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Implementation of School Culture-Based Character Education Strengthening Program at SMP Negeri 10 Satap Tondano

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Abstract. This study aims to analyze the implementation of the school culture-based Character Education Strengthening (PPK) program at SMP Negeri 10 Satap Tondano. This research uses a qualitative approach. Data collection in this study was carried out using in-depth interviews, observations, and documentation studies. The results of this study show that the implementation of the school culture-based Character Education Strengthening Program (PPK) at SMP Negeri 10 Satap Tondano has not been implemented optimally due to: 1) the availability of inadequate school facilities and infrastructure to support extracurricular and co-curricular activities which are mandatory components in the implementation of school culture-based KDP, 2) parental support for the child's education process that is still lacking, and 3) inadequate school financing in financing the implementation of activities and the procurement of school facilities and infrastructure. For this reason, we should: 1) schools need to coordinate with all stakeholders in the field of education, 2) the government needs to provide sufficient funds to support the implementation of school-based KDP, 3) need maximum support from parents in the form of attention and supervision of children's associations.

Keywords. Implementation, Strengthening Character Education, School Culture

1. Introduction

Law No. 20 of 2003, concerning the national education system, mandates that national education functions to develop potential or abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens [1]. The national education system not only has the aim of developing students who are knowledgeable and intellectually intelligent but also more than that, namely developing and forming students with character.

One of the efforts made by the government to realize the goals of national education is through the Strengthening Character Education (PPK) program. PPK is an educational movement in schools to strengthen the character of students through 1) heart (ethics), 2) taste (aesthetic), 3) thought (literacy), and 4) sports (kinesthetic). PPK has the objectives of (a)

building and equipping students who are Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future, (b) developing a national education platform that puts changes in character education as the main soul for the implementation of education for students with public support which is carried out through formal, non-formal, and informal education channels by taking into account the culture of the Indonesian nation, (c) revitalizing and strengthening the potential and competence of educators, education staff, students, the community, and the family environment in implementing PPK. The three objectives of the Presidential Regulation strengthen KDP activities in Indonesia and focus on the nation's generation [2].

The central values of PPK, according to Presidential Regulation Number 87 of 2017 Article 2, include religiosity, nationalism, independence, mutual assistance, and integrity which are integrated into the school curriculum and need to be implemented in every education unit in Indonesia [2].

The development of Science and Technology (IPTEK) today greatly influences the development of student character and morals, and this can appear in to be moral degradation among students who are no longer following the values and morals that apply in community life; this can be seen from the rise of students who consume alcohol, bullying, smoking, brawls between students, and others.

President Joko Widodo launched the National Mental Revolution Movement (GNRM) program through the 8th Nawacita. Nawacita is derived from the Sanskrit nawa, meaning nine, and cita, meaning hope, dream, and desire. Through the 8th Nawacita, it is expected to be able to revolutionize and change the nation's character through citizenship education policies and place proportionally aspects of education, such as teaching the history of nation formation, the values of patriotism and love for the country, the spirit of defending the country, and ethics in the Indonesian education curriculum.

Strengthening Character Education (PPK) is an effort and activity to nurture students by aligning activities in terms of kinesthetic (sports), aesthetics, ethics, and literacy (mindset) to create Indonesia's golden generation in 2045 as an answer to changing times [2].

PPK has three structures that can be used as a vehicle to strengthen the character and mentality of the nation, namely program structures, including levels and classes, school ecosystems, strengthening teacher capacity, character-building activities that are integrated into the learning process (extracurricular), co-curricular, and extracurricular, and various programs and activities that can synergize the four dimensions of character processing from Ki Hadjar Dewantara (sports, thought, taste, and heart) [2].

Apart from the three structures above, the (PPK) movement has a basis that can be carried out following the existing curriculum structure and must be implemented in every academic unit, one of the bases of PPK is school culture. School culture-based PPK focuses on habituation and the formation of a culture that integrates the main values of Strengthening Character Education, which is the priority of the education unit. School culture has a vital role in strengthening character education.

The development of school culture-based includes the entire school governance, the Education Unit Level Curriculum (KTSP) design, and the making of school rules and regulations. School culture-based PPK needs to be implemented in every academic unit, considering that we are currently in an era of globalization and modernization that influences community life. These influences can be in the form of negative influences that cause various kinds of problems in human life. This can be seen from the current behavior of students who are not following the norms that apply in society, as happened in SMP Negeri 10 Satap

Tondano, which was chosen to be the place of research. This school is in the Marawas sub-district, North Tondano District, Minahasa Regency. This school is classified as small because it only has three classes and few students, with existing problems related to character education at school. In implementing Strengthening Character Education at SMP Negeri 10, Satap Tondano still needs help with various problems and challenges, such as many students often arriving late at school. When coming to school, many students wear clothes that do not follow the rules that apply at school, lack respect for teachers, use impolite language in speaking with friends and teachers, have individualism or selfishness, lack concern for others, and lack discipline in a student.

2. Method

The research method used in this study is descriptive research with a qualitative approach. Researchers use qualitative descriptive research methods to describe or describe accurately and truthfully events or facts that occur in the field related to the problem under study, namely the implementation of the School Culture-Based Character Education (PPK) Strengthening program at SMP Negeri 10 Satap Tondano. The data collection techniques used are interviews, observations, and documentation studies. The research location is at SMP Negeri 10 Satap Tondano.

3. Result and discussion

Each education unit needs to pay attention to the steps in implementing school culture-based PPK following guidelines and the steps set so that the implementation of school culture-based KDP will run optimally. Below are the steps in implementing school culture-based KDP:

3.1. Finding the principal value of Strengthening Character Education (PPK)

In implementing the school culture-based Character Education Strengthening (PPK) program, the first step that schools must take is to determine the principal value of PPK; in this case, the school needs to conduct an initial assessment. The selection of these central values needs to be discussed, deliberated, and dialogued with all school stakeholders (principals, educators, education staff, school committees, and students). At the same time, some supporting values are also formulated that are selected and relevant to be developed.

Furthermore, according to the Ministry of Education and Culture (2018: 36), all stakeholders agree on the central values that are priorities and supporting values, as well as stated in the vision and mission of the school. The main values chosen by the education unit focus on developing school culture and identity. The education unit's activities, programs, and character development are centered on these core values and apply to all school communities [3].

Mutual agreement through meetings or deliberations with the school committee and the teacher council is carried out before the KDP program is implemented in schools, in which school rules are socialized to all existing school residents.

Furthermore, the main values of PPK that need to be implemented in schools consist of five main values, including religion, nationalism, independence, mutual assistance, and integrity which are habituated in schools. The main values of PPK have a purpose in shaping the attitude, mentality, and character of each school citizen, and the vision and mission of the school illustrate this.

3.2. Establishing a Daily or Weekly Schedule

In implementing the school culture-based Character Education Strengthening (PPK) program, schools need to make a daily/weekly schedule that aims to strengthen the implementation of the main values of PPK. According to the Ministry of Education and Culture (2018:36), education units can arrange daily or weekly activity schedules to strengthen PPK's main values, which have been chosen as habituation and integrated strengthening efforts [3].

The school makes the daily/weekly schedule one of the references or benchmarks in implementing the KDP program in schools. The daily/weekly schedule must be integrated with the main values of the Character Education Strengthening Program (PPK) in every school activity. The schedule is made from Monday to Friday during school hours, for example, flag ceremony activities, morning apples, morning worship, and clean Friday, but in its implementation, there are still school residents who violate the schedule that has been set.

Preparing a daily/weekly activity schedule will make it easier for teachers and students to implement the KDP program. Daily activities are arranged to realize the academic unit's vision, mission, and characteristics.

3.3. Designing the 2013 Curriculum

In designing the 2013 curriculum, it is necessary to integrate the main values of the Strengthening Character Education (PPK) program and supporting values so that in its implementation, there is a need for school vision-mission, school goals, syllabus, educational calendar, and Learning Implementation Plan (RPP).

The operational curriculum is implemented by each educational unit, embodied in the form of the 2013 Curriculum. The curriculum must contain and integrate the main values of the Strengthening Character Education (PPK) program and other supporting values. In implementing the value of KDP based on school culture, SMP Negeri 10 Satap Tondano, in preparing the school curriculum, implements the following steps:

3.3.1. First Step: (Check the completeness of curriculum documents)

Document 1, called Book I of the School Curriculum, contains the vision, mission, goals, content, setting of the learning load, and educational calendar. SMP Negeri 10 Satap Tondano in implementing the Character Strengthening Program (PPK) has been prepared since the beginning of the semester which is valid for 1 academic year.

Related to the stages of curriculum management and learning, Muhtadi (in Wiyani, 2012: 95-118) explained the steps for preparing a curriculum containing character values, namely as follows: identifying and analyzing character education problems, formulating school vision, mission, and goals, formulating student behavior indicators, developing syllabus and Learning Implementation Plan (RPP) with character, integrating the contents of the educational curriculum into all eyes lessons, developing evaluation or assessment instruments to measure the achievement of character education programs [4].

In Document 1 or Book 1, the school curriculum has been integrated with the main values of Strengthening Character Education (PPK), in which the school has a vision and mission. The vision and mission of the school is an absolute thing and must exist in every educational unit because the vision and mission of the school is an ideal or hope that reflects the characteristics of the school that are expected in the future.

The vision and mission in Document 1 of the school curriculum must integrate character values because the vision and mission will encourage or encourage, as well as a reference for school residents in implementing the PPK program. The success of the school's

vision and mission depends mainly on the performance of the school community. If the school community has a bad performance, the program will not be adequately implemented, which will fail to achieve the vision and mission of the school.

Next is the purpose of the school, which is a more detailed description of the vision and mission of the school; in other words, the formulation of school goals must be based on the vision and mission of the school; therefore, it can be found that the purpose of the school is something that the school wants to achieve within a predetermined time. The objectives of SMP Negeri 10 Satap Tondano as outlined in book 1 of the school curriculum, contain character values to be achieved by the school, namely: 1) the realization of students who practice the religious teachings adopted correctly, 2) behave noble behavior and noble ethics, 3) the realization of graduates who are virtuous, 4) The realization of qualified educators, students and education staff, 5) the realization of a generation that excels in developing talents and interests in extracurricular activities, 6) both sports and arts, 7) the realization of polite and good character students, 8) the realization of the educational component of environmental love, and 9) the realization of quality school administration.

Furthermore, the content and learning load is the entire learning activity students must pass for one week. The content and learning load prepared by SMP Negeri 10 Satap Tondano refers to the 2013 curriculum set by the central government.

In the school curriculum document, there is also Document 2, which contains the syllabus. In the 2013 curriculum, the preparation of the syllabus is prepared directly by the school, which is adjusted to the characteristics of the school. According to the Curriculum Center of the Ministry of Education and Culture in Muchtar and Suryani (2019), the development and integration of character values contained in the syllabus can be taken in the following ways: 1) reviewing the Competency Standards (SK) and Basic Competencies (KD) in the Content Standards (SI) to determine whether the cultural values and national character listed are included in it; 2) using the national character education value table that shows the relationship between SK and KD with values and indicators to determine the values to be developed; 3) include the cultural values and character of the nation in the table in the syllabus; 4) include the values stated in the syllabus into the Learning Implementation Plan (RPP); 5) develop the learning process of students actively so as to allow students to have the opportunity to internalize values and show them in appropriate behavior; and 6) provide assistance to learners, both those who have difficulty internalizing grades and for shows it in behavior [5].

Preparing the syllabus must be integrated with the values of character education as a form of implementation of the school culture-based Character Education Strengthening (PPK) program. The syllabus prepared by the teacher includes Core Competencies (KI) for each subject, where KI 1 is a spiritual attitude competency, KI 2 is a social attitude competency, KI 3 is a knowledge competency, and KI 4 is a skill competency, then Core Competencies (KI) are further described into Basic Competencies (KD) which are a number of abilities that students in each particular subject must master.

Furthermore, the syllabus prepared is translated into a Learning Implementation Plan. This is based on the Regulation of the Minister of National Education Nomr 81 of 2013, which states that the Learning Implementation Plan (RPP) is developed in detail from a subject matter or certain that refers to the syllabus. The RPP prepared is contained in Document 3 of the school curriculum [6].

The preparation of RPP needs to integrate the main values of the Character Strengthening Program (PPK). According to Mulyasa (2011) in Hambali (2021) Character

lesson plan is a plan of learning activities carried out by teachers to support the development of student character [7].

In the preparation of RPP, the Basic Competencies (KD) of learning are determined based on IP, KI 1 is a spiritual attitude competency, KI 2 is a social attitude competency, KI 3 is a knowledge competency, and KI 4 is a skill competency, then the Core Competencies are described into Basic Competencies (KD), and then described into indicators and learning objectives. The learning objectives that the teacher has prepared contain learning objectives from aspects of social attitudes, aspects of spiritual attitudes, knowledge, and skills that will later be implemented in the learning process that is integrated with the values of Strengthening Character Education (PPK) through strategies, models, methods, to learning evaluation.

3.3.2. Second Step:

According to the Ministry of Education and Culture (2018: 39), the second step in the preparation of school curriculum documents is to carry out socialization. Socialization of Strengthening Character Education (PPK) is delivered to the entire school community (principals, educators, education staff, students, as well as school committees and all components in the school) [2].

In implementing the PPK program in schools, it is necessary to have socialization for all school residents; socialization is intended so that various parties in the education unit can know and understand the aims and objectives of the implementation of the Strengthening Character Education (PPK) program in schools. In this case, the school curriculum document integrated with the KDP program is delivered or socialized by the school through teacher meetings, parents, and school committees that are held before entering the new school year and are conducted periodically.

3.3.3. Third Step:

According to the Ministry of Education and Culture (2018: 39), the third step in the process of preparing the Sokolah curriculum document is to make an agreement, where the education unit makes and agrees on a joint commitment between all parties (principals, educators, education staff, students, as well as school committees and all components in the school), as well as education stakeholders, to support and implement school culture-based PPK. In accordance with the planned implementation strategy, both in learning activities or extracurricular, co-curricular, and extracurricular [3].

Based on the results of the study, school curriculum documents have been approved by the principal, school superintendent, school committee, to the education office, at the beginning of each learning year.

3.4. School Rules Evaluation

According to the Ministry of Education and Education (2018: 40), good school culture is seen in the concept of school management, which leads to the formation and strengthening of character. As a national movement, every educational institution must make corrections and evaluations of their various regulations and align them with the values of the mental revolution that wants to be directed at strengthening character education [3].

The evaluation of school regulations at SMP Negeri 10 Satap Tondano was carried out on regulations regarding the discipline of school residents and the application of Minimum Completeness Criteria (KKM) in each subject. In the evaluation of school regulations at SMP Negeri 10, Satap Tondano has made and set regulations that the school must obey. With

regulations, school residents will be more disciplined in carrying out their duties and responsibilities.

SMP Negeri 10 Satap Tondano, in evaluating school regulations, is carried out regularly to see whether the regulations made are appropriate in an effort to develop student character or not, school regulations that are no longer relevant to the formation of student character are evaluated, and changes are made.

In the evaluation of school regulations, it is carried out by adjusting the conditions and characteristics of the school and is carried out periodically by all parties or all school components, as explained by the Ministry of Education and Education (2018: 40) In an effort to implement school culture-based KDP, schools can make or revise school rules and regulations together by involving all related school components. Thus, the spirit of enforcing the regulation is even greater because it is built together [3].

3.5. Culture/Tradition Development School

The school environment is an institution that aims to shape students' character. Therefore, schools need to build a positive culture. School culture is a tradition that grows and develops in accordance with the characteristics and spirit, and values adopted by the school. The quality of the school can be seen from the culture developed by the school community. According to the Ministry of Education and Education (2018: 40), education units can develop Character Education Strengthening (PPK) based on school culture by strengthening traditions that schools already own. In addition to developing existing ones, education units still need to evaluate and reflect on whether the traditions inherited in the education unit are still relevant to current needs and conditions or need to be revised in order to respond to growing challenges and be in line with efforts to strengthen character in the education unit [3].

According to Deal and Peterson in Ghufonudin (2019), school culture is a set of values that underlie behavior, traditions, daily habits, and symbols practiced by principals, teachers, administrative officers, students, and the community around the school. School culture is the school's characteristic, character or disposition, and image in the wider community [8].

In developing school traditions or culture at SMP Negeri 10 Satap Tondano, the school conducts routines such as carrying out worship, apple and flag ceremonies both every Monday and every major national event, celebrating religious holidays, clean Fridays, healthy gymnastics, as well as literacy activities, spontaneous activities such as assisting those affected by disasters, and providing examples by school residents.

School culture or tradition is expected to improve the quality of educational units so that the school can achieve the expected vision and mission. School culture can provide opportunities for every school and school community to function optimally, work effectively and efficiently, and have high morale.

SMP Negeri 10 Satap Tondano has a school culture/tradition that strengthens the development of the main values of the Character Education Strengthening (PPK) program, which is carried out repeatedly on the basis of understanding and awareness of each school resident so that it will become a habit (habit) and benefit the lives of school residents.

Sulistiyowati (2012: 64) explained that school culture aims to develop a habit of all school residents so that it will create a school culture [9].

Culture or tradition in schools can develop a positive character that not only encourages students to have knowledge or academic intelligence but also more than that to develop emotional intelligence both in the school environment and when in the community, just

as the school makes efforts in order to develop culture or school so that it will improve the quality of education.

The development of school culture or tradition at SMP Negeri 10 Satap Tondano has not been implemented optimally; it can be seen from the fact that there are still many students who take actions that are not in accordance with values and norms both at school and at home. This action is caused by the lack of attention of parents to children's education. Parental support for the child's education process is one of the factors that affect the implementation of the Strengthening Character Education (PPK) program; without parental support in educating children's character, the school culture-based KDP program will not achieve maximum results because The parents need to cooperate with the school in the child's character education.

According to Zubaedi (2011) in Indiana and Salam (2022), character development is a lifelong process. Child character development is an effort that involves all parties, the nuclear family, family (grandparents), schools, communities, and the government. Therefore, these four corridors (family, school, community, and government) must run in an integrated manner. So it can be said that children's character education is a shared responsibility [10].

The results showed that parents have less attention to student character education, where parents are less concerned about student behavior when at home, resulting in students taking actions that are not in accordance with values and norms in society, such as drunkenness and smoking. This is in line with the results of previous research from Wenselinus Nong Kardinus 2022 entitled Implementation of Character Education Programs to Build Social Care Attitudes, from the results of the study showed that parents' lack of care for children is one of the obstacles to student character formation [11].

Building children's character is one of the important responsibilities that parents have. Although schools instill character education in students, parents still play a major role in children's character development. Parents are very important figures in the process of children's character education because parents have the function of providing examples in the formation of children's character, a place in instilling values and norms that apply in society.

3.6. Development of co-curricular activities

According to Irwansyah (2006) in Yohana and Wijiharta (2021), co-curricular activities are activities carried out outside learning hours that aim to help students to deepen and appreciate the material that will later be learned in intracurricular activities [12].

Furthermore, according to the Ministry of Education and Culture (2018: 41), co-curricular activities are carried out through a series of tasks that are in accordance with the objectives of achieving the competence of each subject relevant to extracurricular activities. Co-curricular activities can be carried out both within the school environment and outside the school, but the activities carried out must be in accordance with the learning planning (syllabus and lesson plans) that have been prepared by the teacher. It is intended that student activities outside the school environment become the responsibility and supervision of the teacher concerned. The types of activities include tasks, both carried out individually and in groups [3].

Co-curricular activities strongly support the implementation of school-based Character Education Strengthening (PPK) programs, but in its implementation, it is necessary to carry out good planning, implementation, and evaluation so that the objectives of co-curricular activities can be achieved.

The results showed that SMP Negeri 10 Satap Tondano had planned co-curricular activities based on the Learning Implementation Plan, which was prepared according to the Basic Competencies (KD) and learning objectives of each learning material.

The form of implementation of co-curricular activities should be done in groups and individually, both in the form of homework and done at school. The assignment carried out in groups aims to form and develop student character values such as the value of mutual assistance, mutual respect, tolerance, and cooperation so that later, students will become individuals with character when in community life. Assignments that are done individually or individually have the aim of developing students' interests and potential so that these students can become independent individuals.

This co-curricular implementation is intended to support and strengthen learning materials carried out through extracurricular activities so as to foster student enthusiasm and motivation in learning. In co-curricular implementation, schools have not been able to implement it properly even though the RPP has stated co-curricular implementation in each subject due to limited means of supporting co-curricular activities, such as laboratory equipment, sports, teaching aids, and others.

3.7. Extracurricular (Compulsory and Elective)

According to Rohinah M. Noor (2012) in Nugroho and Ardian (2015), extracurricular activities are educational activities outside of subjects and counseling services to help student development according to needs, abilities, and interests through activities specifically carried out by educators or education personnel who have the ability in schools [13].

Furthermore, the Ministry of Education and Culture (2018:41) strengthening the main values of PPK is possible through extracurricular activities (extracurricular). These extracurricular activities aim to develop students' personalities and talents according to their respective interests and abilities. [3]

In Permendikbud RI Number 81 of 2013 concerning Curriculum Implementation, it is stated that in the 2013 Curriculum, extracurricular activities are divided into compulsory extracurricular activities and elective extracurricular activities. Compulsory extracurricular activities are extracurricular activities that must be followed by all students at school, except students who have special needs that do not allow them to participate in extracurricular activities. All extracurricular activities that are developed must contain and affirm the character values developed in every form of activity carried out. Although implicitly extracurricular activities already contain character values, they must still be expressed explicitly and reflected and reaffirmed at the end of the activity so that students are aware and understand [6].

SMP Negeri 10 Satap Tondano carries out extracurricular activities based on the results of documentation studies on school curriculum documents, interviews, and observations. Extracurricular activities carried out at school include compulsory extracurriculars and optional extracurriculars aimed at developing student character.

Compulsory extracurricular activities carried out at school are scouts. According to Sarkonah (2011) in Murtadha et al. (2022), *pra muka* or *Praja mode karana* comes from Sanskrit which has the meaning of the word *Praja* means citizen, the word *mode* means those who have a soul or have a young soul, and the word *karana* means ability, ability, and tenacity in work [14].

In the 2013 curriculum, scouting is a compulsory extracurricular to be carried out at all levels of education, be it elementary, junior high, to high school equivalent, to support the Strengthening Character Education (PPK) program, with the aim of developing the nation's noble values and forming people with character based on Pancasila in building the Unitary State of the Republic of Indonesia [6].

In addition to compulsory extracurriculars, schools also need to carry out elective extracurricular activities. Elective extracurricular activities are formed based on groups of selected extracurricular activities at school, and usually, these activities are applicative development of a subject. Extracurricular activities should ideally be a school pride so that they can attract students to attend SMP Negeri 10 Satap Tondano.

SMP Negeri 10 Satap Tondano, which is a small school, strives to carry out extracurricular activities as part of developing the interests and talents of students even in the midst of limitations, such as activities and art fostered by teachers of cultural arts and PJOK subjects.

The development of optional extracurricular activities requires facilities and infrastructure, but in reality, the facilities and facilities owned by the school are still inadequate such as the lack of availability of musical instruments, sports equipment, and small school fields. The lack of complete tools and facilities will have an influence on the implementation of extracurricular activities at school because adequate facilities [15], will make students motivated and feel comfortable in participating in certain extracurricular activities. Pakpahan et al. (2021) stated that the lack of facilities and infrastructure for extracurricular activities is caused by the lack of availability of funds owned by the school [16].

SMP Negeri 10 step tondano in implementing school culture-based PPK requires costs to finance school activities, one of which is school culture-based PPK, but in fact, the financing factor is an obstacle factor in the implementation of the program, where the only source of school financing is only through School Operational Assistance (BOS) funds, and BOS funds received by schools based on the number of existing students, While the number of students in the school is only 11 people so that the funds received by the school are not enough in procuring supporting equipment for school activities, especially extracurricular activities.

4. Conclusion

Based on the results of the research and discussion above, it can be concluded that:

1) The implementation of the school culture-based Character Education Strengthening Program (PPK) at SMP Negeri 10 Satap Tondano is carried out by integrating the main values of KDP, namely religion, nationalism, independence, mutual assistance, and integrity in subjects in the curriculum structure through extracurricular and co-curricular activities. Subjects that are adjusted to the characteristics of the subject by using appropriate models, methods, and strategies in an effort to build student character.

2) Activities to habituate character values through school culture are developed in the process of routine, spontaneous conditioning, and exemplary activities of school residents. Activities carried out outside the classroom and inside the classroom are carried out to strengthen the formation of student character in accordance with the situation, conditions, and availability of facilities at SMP Negeri 10 Satap Tondano, so as to create a polite and cultured school climate and culture.

3) The implementation of co-curricular and extracurricular activities, which are two mandatory things in the implementation of school culture-based PPK, has not been implemented optimally; this is due to limited school facilities and infrastructure and limited funds available in schools

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