

Character Education Efforts in Anticipation of the McDonaldization Phenomenon

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Abstract: The purpose of this study is to describe activities to strengthen character education in anticipation of the McDonaldization phenomenon at SMA Negeri 1 OKI. Researchers conducted interviews, documentation, and observations to collect data. The research method employs descriptive qualitative methods. The negative impact of the McDonaldization phenomenon in the school environment is an attitude of simplifying the process of achieving something, undermining local cultural values, and excessive reliance on technology, which has the potential to erode student confidence in their abilities and must be anticipated with programs to strengthen student character through Civics education and religious education through several extracurricular activity programs. Character education programs implemented in educational institutions have an impact on preventing McDonaldization at SMA Negeri 1 OKI.

Keywords: Character, Education, McDonaldization.

A. Introduction

In order to build national character, various efforts are made to implement solid philosophical, ideological, normative, historical, and sociocultural-based education. Related to the globalization era, where the McDonaldization phenomenon has permeated the global community's culture. Where people prefer all things practical. The phenomenon of McDonaldization becomes a social representation and illustration of a society that is experiencing a transitional era that moves so slowly and becomes a character of modern society that prioritizes rationality, utilitarianism, and puts forward four basic principles in carrying out its actions, because these principles are the core strength in explaining the conditions of modernity that occur, namely (1) efficiency, (2) calculated and quantified, (3) predilection, and (4) predilection.

The impact of the aforementioned conditions is that the community gradually abandons local values, cultural values, spiritual values, and religious values, resulting in a social situation that has become chaotic because everything is driven by purely selfish interests. The application of popular and mass culture has resulted in a cultural product that spreads humans or agents with free value traits, such that free sex is no longer a taboo subject. The aforementioned phenomenon spreads to all people

everywhere. Meanwhile, it demonstrates changes in people's lives in the cultural context, namely behavior patterns related to the consumption and use of information between groups, between nations, and the increasing intensity of communication on a national and international scale. From what has been explained above, it is clear that the character that needs to be strengthened in the character of students, particularly students, where schools have been charged with developing student character that has existed since the beginning of independence through Citizenship Subjects of education.

SMA Negeri 1 Tanjung Lubuk OKI, as one of the formal education institutions concerned with efforts to strengthen character education for students, is making full efforts with the support of various parties to implement character education programs in order to advance education with an awareness of noble character. The main reason why efforts to strengthen character in SMA Negeri 1 Tanjung Lubuk OKI are made as much as possible in line with the ongoing and continuing development of times and technology that has a negative impact on adolescents.

One example is the widespread use of violence and crime by school-age children. Crime is defined as an act that is harmful and upsetting and is considered unacceptable by society or the state. Of course, the victims of crime, both individuals and groups of people, suffer greatly as a result of this crime. As a result, society will be filled with insecurity, anxiety, fear, and panic. Deviant behavior does not always take the form of violent acts committed by adolescents, but it can also take the form of inappropriate words and actions performed by children (Budimansyah, 2010).

As a result, all parties must work together to strengthen character and continuity in educational institutions. The goal of character education in schools is to develop a complete Indonesian human being, namely one who believes in and fears God Almighty, has noble character, and bears great responsibility in living this life (Amirulloh, 2012).

The phenomenon and the fact that many parties conclude that intensive character education is essential for developing moral intelligence (building moral intelligence). Concerning students' issues with character education, character education must be instilled in children/students from an early age (Setiawan, 2013). (Megawangi, 2007) defines character education as an endeavor to instill in children moral ideals, knowledge, awareness, will, and action to carry out these values, both towards God Almighty, humanity, the environment, and nationality, so that they become human beings. Good behavior/personality will result from a conducive setting.

In this respect, there must be a solution addressing community issues in the education of the nation's children, one of which is the implementation of character values in schools with the goal of developing students with noble and virtuous character. Several schools, like SMA Negeri 1 Tanjung Lubuk OKI, are now adopting character education programs to prepare students for changes in moral education so that they are fully aware of the value of noble character education. Living in a particular social and cultural milieu, the development of one's own character can only

be accomplished via an educational process that always strives to expand awareness of social and cultural life.

The educational environment in the execution of character education demonstrates that the educational environment has a significant impact on character education; thus, character education must be supported by a good educational environment. With character education ideals that are promoted and understood by all school members. The school environment is a component of the culture established by a school's leader, mainly the principal (Ramdhani, 2014). To generate competent and competitive Indonesians, education at all levels must be carried out in a planned and methodical way that leads to the achievement of national education goals by integrating the content of character values.

Character is described as the qualities, attributes, values, or manners that separate one individual from another (Samani dan Hariyanto, 2013). More specifically, character is defined as a style of thinking and behaving that is unique to each individual in order for them to live and work together in the family, community, nation, and state. People with excellent character are capable of making judgments and are willing to accept responsibility for the consequences of their decisions (Suyatno, 2020).

Experts have differing perspectives on the character values that should be cultivated through character education. This is related to their religious, social, cultural, educational, and behavioral backgrounds and tendencies. According to (Lickona, 2003), there are seven important character values, which he refers to as core character values, that must be fostered in pupils in addition to other character values. These are the character values: 1) honesty, 2) compassion, 3) bravery, 4) kindness, 5) self-control, 6) collaboration, 7) diligence, and 8) hard work.

(Suyatno, 2020) mentions nine-character values that are worthy of development in the Indonesian context, namely 1) love for God and all of His creation; 2) independence and responsibility; 3) honesty/trust; 4) respectful and polite; 5) generous, such as helping and mutual cooperation/cooperation; 6) confident and hardworking; 7) leadership and fairness; 8) kind and humble; and 9) tolerance, peace, and unity. (Megawangi, 2007) also proposes nine-character values: 1) love of God and truth; 2) responsibility, cooperation, and independence; 3) trust; 4) respect and politeness; 5) compassion, caring, and cooperation; 6) confidence and creativity; 7) fairness and leadership; 8) kindness and humility; and 9) tolerance and peace-loving.

Character education implementation requires strategies, ideas, and procedures that are relevant to the settings and conditions of students and their surroundings. Character education will be ineffective unless it incorporates three components of the human self: moral knowledge, moral emotion, and moral acting (Lickona, 2003). (Lickona, 2003) developed an overall design for implementation that includes twelve tactics (nine for teachers and three for schools) backed by four keys to success' engagement, namely teacher and school staff involvement, student involvement, parent involvement, and student involvement. character neighborhood (Sultoni, 2016).

Character education in schools is done in addition to academics through extracurricular activities. Scouting, Student Worksheet Training, Youth Red Cross, School Health Enterprises, Flag Raising Troops, Youth Scientific Activities, sports talent development, arts and culture, nature lovers, journalism, theater, Islamic boarding schools, religious lectures, retreats, and other activities are examples of these activities (Muhtadi, 2016).

McDonaldization is the process through which the principles of fast-food restaurants grow to influence more sections of American life as well as other parts of the world (Ritzer, 1996). McDonaldization is based on four ideas. First, McDonald's provides efficiency, which implies selecting the optimum tools for turning our hunger into satiety. In other words, individuals are encouraged to have a "want to be more efficient". In fact, efficiency may be observed extending to processes, simplifying what individuals do to achieve something (Fahirah, 2015); second, McDonald's provides consumers with quantifiable and calculated food and services. McDonald's exemplifies the cultural attitude that many people hold, "more is better," demonstrating that quantity equals excellence. Third, McDonald's provides us with predictability. McDonaldization entails stressing ease of counting, which requires finding numerous parallels in things from one location to another from time to time; fourth, McDonald's provides technology control or systems, which entails the substitution of human employees with robots. In this case, non-human technology has taken the role of working people (Ritzer, 1996). Control concepts are shown to take precedence over technological systems.

B. Methods

To anticipate the influence of the McDonaldization phenomena, this study used a qualitative descriptive type technique to acquire an overview of character education at SMA Negeri 1 Tanjung Lubuk OKI. This study's data sources include both primary and secondary sources. The author's experience implementing character education for students at SMA Negeri 1 OKI was chosen as the major data source for this study. However, secondary data sources cited by researchers are all materials that might supplement the findings of this study. Interviews, documents, and observations made by researchers were used to collect data. In qualitative research, data analysis is continual and refined during the study. The veracity of the data was examined at each level, including data collection, data reduction, data exposure, and verification or drawing conclusions (Moleong, 2014).

C. Results and Discussion

According to the findings of the research study, there were three points of negative impact arising from the McDonaldization phenomenon that was predicted by SMA Negeri 1 OKI, including 1) the attitude of simplifying the process of achieving something; 2) the erosion of local cultural values; and 3) an overreliance on technology that has the potential to erode students' confidence in their abilities.

SMA Negeri 1 Tanjung Lubuk OKI designed a student character building program to counteract this negative impact. These activities include a daily combined prayer/worship routine that begins at 12.00 WIB and continues until completed, with the goal of instilling and strengthening character in pupils. Other events throughout this engagement included briefings and closing prayers together. Additional activities that try to establish and strengthen character in kids include programs/activities such as greeting and respecting each other both by instructors to students and students to students inside the school setting, known as the smile, and greet. This is an attempt to foster an environment of integrity, discipline, and communication.

Official school events, such as Monday Ceremony activities, are also used to build student character. Every Monday, there are normal activities that must be completed by all school members. These exercises have the potential to teach nationalist character qualities and mutual collaboration. The following exercise is to inculcate awareness of the value of hard work in order to attain goals. If there are pupils who can achieve successes at both the local and national levels, one type of action is to offer incentive to them through awards. Apart from that, kids become acquainted with community service activities through the Clean Friday and 7K programs. Every Friday morning, community service activities are carried out. These activities are carried out with the goal of keeping the school environment clean and neat, as well as bringing forth the character qualities of mutual collaboration.

Additional values that must be established in pupils to anticipate the bad effects of the McDonaldisation phenomena include establishing local wisdom values, one of which is keeping a loving attitude for one another, which is highly valued in the OKI area. SMA Negeri 1 Tanjung Lubuk OKI has taken out spontaneous activities such as social care activities for school residents who have been affected by a calamity by providing donations. This practice instills in children the ideals of mutual collaboration and social caring. The teacher of SMA Negeri 1 Tanjung Lubuk OKI occasionally conducts raids on the contents of students' smartphones in order to avoid movies or pictures that are banned by norms and values as well as by law. The character value of integrity will emerge as a result of this exercise. When the activity is carried out unexpectedly due to a report by the teacher.

Furthermore, the teacher's discipline and neatness in clothing character values so that they might become role models and be followed by children as excellent character values. These exercises will emphasize the character value of integrity. Keeping the teacher's room tidy will aid in the development of good character characteristics at SMA Negeri 1 OKI. The Teacher's Room exemplifies the Conditioning part of character education at SMA Negeri 1 OKI. Student character is also strengthened through school extracurricular activities such as *paskibraka*, which tries to inculcate student discipline. The pupils' creativity is then encouraged through media arts and theatrical activities.

Character education cannot be stated to be properly implemented because there are still certain impediments. Character education implementation challenges arise both within and outside of the school setting. Obstacles that arise from the educational

environment include mentality, educational policies, and curriculum. The teacher's viewpoint on learning is still focused on cognitive competency, but students' attitudes and skills are not given enough attention. This happens because the teacher's grasp of character education is still restricted. Outside of the educational environment, the restraints are in the form of societal changes that modify the values, customs, and culture of the nation that becomes free (Emiasih, 2011).

Collaborative character education is a learning activity that is purposefully designed to instill, train, and develop students' cooperative character (Hurlock, 1997), with the goal of producing students who have positive cooperative characters in achieving success rather than relying solely on cognitive abilities. Positive collaboration refers to interactions between two or more individuals that are mutually beneficial in order to achieve common goals and leave no one feeling cheated. The growth of cooperative character education can take place in the home, school, or community. Ceremonies, clean Friday, class pickets, practicum, role acting, and group discussions may all be used to foster the character of collaboration in the educational environment. In addition to positive collaboration, a review of the literature reveals that the phenomena of negative cooperation take the shape of deviant activities carried out by persons with poor awareness of their conduct.

Fighting between ethnic groups, between students, stealing, and even murders committed by more than one individual are examples of bad collaboration. Negative collaboration offenders might include kids from the Middle School level up to the Primary School level, for example, brawls in groups and bullying. This suggests that the implementation of collaborative character education has not met the desired goals. Students develop their potential by carrying out the process of internalizing and living values into their personalities in socializing in society, developing a more prosperous community life, and developing a dignified national life through the process of acculturation or habituation of actively cultivating character education.

Character education at SMA Negeri 1 Tanjung Lubuk OKI is more than just teaching pupils about examples of excellent behavior. But also through tactics and strategies adopted in the educational environment to develop positive values. The primary emphasis is on attempts to prevent pupils from having a negative effect through poor behaviors that occur among teenagers as a result of the negative influence of the McDonaldization phenomena, which erodes cultural values and manners that exist in the community context. Educators and stakeholders collaborate to develop the character of pupils who, without recognizing it, have a poor moral awareness, particularly those from problematic backgrounds. The key objective for schools is to give moral education not just from a cognitive standpoint, but also to highlight emotive and psychomotor components.

Schools play a vital part in attempts to give moral education, and if moral education is not supplied by schools, it may have an impact on children, as the influence of violence will soon infiltrate the child's character and cause the existing values to fail. Schools are charged with molding children's personalities so that they have positive attitudes and behaviors that demonstrate excellent manners.

Both must be balanced so that when people engage with society, they may benefit themselves and society by offering constructive thinking and exhibiting civility in society by respecting every individual's right, observing applicable legislation, and mutual collaboration in social life. Moral education programs based on moral law are carried out in two major moral ideals, namely respect and responsibility. Respect and responsibility are the foundations of schools, and instructors are not only allowed, but also obligated, to deliver such instruction in order to grow morally informed human beings and make themselves part of a responsible society.

Character qualities in SMA Negeri 1 Tanjung Lubuk OKI include honesty, justice, tolerance, wisdom, self-discipline, mutual aid, caring for others, collaboration, courage, and a democratic mindset. These particular values are a type of regard or responsibility, as well as media support for respect and accountability. Teachers, particularly Citizenship Education subject instructors, play a critical role in molding students into good citizens for the sake of school achievement.

The teacher must be a personal model to be emulated, as well as someone who is accountable for his primary role, which is to teach, educate, and educate students' cognitive and emotional talents. Instructors must be able to incorporate moral principles into learning materials that are relevant to the disciplines they teach, particularly Islamic Religion Education, Civics, Indonesian Language and Literature. To be able to nurture excellent moral principles, one must first grow them in oneself, and the delivery must take place in a suitable environment in everyday life at school. Teachers and school administrators must be effective role models so that schools may become character-building labs for their kids. The goal is to raise a new generation capable of competing in the world arena while representing the gracious nature of the Indonesian country.

The curriculum is an essential subject in schools, in addition to the teacher's responsibility as a role model and guide in giving value education to create moral pupils. The program is meant to foster moral principles and ethical awareness. The school delivers a relevant and rigorous academic program, honors and respects all students, develops their character, and works to help them achieve success.

D. Conclusions

The McDonalization phenomenon predicted by SMA Negeri 1 OKI has three negative consequences: 1) the attitude of simplifying the process of achieving something; 2) the erosion of local cultural values; and 3) an overreliance on technology that has the potential to erode students' confidence in their abilities. To counteract these negative effects, SMA Negeri 1 Tanjung Lubuk OKI devised a program to build student character via civics education and religion education through a variety of school activity activities. These activities include a daily joint worship service beginning at 12.00 WIB, as well as activities of welcoming and respecting one another by instructors to students and students to pupils inside the school environment. Activities at the ceremony Every Monday, offering inspiration to pupils through

awards if there are students who can reach local and national milestones, clean Friday activities, and the 7K program. These activities are carried out with the goal of keeping the school environment clean and tidy, as well as bringing out the character values of mutual cooperation, social care activities for school residents who have been affected by disasters, raids on the contents of students' cellphones with the goal of avoiding videos or images that are prohibited by norms, and values, teacher example, strengthening disciplinary character through extracurricular activities. Character education cannot be stated to be properly implemented because there are still certain impediments. Character education implementation challenges arise both within and outside of the school setting.

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