



STRENGTHENING EDUCATIONAL CHARACTER TO PREVENT STUDENTS' DRUG ABUSE

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Strengthening Educational Character is education movement under the responsibility of educational unit to strengthen the character of students through harmonization of the hearth, taste, thought, and sports with the involvement and cooperation between educational unit, family and community as part of the National Movement of the Mental Revolution (GNRM). The methodology used is qualitative. The findings showed that the implementation of the policy. Needs to be reviewed and needs to be supported by the Movement National Mental Revolution (GNRM). In conclusion, transformation is needed in the application of understanding of Pancasila order to prevent the occurrence of drug abuse.

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INTRODUCTION

Deep faith from the founding fathers of this nations that a republic can only be built by their great character of the citizens. Then, Roosevelt said, "educated someone without educational morality comprehension means to build threat in social living. Soekarno had said that *"There is no nation-building without character-building."*Based on that writings, The founding Father could predict that an development nation always be related to society comprehension of character education or moral education.

Related to the important things of character education or moral education as important aspect which necessary comprehended by society especially students becomes attention by Education Minister because remember highly value of drug abuse by students.

About 27, 32% of drug users in Indonesia are students. Those value may be increasing because many new drugs spreads in this country.¹Narkoba is an abbreviation of narcotics and hazardous drugs, the term Narkoba is closely related to compounds that give effect to addiction to its users. Narkoba are not only physically harmful but can also interfere with the mental or mental drug addicts.

In line with this, Character education and narcotics issues become the main focus of the world of education. Various efforts are made to find solutions in overcoming these problems. This was said by the Chairman of the Board of

Education of South Sumatra, Zulkifli Dahlan, in a national seminar and coordination meeting conducted by the Council of Education of South Sumatra (South Sumatra).²

Therefore, the minister said that the prevention of Narkoba can also be done in schools through the program of Strengthening Character Education (PPK). "The strengthening of Character Education that has become a presidential regulation will be followed up with guidelines and derivatives, including Narkoba that will be subthemes and should be submitted to students."³

In Article 1 number 1 of Government Regulation Number 87 year 2017 about Strengthening Character Education said that, Strengthening of Character Education abbreviated as PPK is education movement under the responsibility of educational unit to strengthen the character of students through harmonization of the hearth, taste, thought, and sports with the involvement and cooperation between educational unit, family and community as part of the National Movement of the Mental Revolution (GNRM).

In relation to the implementation of the policy, the strengthening of character education has not shown significant results considering the abuse of Narkoba by students and university students is still quite high in 2018. Therefore it needs to be reviewed whether the efforts made by the stakeholders have been optimally done considering the PPK

²Source

:<http://www.lenterapendidikan.com/berita/sekolah/view/pendidikan-karakter-dan-narkoba-isu-besar-pendidikan.html>

³<https://www.jpnn.com/news/mendikbud-perangi-narkoba-dengan-pendidikan-karakter>

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needs to be supported by the Movement National Mental Revolution (GNRM).

PPK encourages the synergy of three education centers, namely schools, families (parents), and communities in order to establish an educational ecosystem. According to Mendikbud, during this time the three seemed to walk alone, but if the synergy can produce something extraordinary. It is expected that school-based management will strengthen, where schools play a central role, and the environment can be optimized to become learning resources.⁴

Problems

With the starting point from the background above, the main problem that needs to be studied in this paper is, how strengthening character education to prevent drug abuse by students?

DISCUSSION

Character Education

Strengthening the character became one of the priority programs of President JokoWidodo (Jokowi) and Vice President JusufKalla. In NawaCita mentioned that the government will do the character revolution of the nation. The Ministry of Education and Culture implements the strengthening of the nation's successor character through the Character Education Strengthen movement (PPK) which has been launched since 2016.

In accordance with the direction of President JokoWidodo, character education at the level of basic education gets a larger portion than education that teaches knowledge. For elementary school by 70 percent, while for junior high school by 60 percent.

"Movement Strengthening Character Education as the foundation and the main spirit of education," Message of the Minister of Education and Culture (Mendikbud) MuhadjirEffendy.

Not just thinking (literasi), PPK encourages national education to again pay attention to the heart (ethics and spiritual) sense (aesthetic), and also sports (kinestetik). These four dimensions of education should be complete and comprehensive. The integration of intracurricular, kokurikular, and extracurricular learning processes in schools can be implemented based on the development of school culture and through collaboration with communities outside the educational environment.

There are five main character values sourced from Pancasila, which is a priority for the development of the PPK movement; namely religious, nationalism, integrity, independence and mutual cooperation. Each value does not stand and develops independently, but interacts with one another, develops dynamically and forms a personal whole.

The value of the religious character reflects the belief in the one God who is embodied in the behavior of practicing religious teachings and beliefs, respecting religious differences, upholding the tolerant attitude towards the practice of religious worship and other faiths, living in harmony and

peace with other believers. Implementation of the value of religious character is shown in the attitude of love of peace, tolerance, respect for different religions and beliefs, firm stance, confidence, cooperation between religion and believer, anti-harassment and violence, friendship, sincerity, not impose will, love environment, small and marginalized.

The value of a nationalist character is a way of thinking, acting, and doing that shows loyalty, awareness, and high appreciation of the nation's language, the physical, social, cultural, economic, and political environments, placing the interests of the nation and state above the interests of the self and the group. The nationalist attitude is shown through the attitude of the nation's own cultural appreciation, safeguarding the nation's cultural richness, willing to sacrifice, excel, and achievement, love the country, protect the environment, obey the law, discipline, respect the diversity of culture, tribe, and religion.

The value of the integrity character is the underlying value of the behavior based on the effort to make itself a trustworthy person in words, actions, and work, committed and faithful to humanitarian and moral values. The character of integrity includes the attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words based on truth. A person of integrity also values the dignity of the individual (especially persons with disabilities), and is able to demonstrate exemplary.

Independent character values are attitudes and behaviors independent of others and use all the energy, thought, time to realize hopes, dreams and goals. Independent students have a good work ethic, tough, capable of fighting, professional, creative, courage, and become lifelong students.

The value of the character of mutual cooperation reflects the act of appreciating the spirit of cooperation and shoulder to shoulder to solve common problems, establish communication and friendship, provide assistance / help to people in need. It is expected that students can show respect for others, be able to work together, inclusive, able to commit to joint decisions, consensus, help, empathy and solidarity, anti discrimination, non violence, and volunteerism.

"This PPK is an entrance to make a comprehensive improvement of our education," said Mendikbud to PPK Implementation Team consisting of various elements of education stakeholders some time ago.⁵

According to Mendikbud, PPK did not change the curriculum structure, but reinforced the 2013 Curriculum that already contains character education. In its application, little intracurricular modification is made to have more character education content. Then added activities in kokurikuler and extracurricular. The integration of all three is expected to cultivate the character and strengthen the positive character of the students.⁶

⁴<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

⁵<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

⁶<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

"Principally, school-based management, then more involving students on activities rather than lecture methods, then broad-based curriculum or broad based curriculum that optimizes the utilization of learning resources," said Mendikbud.⁷

PPK encourages the synergy of three education centers, namely schools, families (parents), and communities (communities) in order to establish an educational ecosystem. According to Mendikbud, during this time the three seemed to walk alone, but if the synergy can produce something extraordinary. It is expected that school-based management will strengthen, where schools play a central role, and the environment can be optimized to become learning resources.

"The role of the teacher is very important in education and he must be an enlightening figure, who opens nature and thought and soul, fosters values of love, exemplary values, values of behavior, values of morality, values of diversity. This is the true character education that became the core of real education," said President Joko Widodo in the opening of the National Council of Education and Culture 2017.⁸

According to Mendikbud, the key to successful character education lies in the role of teachers. As Ki Hajar Dewantara teaches, "*inggarso sung tuladho, ingmadyo bangunkarso, tut wurihandayani*", then a teacher ideally has proximity to his protegee. Teachers should be attached with their students so they can know the development of their students. Not only the intellectual dimension, but also the personality of each student. Not only as a teacher of course subjects, but teachers can play a role as a facilitator who helps students achieve learning targets. Teachers must also be able to act as a goalkeeper who helps students filter out negative influences that are not good for their development. A teacher is also able to act as a liaison between students with a variety of learning resources that are not only in the classroom or school. And as a catalyst, teachers are also able to explore and optimize the potential of each student.

Currently, through the revision of PP No. 64 of 2008 to PP No. 19 of 2017, Kemendikbud encourages the paradigm shift of teachers to be able to carry out its role as professional educator who not only able to educate students, but also shaping their positive character to become the gold generation of Indonesia with 21st century skills.

Based on Article 15 of PP No. 19 of 2017, the fulfillment of teacher workload can be obtained from the equivalence of additional task workload. Other activities outside the classroom related to learning can also be converted to face-to-face hours. "Teachers no longer need to look for additional hours outside the school teaching to meet the workload of teaching. He must be responsible for the development of students."⁹

Understanding Character Education through Change Management

Change management is able to overcome the Zone of Discomfort problem and the reluctance to change. This needs to be done in order to adapt to 21st century phenomena focused on Surprises, Speed, Sudden shift of technology. Still the abuse of drugs for students and students one of them caused by the reluctance to change by the school management. The existence of policies on character education is not necessarily implemented so that students or students do not fully understand the value of characters sourced from Pancasila.

According to the Permendagri No. 10 of 2011 on Guidelines for Implementation of the Change Management Program, change management is a systematic process by applying the knowledge, tools and resources needed by the organization to move from the present to the desired conditions, which is better and to manage the individuals who will be affected by the change process.

In maximizing the understanding of change management of schools to implement character education in order to prevent the occurrence of drug abuse by students, it is necessary to understand the importance of transformation to enhance the organization's ability to prevent drug abuse by students. To be clear, the importance of transformation as an important reason for making changes can be seen in the following chart:

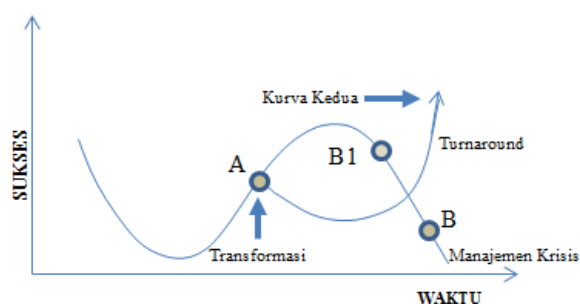


Figure 1 Why Do We Need Change¹⁰

From the figure, the transformation point (A) is an appropriate indicator of change, but the result will be seen to decrease in the early stages of the change process, and will move towards a better change as shown in the second curve. In contrast to ignoring the transformation, it will increase in school management, but the end result will be sharply decreased. This is seen in the number of students who do not understand character education so as to be able to influence the environment to engage in drug abuse, but will increase when the process of adaptation to change is done consistently in the form of implementation of character education policy consistently and continuously.

Not implementing character education in schools causes schools to experience crisis management. Conditions in which students do not understand character education so that they are more easily affected the environment to engage in Narkoba abuse. Thus, transformation is needed in the application of understanding of Pancasila character values for

⁷<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

⁸<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

⁹<https://www.kemdikbud.go.id/main/blog/2017/07/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembenahan-pendidikan-nasional>

¹⁰Kasali Rhenald, 2014, *Manajemen Perubahan*, Bahan Ajaran Peserta Didik Sespim men Polri Dikreg ke-54 T.A, hlm.6

students in order to prevent the occurrence of drug abuse. This is in line with the opinion of ErnayaSuradinata that "to practice the values of Pancasila intact, into the Nationality Value will prevent a person in the act of violating the law."¹¹

According to Aslog Chief of Police, EkoHadiSutedjo, the Cause of Moral Degradation of youth of the Nation, Especially the Abuse of Drugs is¹²

- a. Responsible education (parents / family, school, community and government) who neglect character education and morality;
- b. Government and schools are too busy to improve the cognitive aspects of students and ignore the affective aspects.

Therefore, school management needs to make changes in implementing character education to prevent drug abuse for students. However, the implementation of character education policies by educational institutions requires community support. According to Tillarthe process of education as a process of humanity takes place in social interaction.¹³This means that education belongs to society. Thus, efforts made by schools will not be able to prevent drug abuse without the support of the community and also the parents of students.

PPK encourages the synergy of three education centers, namely schools, families (parents), and communities (communities) in order to establish an educational ecosystem. According to Mendikbud, during this time the three seemed to walk alone, but if the synergy can produce something extraordinary. It is expected that school-based management will strengthen, where schools play a central role, and the environment can be optimized to become learning resources.

Furthermore, the reluctance to make changes in school management relies heavily on school leadership. Therefore the application of character education in all educational institutions is very dependent on leadership in the educational institution. Principals are required to understand the fundamental meaning of human beings to encourage the organization to remain a good human being.

According to Robert J. Starratt, leadership stems from the meaning, the meanings that underlie our identity as human beings, individually or collectively; various meanings that are the source for our deepest values.¹⁴

From that theory, the underlying meaning of identity as a human being is spiritual-based leadership. The spiritual basis according to the Qur'an and Sunnah, which contain the basic teachings of Aqidah and shari'a. Education is very important to determine the style and form of charity in human life, both personal and community

While the legal basis, contained in the UUD 1945 and Pancasila mandate to "educate the life of the nation". In addition, Law No. 20 of 2003 on the National Education System that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students are actively developing their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills required of himself, society, nation and state.

According to Toto Tasmara, one of the most dominant characters of the personality of a spiritual-based leader, that is inculcating the principle of truth in the form of the tawhid sentence *Laa ilaha illallah* which is then connected with life practices that reflect the morals of the Prophet through the pledge of MuhammadarRasulullah.¹⁵Since the meaning of the faith can not be judged by human beings, the leader should always be introspected, has spiritual meaning been done to school management to deal with change?. How does the headmaster change the management of the school who does not want to change with a spiritual approach to be able to prevent drug abuse by students?. It will have a different meaning if the principal is not visionary, patient and assertive in the face of such difficulties. That meaning no longer has a spiritual value if by doing an emotional approach, can not be a good example, do not listen to suggestions and criticism from subordinates, do not innovate in the face of changes in the education system, and too long to make strategic decisions. The principle of truth in the phrase *Tawheed* is the basis of visionary leadership. If the principal sees any error or vagueness, then the truth must also be raised. Here is a picture of the meaning of the principle of truth in the phrase *tawhid* to the visionary leader in making changes to school management:

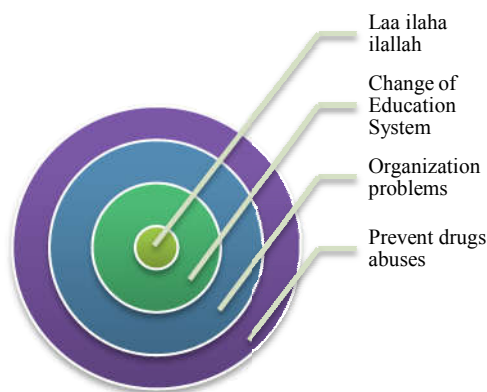


Figure 2The Problem of Visionary Leadership ChangesSchool Management in Order to Prevent Drug Abuseby Students

From the picture above, Tauhid Principle is core and has the most basic spiritual meaning. Principals who are able to implement the principle of monotheism in every change will be able to make changes management of their organizations, especially educators so as to be able to implement the character education policy in order to prevent the abuse of drugs by the students. According to Mendikbud, the key to successful character education lies in the role of teachers. As Ki HajarDewantara teaches, "*ingnarso sung tuladho, ingmadyombangunkarso, tut wurihandayani*", then a teacher ideally has proximity to his protege. Teachers should be attached with their students so they can know the development

¹¹ErnayaSuradinata, 2016, *PendidikanKewarganegaraanandanDemokrasiKebangsaan*, Bandung, AlqaprintJatinangor, hlm.33

¹²EkoHadiSutedjo, 2017, *PendidikanKarakterBerkeunggulan*, hlm.4

¹³Tjeppey, 2015, *ManajemenKinerjaPerawatberbasisStandarKependidikanKeperawatan*, Disertasi, UNINUS, hlm.165.

¹⁴Starratt J.Robert,2007, *MenghadirkanPemimpinVisioner*, Kanisius, Yogyakarta,hlm. 12

¹⁵<http://jokopriono.com/pemimpin/>

of their students. Not only the intellectual dimension, but also the personality of each student. Therefore, the principal should be able to change the teachers who are reluctant to change in order to be able to apply character education for students. Not only as a teacher of course subjects, but teachers can play a role as a facilitator who helps students achieve learning targets. Teachers must also be able to act as a goalkeeper who helps students filter out negative influences that are not good for their development. A teacher is also able to act as a liaison between students with a variety of learning resources that are not only in the classroom or school. And as a catalyst, teachers are also able to explore and optimize the potential of each student.

Thus the Application of Character Education in National Education should be Centered on the Learner in order to be able

1. learn to believe and fear Allah Almighty who is the implementation of the principle of monotheism. This is in accordance with the religious values that reflect the belief in the Almighty God embodied in the conduct of practicing religious teachings and beliefs, respecting religious differences, upholding the tolerant attitude towards religious worship and other faiths, living in harmony and peace with other believers. Implementation of the value of religious character is shown in the attitude of love of peace, tolerance, respect for different religions and beliefs, firm stance, confidence, cooperation between religion and believer, anti-harassment and violence, friendship, sincerity, not impose will, love environment, small and marginalized.
2. learn to be able to avoid involvement with Drugs by continuously understanding the negative effects of drug abuse both on society, family and self .
3. learn to understand and live the meaning of life .
4. learn to be able to carry out and do effectively.
5. learn to live together and be useful to others, and.
6. learn to build and find identity .

According to J. Winardi,¹⁶ change management is an effort by managers to manage change effectively, which requires understanding of motivation, leadership, group, conflict, and communication issues. In managing the group, there is usually a central ego of teachers who do not want to change, because they feel senior, not open mind, unable to follow the changes that are too fast, so the group management must also be able to equate perception by referring to the spiritual meaning contained in the national education goals.

In equating perception, it is necessary to lower the self-ego that starts from the principal first. Principals are able to understand the conditions and situations faced by teachers and the factors that influence the reluctance to make changes. Attitudes are followed by teachers and made a memorandum of understanding as a basis for stepping on the next stage.

In addition to lowering the ego and tolerating the situation and condition of teachers, understanding of organizational goals, national education goals and principles of ketauhidan are also used as the basis for action in the next stage. However, the application of character education policy required seriousness from the government. It is not the sole responsibility of school management changes, but the government's seriousness in providing policies, budgets, facilities and infrastructure, and the provision of appropriate methods in implementing character education policies must be done and monitored. The government not only provides written regulations without conducting change management that can control all educational institutions to implement character education policies, but the government should be able to ensure that the implementation of character education policies can be achieved throughout educational institutions to prevent drug abuse by students.

On the other hand, the role of parents of students is also very dominant. Parents should not relinquish their responsibilities to be fully submitted to educational institutions. However, parents should also pay attention to the development of their son and should not rely on school policy. Therefore need synergy between educational institutions with parents of students to be able to prevent drug abuse by students.

CONCLUSION

Character education policy may not be implemented by all educational institutions without the seriousness of the government in managing changes to its organization and the support of community and parents of students. With inability to apply the character education policy in educational institutions has an impact on moral degradation for students so that students engage in drug abuse.

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¹⁶Winardi J., 2008, *Manajemen Perubahan (Management Of Change)*, Jakarta: Kencana, hlm. 25