be instilled through activities inside and outside the classroom. For maximum results, moral action should be carried out continuously so that it becomes a good habit for students. The implementation of character education in Indonesia is a national movement which aims to create an ethical and responsible young generation. Character education quality (CEQ) is a standard used to recommend that education is an effective form of step to improve student character. Character education quality is a form of standard that recommends that education will effectively develop and improve student character. So it can be concluded that character education consists of several principles, namely; (1) promoting basic ethical values is a basic form of student character; (2) identify students' characters comprehensively to include thoughts, feelings and behavior; (3) in building character, a sharp, proactive and effective approach is used; (4) making the school caring; (5) giving students the opportunity to demonstrate their good behavior; (6) forming a curriculum that is meaningful and challenging, builds character and aims to achieve success; (7) foster motivation in

students; (8) functioning of all school staff as models of moral education; (9) enable students' families and community members to play a role in building character; (10) evaluate all elements in the school.

In the world of education we can apply the Holistic Concept. The meaning of holistic is a complete and comprehensive approach. The concept of holisti has been widely applied in the world of education, one of which is at SMAN 1 Enam Lingkung. In carrying out activities in the school environment, teachers take an approach to their students, one of which is providing students with an understanding of the publication system, curricular and extracurricular activities. It is hoped that students can participate in these activities well in order to create an orderly, safe and comfortable school environment. The holistic education implemented at SMAN 1 Enam Lingkung does not forget the characteristics contained in holistic education, including holistic education which aims to introduce students to SMAN 1 Enam Lingkung about how to become a complete human being and become a complete society, the material provided by SMAN 1 teachers Six Environments in implementing holistic education have a unity that hones students' intellectual, skill, emotional, educational, physical and spiritual intelligence.

MATERIAL AND METHODS

This research is included in qualitative research in the form of a descriptive study. The research was conducted at SMAN 1 Enam Lingkung, Padang Pariaman Regency. Research data was collected through documentation studies, observations and field interviews. The documents used mainly come from SMAN 1 Enam Lingkung, such as school archives and teacher lesson plans. Meanwhile, observations were carried out in direct form (participant observation) at schools to obtain more valid data. Observations were carried out mainly on students. Meanwhile, interviews are conducted in depth (in-depth interviews) with competent parties, such as the principal, deputy principal, homeroom teacher, teachers and students. Apart from that, to complete the research data, a literature study was also carried out in the form of reviewing various reading literature, such as books, articles and papers.

In this research, the technique used is the interactive analysis model from Miles and Huberman which consists of three components, namely: data reduction, data display and verification (Sugiyono, 2009). Data reduction is carried out by conducting continuous and in-depth field research, so that valid final conclusions can be obtained.

Data display is carried out after reducing the data that has been obtained. By displaying data, it is easier to understand what happened, plan further work based on what is understood. The next step is data verification, which is drawing conclusions and verifying. The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. In detail, the research data analysis process is presented in Figure.



Figure 1. Data analysis process

RESULT AND DISCUSSION

SMAN 1 Enam Lingkung is one of the A-accredited high schools located on Jalan Raya Padang-Bukittinggi, Km. 40 Parit Malintang, Kenagarian Parit Malintang, Enam Lingkung District, Padang Pariaman Regency, West Sumatra Province, Postal Code 25584. This school was founded in 1988 which was a transition from SPG Lubuk Alung to SMA Negeri 1 Enam Lingkung until today. SMA Negeri 1 Enam Lingkung is located on a land area of more than 3,000 m² and is located in a strategic location on the edge of the provincial road and is easy to reach. SMAN 1 Enam Lingkung

tries to prepare students as human beings who have high faith and intellect who have noble character and prepare students to continue to college.

In the course of its history, SMAN 1 Enam Lingkungan has undergone several name changes, including:

Table 1. Change of school name

No	Year	School name
1	1988	SPG Lubuk Alung
2	1989	SMA 2 Lubuk Alung
3	1993	SMA 3 2 x 11 Enam Lingkungan
4	2000	SMU 2 2 x 11 Enam Lingkungan
5	2005	SMAN 1 Enam Lingkungan

Since 1988, this school has been established for 34 years and has had 8 principals. Among them:

Table 2. List of Principals

No	Name	Starting from	Until
1	Drs. Syofyan Syaibi	1 Juli 1988	31 Mei 1991
2	Dra. Nurnijalal	1 Juni 1991	31 Desember 1993
3	Dra. Elly Mansyur	1 Januari 1994	31 Agustus 1997
4	Dra. Hartini	1 September 1997	1 Februari 2001
5	Drs. Darmilis Abbas	2 Februari 2001	30 Maret 2006
6	Drs. Zulfahmi	1 April 2006	8 September 2010
7	Zulherman, S. Pd	8 September 2010	23 April 2015
8	Nansyar, S. Pd	23 April 2015	4 Juli 2019
9	Ernawati, S.Pd, MM, M.Si	4 Juli 2019	Sekarang.

The results of the research on the form of character education cultivation in the education unit of SMAN 1 Enam Lingkungan are integrated into the vision and mission contained in the school. The vision and mission is implemented in the form of learning activities in schools and carrying out cooperation with vice principals, homeroom teachers, subject teachers, students and parents of students at SMAN 1 Enam Lingkungan. The vision of SMAN 1 Enam Lingkungan is *"Achievement, Skillful, With Good Performance, Faith, Piety, and Clean, Beautiful and Healthy Environment"*. While the contents of the mission owned by SMAN 1 Six Circles include:

1. Carry out learning with guidance effectively.
2. Generate enthusiasm for learning achievements.
3. Forming a generation that is smart, skilled, creative and loves the motherland.
4. Growing an appreciation of religious teachings, becoming a generation of believers and believers
5. Implement participatory management by involving all school residents and school committees.
6. Establish a healthy and clean life independently.
7. Creating a clean, beautiful and healthy school environment in order to support the teaching and learning process.

So that the vision and mission are always remembered by school residents, a printout of the vision and mission is attached to each class mading. SMAN 1 Enam Lingkungan interprets character

education as an instillation of character values consisting of components of knowledge, awareness and action in implementing these values addressed to Allah SWT or his god, self, fellow humans, the environment, and as citizens. In order to integrate the Vision and Mission of SMAN 1 Enam Lingkungan in an effort to instill character education for students. Thus, SMAN 1 Enam Lingkungan also has several goals as a supporter of its Vision and Mission. Including:

1. General Purpose

Making SMA 1 Enam Lingkungan a school that can produce students who are religious, excel in academics (accepted at many state universities), and non-academic fields (become champions in various competitions).

a. Special Purpose

1. Increase National Examination graduates to 100%.
2. Increased the average UAN and UAS scores to 7.51.
3. Graduates who are accepted at state universities are able to reach 75%
4. Extracurricular champion in Volley Ball and West Sumatra arts.
5. West Sumatra and National Science Olympiad Champion
6. Winner of the West Sumatra Regency and Province level subject competitions
7. Winner of West Sumatran English debate competition
8. Winner of the National LKIR competition
9. Creating a comfortable school environment
10. Winner of the K-6 competition at the Padang Pariaman Regency level.
11. Permanent member of Paskibra Padang Pariaman District and Province.
12. Minimizing students who are unable to read the Quran (Lingkungan, 2021).

The implementation of SMAN 1 Enam Lingkungan Character Education is to include eighteen character values in all learning materials, namely: religious character values, honest character values in learning activities, tolerance character values to others, discipline character values in schools, hard work character values, creative character values, independent character values, character values applying democratic attitudes, curiosity character values, Character values have a national spirit, character values love for the motherland, character values appreciate the achievements obtained, communicative character values, peace-loving character values, character values like to read various literature, character values care for the environment, character values care for the environment, character values social care, and character values attitude responsibility.

The implementation of Character Education at SMAN 1 Enam Lingkungan has been carried out well, through intracurricular and extracurricular implementation activities. Intracurricular activities are self-development activities for students which are carried out mostly in the classroom (Lisa'diyah Ma'rifataini 2016). So that it can be interpreted as a character education effort carried out by teachers through teaching and learning activities carried out in the classroom. To achieve character education through intracurricular activities, it requires the design of a teaching process that forms a relationship between teachers and students more broadly in expressing perspectives or views, describing, and interpreting theories. For example, in the subject of Civic Education (PKN). These subjects strive to build the character of students who are sensitive, caring and tolerant. Extracurricular is an educational activity carried out outside of class hours that aims to improve the development of students, in accordance with the needs, talents, potentials, and interests of these students (Noor Yanti 2016). Extracurricular activities have a good effect on the formation of student character in the form of politeness, honesty, patriotic spirit, tolerance and others (Baidowi, 2020)

Character education applied to intracurricular activities at SMAN 1 Enam Lingkungan is carried out by integrating learning tools in each subject area. The integration activities consist of planning, implementing, and evaluating character education in students. *First*, character education planning for students at SMAN 1 Enam Lingkungan has been carried out when preparing a learning plan consisting of a Syllabus and RPP that includes character education values in it sourced from the Quran and Minangkabau Natural Culture (BAM) material (Aprianti, 2022).

Second, the implementation of character education formation is carried out face-to-face in class and independent activities by students outside the classroom. The activity is carried out through eighteen character values that will be instilled into the students' personalities. Instilling character education through the implementation of religious values by praying before and after elajar, duha prayer, congregational zuhur prayer, giving adhan pickets to classes, morning recitation on tentent days, reciting asmaul husna on certain days and celebrating religious holidays. The cultivation of character education through religious values is supported by Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education which explains that through religious education students are given religious knowledge, shaping students' attitudes, personalities and skills in practicing the teachings of their religion (Pemerintah). Instilling character education through the implementation of honest values is carried out by supervising students during tests and exams and also training student honesty with the existence of an honesty canteen.

The cultivation of character education through the implementation of tolerance values is carried out by respecting the worship of friends who have different beliefs, respecting religious holidays of certain beliefs and respecting the opinions of teachers and friends. Instilling character education through the implementation of disciplinary values is carried out by committing students to enter class on time, doing assignments on time and giving punishment to students who arrive late. Instilling character education through the implementation of the value of hard work is done by learning correctly and complete the task. The cultivation of character education through the implementation of creative values is carried out by giving freedom to students to be creative both in the classroom and outside the classroom. Instilling character education through the implementation of independent values is carried out by inviting students to look for literacy resources in libraries, the internet, interview activities, actively asking questions and others.

The cultivation of character education through the implementation of democratic values is carried out by inviting students to practice deliberation, participate in decision making and implement the selection of student council and MPK devices by voting. Instilling character education through the implementation of curiosity values is carried out by giving freedom to students to ask questions both inside and outside the classroom related to the subject matter. The cultivation of character education through the implementation of the spirit value of pride is carried out by forming groups in the classroom without any barriers between race, ethnicity, economic status and religion owned by students. Instilling character education through the implementation of the value of love for the homeland is carried out by displaying maps of Indonesia and maps of certain regions in classrooms, displaying photos of national heroes, displaying garudan bird symbols, and displaying photos of presidents, vice presidents and regional heads. Instilling character education through the implementation of the value of appreciating achievements achieved by giving appreciation to students who have succeeded in making achievements when representing SMAN 1 Six contexts both achievements in academic and non-academic fields.

Instilling character education through the implementation of communicative values carried out by establishing interaction between students and other students, students with teachers, students with principals and vice principals, students with school administration employees, students with other school employees and students with the surrounding community. Instilling character education through the implementation of peace-loving values carried out by shaking hands When meeting teachers and other students, spreading smiles to each other, greeting and greeting every time they meet. Instilling character education through the implementation of the value of reading literature by requiring students to borrow literacy books in the library every two weeks, inviting students to make clippings and class mading. Planting character education through the implementation of the value of caring for the environment by instilling the slogan "healthy schools" and carrying out plant planting activities to maintain the beauty of schools, calls to reduce the use of plastic waste and always reminding to dispose of waste precisely according to the categories of waste provided, namely organic waste orders, in-organic waste bins and the right hazardous material waste (Ernawati, 2022). Instilling character education through the implementation of social care values by visiting teachers

and sick friends, collecting infak for friends who have misfortunes and providing assistance to students who experience problems in implementing school.

Third, evaluation activities in the implementation of character education are carried out by providing direct assessments and making observations or observations. The form of direct assessment can be done by providing elements of character education in the tasks given, daily tests, midterm tests and even at the final semester exam activities. The assessment of character education is carried out by observation or observation is carried out by directly observing the attitude of students. The attitudes observed and assessed from the students' attitudes consist of: (1) students' attitudes to teachers, principals and vice principals, homeroom teachers, subject teachers, education staff, school employees and sesame friend; (2) student compliance in following the rules set by SMAN 1 Enam Lingsung; (3) discipline possessed by students in carrying out activities or doing tasks; (4) discipline of students when coming and going from school; (5) the blinking of students when picketing classes and participating in gotong royong or clean Friday at the end of each month at school; (6) discipline of students when performing their worship of their god; (7) student discipline when participating in extracurricular activities and study clubs.

The results of the search conducted by researchers at SMAN 1 Enam Lingsung found that the application of character education was carried out well. The positive impacts felt from the application of character education to students are (1) increasing student motivation to comply with the rules that apply at SMAN 1 Enam Lingsung; (2) increase student motivation to achieve their achievements; (3) accustom students to have an honest attitude and not lie; (4) students have mutual respect for the teacher and other students; (5) instilling an attitude of gratitude to students; (6) improve spiritual attitudes to students; (7) students have an attitude of appreciating the work of others; (8) students can express their creativity; (9) students have independent behavior; (10) inculcate an attitude of cooperation; (11) students tolerate each other both in trust and even when there are differences of opinion; (12) students have an attitude of courtesy; (13) Students understand ethics to teachers and other fellow students.

Extracurricular activities that play a very important role in the implementation of character education at SMAN 1 Enam Lingsung are Islamic Spiritual (Rohis). Extracurricular activities are activities of a program outside school hours (Yudha, 1998). Rohis at SMAN 1 Enam Lingsung participates in the wirid every Saturday night in the surau or majid closest to the student's residence. Rohis also manages the distribution of musala pickets and azan pickets every day (Irfanita, 2022). Another extracurricular activity is Scouting on Saturdays that trains students for discipline, hard work and independence. SMAN 1 Enam Lingsung also has multimedia extracurriculars that can train students to improve their creativity and literacy. In the field of sports, SMAN 1 Enam Lingsung has extracurricular volleyball, futsal ball, foot ball and basketball. This sport can train students' hard work and cooperation.

Character education through external parties of the school is through cooperation with parents and the surrounding community. To achieve the implementation of character education, the school always maintains communication with parents about student development during learning activities at school. The school always reminds parents to pay attention and supervise the child's character by providing guidance on manners and manners in the family environment. Parents are also given the responsibility to constantly remind students of their duty as a servant, which is to perform worship properly and regularly. SMAN 1 Enam Lingsung also conducts socialization to the community of the surrounding Malintang trench area to instill character education in students by collaborating with the local police regarding traffic order, asking the community to reprimand students who are caught wandering during class hours, and inviting alumni to provide motivation and support to students to learn well and be enthusiastic about achieving their goals.

From the description above, we can know that character education can be instilled by schools through internal school strategies consisting of teaching and learning activities (KBM), students' daily activities at school, habituation activities, extracurricular activities and study clubs. Additional learning in the form of study clubs has very benefits that affect student success, with additional learning students are better prepared to face exams at school (Pendidikan, 2017)

The results of this study state that character education can not only be instilled through teaching and learning activities but also through various habituation activities in schools. Character is the characteristic of each individual regarding his identity (*daya qalbu*), which is the essence of inner / spiritual qualities, ways of thinking, ways of behaving (outward attitudes and actions) of one's life and working together both in family, society, nation and state (Maksudin, 2013). Character education can be embedded by doing habituation such as shaking hands When meeting, smile greeting greetings to others. In the cultivation of character education is very necessary, several policies can be carried out including; (1) schools create programs that support the cultivation of character education; (2) the school sets rules in the school and classroom; (3) invite students to become religious persons; (4) monitor student discipline; (5) provide affective and motivational messages in every corner of the school; (6) the school involves parents in monitoring students' progress at home; (7) schools cooperate with the school committee for the betterment and welfare of school residents; (8) create a conducive climate in the school.

Research on the cultivation of character education conducted at SMAN 1 Enam Lingkung also found the fact that teachers play a very important role in instilling character education for students. A teacher is someone who is experienced in his professional field (Djamarah, 2016). Therefore, teachers at SMAN 1 Enam Lingkung data should coordinate and synergize with all school components to carry out the cultivation of student character education. Teachers can directly invite students to have an attitude of love for the country, honesty, discipline and others in the learning activities that the teacher does in class. Through this classroom activity, it can build the character and personality of students who are expected and will succeed if they also get support from parents and the surrounding community. In addition to teachers, parents also play a role in realizing the cultivation of character education for students in schools.

CONCLUSION

This research is motivated by the phenomenon that educational problems that occur in Indonesia occur in a complex manner and require steps to resolve them. One form of educational problem that occurs is moral decadence which becomes a blurry portrait of the world of education. So researchers realize the importance of holistic education for students, especially for students of SMAN 1 Enam Lingkung. This research is included in qualitative research in the form of a descriptive study. The research was conducted at SMAN 1 Enam Lingkung, Padang Pariaman Regency. Research data was collected through documentation studies, observations and field interviews. Based on the description above, it can be concluded as follows. First, there are two strategies in implementing character education at SMAN 1 Enam, namely internal and external. Second, the form of internal strategy can be pursued through five pillars, namely teaching and learning activities in class, self-development activities before lessons start, daily activities at school, habituation activities, co-curricular and extra-curricular activities. Third, external strategies can be implemented by collaborating with parents or guardians of students and the community.

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