

Implementation of Presidential Regulation Number 87 of 2017 about Strengthening Student's Character Education

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Abstract: The purpose of this study is to describe and analyze the implementation of Presidential Regulation Number 87 of 2017 concerning strengthening student character education at SMA Negeri 3 Kayuagung, Ogan Komering Ilir Regency, as well as the enabling and impeding factors for the implementation of that regulation at Kayuagung 3 Public High School, Ogan Komering Ilir Regen. This study is qualitative in nature. The study's findings indicate that: 1) internal communication at SMA Negeri 3 Kayuagung, as well as communication with the school's supervisor and committee and other connected agencies, all happened as planned; 2) There is already a clear standard operating procedure (SOP), and the majority of policy implementers are familiar with its procedures; 3) All policy implementers have a high commitment to the implementation of Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education, which is not all teachers' ability to apply character education to the subjects they teach.

Keywords: Implementation, Presidential Regulation Number 87 of 2017, Student's Character Education

A. Introduction

In an effort to educate the nation's life, national education works to cultivate and develop skills to create attitudes and a nation that is civilized, valued, and respected (Spring, 2008). This is done by focusing on students' skill development so they can grow up to be human beings who believe, have piety, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible as citizens. According to Article 3 of the National Education System Law No. 20 of 2003, the aim of the educational process is to produce people who have faith and are of noble character.

It is evident from the preceding statement that current educational efforts have failed to meet the goals of national education as stated in Article 3 of National Education System Law No. 20 of 2003. Consequently, there is still a need for alternative educational models and methodologies.

Character education is the replacement educational approach suggested by Megawangi (2007). Through this paradigm, an attempt is made to educate kids in order for them to make wise decisions and be able to put those decisions into practice, ultimately allowing them to have a positive impact on their environment. All religions, traditions, and civilizations promote the character ideals that are outlined in the curriculum and activities for pupils at school.

Because character education also contributes to the formation of the process of knowing the good, loving the good, feeling the good, and performing the good (Lickona, 1996; Arthur et al., 2006) which both cultivate cognitive, affective, and psychomotor aspects it does not contradict with the CBC notion.

The Education Unit Level Curriculum (KTSP), which has been improved from the Competency-Based Curriculum (KBK), was created. The National Education System Law of 2003, which is implemented by the KTSP, refers to a number of regulations, one of which is Government Regulation Number 19 of 2005 on National Education Standards (SNP). The design and execution of the eight SNPs, which cover standards for content, process, graduate competency, educator and staff competence, facilities and infrastructure, management, financing, and educational assessment, are covered in this government regulation.

The Education Unit Level Curriculum (KTSP) implements PP rule No. 19/2015 based on its content. However, attaining the fundamental skills of each subject (rather than the thoroughness of one central issue) continues to be the basis of the content and direction of learning objectives. namely:

1. Giving collective development of fundamental competencies both individually and collectively priority;
2. Stressing variety and learning outcomes;
3. Using a range of strategies and methods for learning;
4. Learning can come from a variety of educational sources in addition to teachers;
5. The process of developing and obtaining a competency heavily influences how learning outcomes are assessed; and
6. In KTSP, the school has full responsibility over all issues connected to the creation of education programs, including goal-setting, developing the school's vision and mission, developing its curriculum, studying loads, developing its academic calendar, and developing its syllabus.

Our first findings at SMA Negeri 3 Kayuagung in the Ogan Komering Ilir District indicated that character education at this school had not been carried out as effectively as it may have been. In this school, character education has been included into every topic.

Preliminary observations' findings also demonstrate that affective values (attitudes) and cognitive values (tests) don't always coincide. This suggests that at SMA Negeri 3 Kayuagung, Ogan Komering Ilir Regency, the learning method still primarily involves cognitive assessment and pays little attention to affective assessment. As can be observed from the learning methods utilized only in the form

of memory testing and teaching in the form of supplying information only, subjects like Religious Education and Civic Education that are related to character building in practice nevertheless lead to cognitive assessment.

Due to circumstances like these, pupils compete only to achieve cognitive goals during the learning process and pay no heed to emotive evaluations. In addition, there are still cases of student character from the data available to the counseling teacher, such as instances of fighting, breaking unwritten rules or failing to follow school rules, stealing from friends, and other cases related to the character of other students, in order to maintain a balance between students' cognitive values and affective values.

B. Methods

Research Design

This study is qualitative in nature (Schenk et al., 2007). In order to execute character education, researchers want precise and lucid data. Qualitative research is used to analyze human behavior, and all issues are limited to recording but thoroughly, without focusing on any one symptom. In order to accomplish its main objective, this study used a qualitative methodology, as evidenced by the types of data it used and the information it collected.

Data Analysis Techniques

The data in this study were analyzed using qualitative analytic techniques (Onwuegbuzie et al., 2012; Talja, 1999). data breakdown for information that was acquired using words and images rather than numbers. For the purpose of interpretation, the data collected comprises interview transcripts, field notes, photos, personal papers, and others. The most significant percentages obtained for each component of the question are used as an evaluation criterion. Character education at SMA Negeri 3 Kayuagung is evaluated in relation to the evaluation of informants; the higher the evaluation, the better the character education is implemented there.

Using an interactive model created by Miles and Huberman (2002), analyze study data. The interactive model's data analysis process has three steps, which are as follows:

1. Data compression;
2. Information Display; and
3. Drawing and confirming the conclusion

C. Results and Discussion

The George Edward III hypothesis, which contends that communication, resources, implementers' attitudes, and bureaucratic structure are the four components that affect policy implementation, is the implementation theory employed in this study. We will thus focus on these four aspects when talking about the variables that affect how policies are implemented in SMA Negeri 3 Kayuagung.

Although there is certainly room for improvement and evaluation, communication regarding the implementation of policy has gone as intended. The successful execution of Presidential Regulation No. 87 of 2017 about Strengthening Character Education at SMA Negeri 3 Kayuagung, Ogan Komering Ilir Regency depends in part on effective communication. This is seen in the open and consistent contact between established connected agencies, school principals, teachers, school committees, parents of students, and students.

Additionally, it was discovered that SMA Negeri 3 Kayuagung still had resource-related challenges in its role as a policy implementer. Because some teachers do not fully grasp the idea of character education, they do not always apply it effectively to the courses they teach or to their day-to-day duties at school. It is believed that it is still insufficient because particular training on character education has not been frequently held.

Regarding the dispositions of implementers at SMA Negeri 3 Kayuagung, they already have a clear standard operating procedure (SOP) for carrying out character education, and the majority of policy implementers are already familiar with the steps outlined in the SOP. SOPs make it easier for policy implementers to carry out their responsibilities. Although some policy implementers still don't completely comprehend. In order to strengthen character education at SMA Negeri 3 Kayuagung, Ogan Komering Ilir Regency, Presidential Regulation No. 87 of 2017 is being implemented, and the SOP is a supporting element.

The organizational structure and other factors have been well conceptualized in terms of the dimensions of the bureaucratic system, and the delegation of authority is done in accordance with each person's individual capacities. Nevertheless, supervision is still crucial for assisting policy implementers in carrying out their duties. 3 SMA Negeri As the policy's implementer, Kayuagung has a strong commitment to implementing Presidential Regulation No. 87 of 2017 Concerning Strengthening Character Education, and it will make every effort with responsibility and determination to do so (Yulianti and Usman, 2021).

D. Conclusions

1. Conversation

There were no major issues with the communication that was established in accordance with Presidential Regulation No. 87 of 2017 about Strengthening Character Education at SMA Negeri 3 Kayuagung, Ogan Komering Regency. The internal communication at SMA Negeri 3 Kayuagung, the communication with school supervisors and committees, as well as the communication between related agencies, all went as planned, but there is still room for improvement and evaluation in order to achieve more optimal performance.

2. Resources

Only cognitive values may be used to determine the level of student accomplishment because not all teachers are able to include character education into the subjects they teach.

3. State of mind

A clear standard operating procedure (SOP) has already been established for the implementation of Presidential Regulation No. 87 of 2017 Concerning Strengthening Character Education at SMA Negeri 3 Kayuagung Ogan Komering District, and the majority of policy implementers are already familiar with its procedures.

4. The Administrative Structure

In order to achieve the targeted goals and objectives, the policy implementers have a strong commitment to the Presidential Regulation No. 87 of 2017 Concerning Strengthening Character Education in SMA Negeri 3 Kayuagung Ogan Komering Regency.

E. Acknowledgement

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