



Implementation of character education at don bosco frater high school Manado

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Abstract

This study aims to find out how the general description of the implementation of character education at Brother Don Bosco High School Manado, the steps taken by school principals and teachers in the implementation of character education and the obstacles faced in the implementation of character education at the Brother Don Bosco High School Manado as well as solutions to these obstacles. barriers to the implementation of character education. This research is a field research (Field Research), with a qualitative descriptive approach, where researchers go directly to the field to collect data directly. The data collection techniques are through interviews, documentation, and the research subjects involved are the principal, the head of the curriculum, the vice head of student affairs, the teacher in the field of study, the homeroom teacher for counseling guidance, and several students at Brother Don Bosco High School Manado. The required data has been collected, then the data is analyzed with reduction steps then interpreted qualitatively and conclusions are drawn using deductive and inductive methods. Based on the results of the researcher's interview with the school, that (1) the implementation of character education at Brother Don Bosco High School Manado has been going well enough, then to achieve complete character education, the school is obliged to establish good cooperation with parents. (2) The inhibiting factor in the implementation of character implementation at Frater Don Bosco High School externally and internally is an unavoidable condition faced by the school and parents as well as all existing stakeholders. it requires intense cooperation from all parties, and serious and ongoing supervision is needed from all parties. (3) Frater Don Bosco High School Manado in overcoming obstacles or obstacles in the implementation of character education, namely by building directed communication between the school and parents in building a common understanding in fostering and inculcating the character values of students.

Keywords: implementation, character education, character values

Introduction

Moral education (moral education) in everyday life is often used to explain aspects related to the ethics of learning, mostly delivered in the form of concepts and theories about the value of right (right) and wrong (wrong). Meanwhile, its application in everyday life does not touch the affective (appreciative) and psychomotor domains (it does not become a habit in student behavior. Moral education is more emphasized on the formation of inner attitudes so that they have spontaneity in doing good. Right and wrong values are measured by religious values.

The process of education in simple language is to change people for the better in knowledge, attitudes, and skills. However, in practice, the emphasis is on aspects of academic achievement, thus ignoring the formation of student character. Although the sociological theory states that character building is the main task of the family, the school is also responsible for the failure of character formation among its students, because the process of civilizing is the responsibility of the school.

The formulation of national character education in schools is currently fading. Some students who are believed to be in contact with the development of the nation's character, such as Pancasila Moral Education or Pancasila and Citizenship Education, Character Education, and Courtesy Education are increasingly less attractive. Likewise, religious education related to the development of noble character is trapped in the provision of cognitive religious knowledge. These various subjects are shifted by subjects related to the development of scientific and technological insights and skills that are directed at producing intelligent and skilled humans and strong hard skills, but are not balanced with subjects related to national character education that lead to strengthening soft skills, such as honesty, tolerance, humanism, egalitarian, polite, hard work, discipline, friendly, and so on.

In connection with the decline in morals and deviant behavior among the younger generation, students, one of the most worrying is the violence that occurs in the educational environment, the phenomenon of violent behavior by a student against his teacher which occurred some time ago in 2019 in the city of Manado which

shocked the world of education namely the persecution that resulted in the death of two students against a religious teacher who admonished students not to smoke in the school environment.

Based on monitoring from online mass media with the link <https://www.liputan6.com/health/read/4099310/per-oktober-kpai-tekan-21-cases-physical-violence-di-neighborhood-education-year-2019>, until October, throughout 2019 the Indonesian Child Protection Commission found 21 cases of physical violence in educational institutions. This incident happened to both teachers and students. Retno Listyarti, Commissioner for Education at KPAI, found that there were seven cases of physical violence that occurred in SD/MI, in junior high school as many as five cases, in SMA/MA in three cases and in vocational schools in four cases. Of the 21 cases, 65 students were victims of violence, while there were four teachers who were victims of violence," said Retno in a press statement received by Health Liputan6.com on Thursday (31/10/2019), at a press conference held in Jakarta on Wednesday. yesterday, the perpetrators of violence were the principal, teachers, students, and parents. Retno revealed, of all these cases, eight cases were violence by teachers or school principals against students. Meanwhile, there are two teachers who are victims of violence by students and two other teachers who are victims of violence by their parents. "The perpetrators of student violence against other students are also quite high, namely 8 cases, this figure is the same as cases of teacher violence against students," said Retno.

KPAI also explained that both teachers and students can be perpetrators of physical violence. At least eight teachers and school principals, one motivator, and 37 students became perpetrators of violence. Students as victims of violence in education reach 65 children, but students as perpetrators are also quite high, namely 37 children. These cases occurred in 13 provinces in Indonesia. According to KPAI's monitoring, the incident took place in East Java, namely: Lumajang, Malang, Surabaya, Madura, Pasuruan and Jombang; Central Java in Grobogan and Kendal; West Java in the city of Bekasi and Bogor district. Other cases also occurred in Gunungkidul, Yogyakarta Special Region, South Tangerang City, Banten; Labuan Batu Utara, North Sumatra); Banjarmasin, South Kalimantan; East Lombong Regency, NTB; Sikka Regency, NTT; Mandar Regency, West Sulawesi; Gowa, South Sulawesi, and Manado City, North Sulawesi.

The moral crisis is a problem that has spread and must be resolved immediately, because it can threaten the future of their own lives and the future of the nation and also affects young children who now prefer to imitate teenagers. Moral crisis is a fairly complex problem that must be dealt with as soon as possible with proper handling.

By realizing the importance of Character Education, and remembering that Character Education cannot stand alone, but is a value that becomes an integral part of every subject in school. The process of Character Education cannot be directly seen in the results in a short time process, but requires a continuous and consistent process. Character education is related to a long time so it cannot be done with one activity. this is where the importance of character education, character education must be implemented and then integrated into school life, both in the context of learning in the classroom and outside the classroom.

Based on the above phenomenon, the researcher chose the education unit of Frater Don Bosco High School Manado as the object of research. the reason is, this school is managed by the Don Bosco Foundation representing Manado (Don Boco Foundation). With the motto of Fides-Scientia-Fraternity "Believe-Berilmu-Brothers," this Foundation is strongly committed to implementing Character Education.

Frater Don Bosco Catholic High School Manado was established in 1950 under the name AMS (Algemene Middelbar School) led by brothers from the Netherlands who carry out the mission of the Congregation of the Brothers CMM. Brothers Don Bosco High School Manado is located in Lawangirung sub-district, Wenang sub-district, Manado city, Don Bosco Foundation School complex representing Manado. This school educates students in Catholic religious values, also has knowledge and skills, and pays attention to aspects of character education, and all the explanations above are outlined in the Vision and Mission of Brother Don Bosco High School Manado. It can also be seen from the good habits carried out at school. Such as: 1) habituation of a clean environment at school, 2) discipline in participating in every activity at school, 3) Faith building in the form of recollections for students and teachers, employees, 4) carrying out morning worship, 5) praying at 12 noon, 6) praying before going home, 7) Monthly Mass, End of semester Mass, 8) greeting when meeting with teachers and friends, 9) shaking hands/shaking hands when coming to school and when going home Apart from being one of the outstanding private schools in the city of Manado, it is also known for its high discipline. This school also has various extracurricular activities that can explore and empower the creativity of students. The various extracurricular activities carried out at Brother Don Bosco High School Manado are, choir, kolintang, basketball, chess, volleyball, table tennis, badminton, traditional/modern dance, youth cross section (PMR), bridge, and scouts. Not only that, this school also accustoms students to have discipline in participating in learning and worship. In addition, students are also always trained in several things that support the growth of empathy and sympathy, namely through social service activities.

Research Methods

A. General Description of the Social Situation at the Research Site

Frater Don Bosco High School Manado is administratively and coordinating under the administration of the Don Bosco Foundation as the representative of Manado. With the motto Fides-Scientia-Fraternity "Believe-Berilmu-Brothers," this Foundation is strongly committed to implementing Character Education.

This school educates students in Catholic religious values, also has knowledge and skills, and pays attention to aspects of character education. Apart from being one of the outstanding private schools in the city of Manado, this school is famous for its high discipline.

B. Data and Data Sources

In the data obtained in this study is in the form of direct information from the subject, and the results of observations and document facts in the field in accordance with the focus of research, and as a source of data and research are:

1. The Principal of Frater Don Bosco High School Manado
2. Deputy Principal for Curriculum
3. Deputy Principal for Student Affairs
4. Guidance and counseling teacher
5. Subject teacher or homeroom teacher
6. Student
7. Parents

The types of data in this study are divided into two types, namely

1. Premiere Data
2. Secondary data

C. Data Collection Procedures and Techniques

In qualitative research, data collection techniques can be carried out through settings from sharing sources, and sharing methods. The data collection techniques used in this study were carried out in three ways, including;

- D. The process of entering the Research Site
- E. Process at the Research Site
- F. Data Collection Process
 - a. Interview Techniques
 - b. Observation
 - c. Documentation

A. Data Analysis

Data analysis is the process of compiling data so that it can be interpreted (Nasution) qualitative data analysis that will be used by researchers in this study based on the Miles and Huberman model which consists of three activities, namely data reduction, data display, and conclusion drawing/verification. The three series of activities are as follows.

1. Data Reduction (Data Reduction)
2. Data Display (Data Presentation)
3. Conclusion Drawing/ Verification

A. Data validity check

Sugiyono (2018:456) Testing the validity of the data in this study was carried out through a data credibility test. One of the methods used in testing the validity of qualitative research data is by using triangulation. This was chosen by the researcher because the data were taken using observation, interview, and documentation techniques. There are two kinds of triangulation processes used by researchers, namely technical triangulation and source triangulation.

1. Triangulation technique is carried out by researchers by collecting techniques different data through the same source. Data collection techniques are carried out in the form of interviews, observations, and documentation. In research on the implementation strategy of strengthening character education through school culture, researchers collect data by conducting interviews with school principals, waka curriculum, homeroom teachers, and students. Furthermore, to see the suitability of the data from the interviews with existing data in the school environment, the researchers continued to collect data using observation and documentation techniques to see the suitability of the initial data that had been obtained through interview techniques.
2. Triangulation of sources is also carried out to check the suitability of data through different sources but with the same technique. In this study, the main data sources were the principal, the head of the curriculum, and the homeroom teacher. Data collection techniques were carried out through interviews. Furthermore, the data that has been obtained by the researcher is described and grouped, which data have similarities and which data are considered to have different views. The data obtained by the researcher was analyzed and then drawn conclusions which were finally followed by asking for an agreement from the data sources who had been interviewed.

Table 1: Observation Guidelines Brother Don Bosco High School Manado

Type of activity	Things to be observed	Note
Learning process	1. Observing the learning process in the classroom from beginning to end	
	2. Analysis of character values applied by teachers to students	
	3. Student responses to learning activities	
Process of extracurricular activities	1. Observing the process of extracurricular activities from start to finish	
	2. Analysis of character values applied by teachers to students	
	3. Student responses to extracurricular activities	
Daily activities of students in the school environment	1. Students' attitudes towards teachers, friends, and elders	
	2. Student behavior during the learning process	

Result and Discussion

B. Data Exposure According to Problem Formulation

As described by the author in the formulation of the problem or the focus of this research consists of three problems, then the presentation of the data also includes the three main points. so that in understanding the results of the study, the researchers presented the data on the findings based on the research location, namely exposure to data at the Freter Don Bosco High School Manado.

1. Implementation of Character Education at Brother Don Bosco High School Manado

a. Character Education Planning

Based on the results of interviews between researchers and informants, it was found that the planning and implementation of character education at SMA Brothers Don Bosco Manado was carried out by the principal, teachers, education staff (counselors) together as a community of educators and implemented into the curriculum through the following: .

Here are the results of the interview:

In planning for character education at Brother Don BoscoManado High School, namely First, integration in subjects. The development of the values of the nation's character education is integrated in every subject of each subject. These values are included in the syllabus and lesson plans. Second, the Self Development Program. In the self-development program, the planning and implementation of character education is carried out through integration into the daily activities of the school, namely through the following:

- a. Routine school activities. Routine activities are activities that students carry out continuously and consistently at all times. Examples of these activities are ceremonies on state holidays, checking of body hygiene (nails, ears, hair, etc.) daily worship together in the school field at the start and end of lessons, saying greetings when meeting teachers, education staff, or friends;
- b. Spontaneous activity. Spontaneous activities are activities that are carried out spontaneously at that time. This activity is usually carried out when the teacher and other education personnel know of a student's unfavorable behavior which must be corrected at that time. If the teacher knows of bad behavior and attitudes, at that time the teacher must make corrections so that students will not take that bad action. Examples of these activities are: throwing trash in the wrong place, shouting so that it disturbs other parties, fighting, yelling, being disrespectful, stealing, dressing inappropriately.

Third, Exemplary. Exemplary is the behavior and attitude of teachers and other education personnel in providing examples of good actions so that they are expected to be role models for students to follow. While the Fourth, Conditioning. To support the implementation of character education, schools must be conditioned to support these activities. Schools must reflect the life of the desired cultural values and national character. For example, toilets are always clean, trash cans are in various places and are always cleaned, schools look neat and learning tools are placed in an orderly manner. Based on the description above, it can be seen that in the planning stage the implementation of character education in SMA Brothers Don Bosco Manado is carried out together with school principals, teachers, education staff. the application of character values through integration in subjects can be seen in the discussion of each subject included in the syllabus and lesson plans. the implementation of character education is carried out through integration into daily school activities, which are carried out by students, examples of ceremonies on state holidays, worship together in the school field. spontaneous activity, reprimanding students if at that time they also made a mistake that was not commendable in a good way without having to be rude or angry. exemplary principals, teachers, education staff become role models in inculcating character values for students.

b. Targeted management

Based on an interview with the principal "In the implementation of character education, it needs to be regulated in a directed manner. The management at Brother Don Bosco Manado High School said that everything related to character education always refers to clear rules and regulations determined by schools, foundations and the government" (Fr. Stevanus) Based on the description above, school management is expected to be able to plan, carry out activities, and evaluate each component of education which includes integrated character values.

- c. Application of character education through extracurricular Based on the researcher's interview with the informant. An educator can find out the potential of their students so that they can take extracurricular according to their talents by asking students to choose several activities to develop their talents and students being directed by teachers in their fields. In this school, through extracurricular activities, you can also include elements of general lessons, such as scouting activities so that students can recognize moral values and discipline in doing things. Thus the results of the activities made can obtain good results. Frater Don Bosco High School Manado has several kinds of extracurricular activities that can be chosen in shaping the character of students.

Here are the different types of extracurriculars.

1. Scouts, 2. Basketball, 3. Volleyball, 4. Futsal, 5. PMR, 6. Band, 7. Paskibra, 8. Modern dance, 9. Martial arts, 10. Kolintang, 11. Robotic

This is as stated by the scout extracurricular builder in interviews conducted with researchers as follows:

"In our opinion, the values that are instilled in students are national values, namely that a student has the character of fearing God, besides that he also has a human side. This can be seen in students in carrying out scouting activities beginning with prayer. In this activity students also learn to listen to each other's opinions. So that if there is a complicated problem they can discuss and reach consensus so that the decisions taken are in line with the aspirations of each member" (Mrs. Maria Runtu; 11-03-022.01) Based on the description above, the cultivation of character values for students through extracurricular activities is very important. Where extracurricular is a place for students to develop the characters and potentials of each student. By participating in extracurricular activities, students' focus is more focused on positive and useful things. To support the potential, interests and talents of students, extracurricular activities are currently deemed necessary to accommodate the potential possessed by students, so that the implementation and strengthening of character education is maximized.

d. Implementation of character education through co-curricular activities

Co-curricular activities are activities to strengthen understanding of the teaching materials given by teachers in class to students. In other words, co-curricular activities support intra-curricular activities

This is as stated by the deputy principal of the curriculum section in interviews conducted with researchers as follows:

"So far, the co-curricular activities that have been carried out at Brother Don Bosco High School Manado are one of the facilities or media that have potential to build students' character and character and improve the academic quality of students. Examples of activities carried out by Brother Don Bosco Manado High School students are, holding social service activities, cleaning the school environment, and conducting excursions to places that provide education for students." (Mr. Umboh; 12-03-022).

Based on the description above, Brother Don Bosco High School Manado as a

Leading private schools of course have and carry out co-curricular activities for each student in order to maximize their potential and help achieve the implementation of student character education.

2. The background for the implementation of character education at Brother Don Bosco Mando High School are

Based on an interview with the principal (Fr. Stevanus; 13-03-022.02), information was obtained, namely;

- a. There are facts that show that the character of the nation in this era of globalization has declined very sharply.
- b. Support what has been mandated by the government.
- c. Carry out the school's vision and mission.
- d. Concern for the future of students.
- e. Moral responsibility.

Based on the description above, that the decline or decline in the moral values of the younger generation can damage the character and mentality of the nation's children, so it is necessary to implement character education at Brother Don Bosco High School Manado, and also support government programs in implementing character education for students. The basic reason for implementing character education at Brother Don Bosco High School Manado is in line with the school's vision and mission. the school's concern for the future of students and is also the moral responsibility of the school to implement, implement character education for students.

3. The objectives of implementing Character Education at Brother Don Bosco High School Manado, namely:

Based on an interview with the principal (Fr. Stevanus;13-03-022.03)

- a. Basically, the main purpose of character education is to build a strong nation, where the people are noble, moral, tolerant, and work together.
- b. In addition, the main purpose of implementing character education at Brother Don Bosco High School Manado is so that the spirit of faith, knowledge and brotherhood becomes a habit that is always loved and lived by students wherever they are which becomes the capital for them to be able to socialize with the community.

c. Furthermore, the objectives of implementing character education are:

1. develop the potential of the heart/conscience/affective of students as human beings and citizens who have national and religious character values according to those adopted by students;
2. develop the habits and behavior of students who are commendable and in line with universal values and religious traditions of the nation's culture;
3. instilling the spirit of leadership and responsibility of students as the next generation of the nation;
4. develop the ability of students to become independent, creative, national-minded human beings;
5. and develop a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and full of strength.

4. Supporting Factors for the Implementation of Character Education

Based on interviews with informants, it was found that several supporting factors for the application of character education were obtained, namely,

- a. The school's vision and mission are in line with the education concept launched by the government.
- b. Facilities and infrastructure, finance, assignment, extracurricular activities, and motivation of teachers and students.
- c. Inheritance/heredity. Personality
- d. Family
- e. Teacher/educator
- f. Environment

This is as stated by the principal in interviews with researchers;

"The supporting factor for the implementation of character education is enough to make it easier for the school to apply character values in shaping the character or personality of students" (Fr. Stevanus; 14-03-022) Based on the interview with the vice principal of the curriculum section, in the KTSP document of Frater Don Bosco High School Manado there are distinctive characters that are applied in the application of character education which are formulated in the school's objectives, namely:

1. Forming the character of students who are religious and have spiritual intelligence, have faith and fear God Almighty in accordance with the spirit of the Blessed Virgin Mary, Mother of Mercy.
2. Forming the character of students with integrity and emotional intelligence, noble character, discipline, and law-abiding, polite, a sense of brotherhood, solidarity, respecting gender equality, and the spirit of nationalism based on Pancasila and the 1945 Constitution.
3. Forming students who are able to think critically and have intellectual intelligence, communicate nationally and internationally, master science and technology and are able to solve problems.
4. Forming students with good mentality, in fostering the spirit of brotherhood and love for the environment
5. Forming students who have integrity and have insight into local, national and global arts and culture
6. Forming students who are ready to compete at a higher level, both nationally and internationally.
7. Forming students who have life skills that can be used to work in accordance with available job opportunities.

When a student begins to enter the school environment, he must have a character that has been formed during the preschool period, both at home and in the environment where he lives. In him there is already a solid foundation related to character. The school's task is to help correct or add if something is not in accordance with the 13 core character values and the distinctive characters above those character values are summarized into three main values which are the school's motto, namely: Faith, Knowledge, and Brotherhood. The implementation of character education in schools must be carried out in such a way that students are able to build their own character towards the expected values, gradually but surely. Character building through the habit of a fun routine would be a good alternative. For example, to increase the faith (fides) of the students, the school stipulates that every morning before starting learning activities, they begin with a prayer together in the ceremonial field. In addition, other activities such as the opening mass of the school year and before the mid-semester and final exams were carried out. In addition to faith activities, other activities are also carried out such as: collecting donations when there is a disaster or grief, attending birthday events to increase brotherhood (fraternity) and collecting Development Fasting Actions (APP) every year to help all people in the world who are suffering and in need. Participate in various regional, national and international scientific competencies to increase scientific knowledge (scientia) and train students to be able to compete objectively and honestly. Apart from the things above, schools must also develop appropriate character education strategies. There are 3 strategies that schools can do in character education at Brother Don Bosco High School Manado.

- First, character education is integrated into teaching and learning activities (KBM) in the classroom. Character values are inserted in learning, either implicitly or explicitly.
- Second, character education can also be integrated into various extracurricular activities to develop students' interests, talents, and potentials. In this way, it is hoped that students can enjoy good character habituation in a fun way.
- Third, character education is also carried out by habituation of behavior in everyday life at school. The habit of greeting teachers, guests, and friends, is a good habit. Likewise, the habit of throwing garbage in its place,

the habit of living clean and healthy. The democratic and egalitarian climate, the principles of reward and punishment, and the merit system are good examples for students to emulate. And many other strategies.

This is as stated by the deputy principal of the curriculum section in interviews conducted with researchers as follows:

All these strategies will work if educators in schools become good examples and protectors for the application of the expected character. the teacher must be a true role model and role model for students, in every aspect of their behavior” (Mr. Umboh; 15-03-022.01).

B. Simpleted Basic Competencies

Table 2

Basic Competencies of Spiritual Attitude	Basic Competencies of Social Attitude
1. 1. Live your life's calling as God's people (the Church) by determining the right steps in responding to your life's calling	2.1. behave responsibly in their calling in life as the people of God (the Church) by determining the right steps in responding to the calling of life
1. 2. to live the plurality of the Indonesian nation as a gift from God	2.2. Peace-loving behavior towards the plurality of the Indonesian nation as a gift from God
1. 3. to live the meaning of dialogue and cooperation with other religious people	2. 3. Be proactive in dialogue and collaboration with other religious communities
1. 4. To live the meaning of the active involvement of Catholics in building the nation and state Indonesia	2.4. behave responsibly as Catholics in active involvement in building the Indonesian nation and state

Table 3

Knowledge Base Competence	Basic Competence Skills
3. 1. Understand his calling in life as God's people (the Church) by determining the right steps in responding to his life's calling	4. 1 Carry out his calling in life as the people of God (the Church) by determining the right steps in responding to the calling of life
3.2 Understanding the plurality of the Indonesian nation as a gift from God	4. 2 Be grateful for the diversity of the Indonesian nation as a gift from God
3. 3 Understand the meaning of dialogue and collaboration with other religious people	4.3 Dialogue and collaboration with people of other religions
3.4 Understanding the meaning of the active involvement of Catholics in building the Indonesian nation and state	4.4 Take an active role in building the nation and state of Indonesia

It is hoped that character education for students can run well and successfully so as to produce graduates who are in accordance with national education goals. It is important to remember and underline that character education is not a stand-alone subject but must be integrated into the curriculum, meaning that it strengthens the existing curriculum by implementing it in the subjects and daily lives of students.

2. Inhibiting Factors in the Implementation of Character Education

From the results of interviews with BK teachers, the researchers found that there were several inhibiting factors in the application of character education at Brother Don Bosco High School Manado, namely;

- a. Limited time at school. In a relatively short time, there are three things that must be achieved in education, namely coaching and developing cognitive, psychomotor, and affective aspects. Due to the lack of time, educators are more focused in terms of cognitive and psychomotor aspects, so they often leave the affective aspect of coaching.
- b. Busy parents. The influence of advances in science and technology as well as materialist and pragmatic lifestyles causes parents to always be busy with their respective careers. So that they do not have time to give attention and affection to their children and do not pay attention to religious education, especially the moral education of their children.
- c. Parental attitude
In addition to the lack of attention given by parents to their children, many parents still have a narrow view of education. There are still many parents who think that religious education, especially character education, is sufficient to be given in formal institutions (schools).
- d. Environment
The interaction of children with the environment is unavoidable, because children need playmates and peers to be able to talk to as a form of socialization. A little more information received will be recorded in the minds of children. The home environment and the social environment of children who are far from religious moral values, will gradually be able to fade religious education, especially character education that has been instilled both at home and at school.

- e. Mass media. Advances in science and technology (IPTEK) have created major changes in life. Television or other mass media that were born from advances in science and technology have had many negative impacts on children's development, especially in the formation of children's personality and character. There are so many television shows, only a few are educational in nature and free from contradictory things, while there are many shows and broadcasts on TV that actually have a bad influence on the viewers.
(Mrs. Dra. Sesilia Pesik; 03-15-022)

Based on the description above, the inhibiting factors, both externally and internally, are an unavoidable condition faced by schools and parents as well as all existing stakeholders. So it requires intense cooperation from all parties, and there needs to be serious and ongoing supervision from all parties.

3. Solutions by Schools to Overcome Obstacles in the Implementation of Character Education at Brother Don Bosco High School Manado

Based on the results of interviews that were asked for information from the principal and class teachers

- a. Principals and teachers must be able to build intense communication with parents so that they have the same understanding in fostering and shaping the character of students.
 - b. Time management. In a situation like today, there are indeed many technical obstacles that occur but teachers are always reminded to be able to manage the available time so that the education process for students continues to run well and regularly.
 - c. The teacher continues to try to encourage students; teachers continue to try to provide guidance to students; the teacher gives a reward (award/praise) or punishment (an educational punishment) for students; teachers use varied learning methods or strategies.
 - d. Teachers are required to do the things below.
 1. Be an example for students in behavior.
 2. Become an appreciator.
 3. Teach moral values in each lesson.
 4. Be honest and open to mistakes.
 5. Teach manners.
 6. Provide opportunities for students to learn to be leaders.
 7. Share inspirational experiences.
- (Fr. Stevanus: 09-03,022, Mr. Chris;15-03-022)

Based on the description above, the solution made by the Brothers Don Bosco High School Manado is that communication between the school and parents must be maintained and directed in building a common understanding in fostering and inculcating the character values of students. teachers as parents in schools continue to try to provide encouragement, motivation, guidance, to students, teachers can also provide rewards (award/praise) or punishment (educational punishment) for students. teachers use varied learning methods or strategies. Teachers are expected to be examples, appreciators, and can share inspiration with students.

A. Findings

Based on the results of the research obtained by the author, it can be seen that there are successes and obstacles found in the application of character education at Brother Don Bosco High School Manado.

1. The implementation of character education at Brother Don Bosco High School Manado has been integrated into various activities. this can be seen in the process before, during teaching and learning activities of KBM and outside of KBM. In the application of character education, elements of religious and national character values are implanted. The character education instilled in the Brothers Don Bosco High School Manado is also carried out in daily activities that become routine at this school, even it has become a culture and characteristic of the Brother Don Bosco High School Manado. In addition, this is shown by the example of the teacher, who always teaches positive values, good values in all student activities. ranging from religious values, academic values, values of decency, cleanliness and others.
2. Barriers to the Implementation of Character Education in Brother Don Bosco High School due to time constraints at school. In a relatively short time, there are three things that must be achieved in education, namely coaching and developing cognitive, psychomotor, and affective aspects. Due to the lack of time, educators are more focused in terms of cognitive and psychomotor aspects, so they often leave the affective aspect of coaching. Personal or family factors, where parents are busy so that the supervision of children or students is less controlled. Environmental factors, children's interaction with the environment cannot be avoided, because children need playmates and peers to be able to talk to as a form of socialization. A little bit of information that will be recorded in the minds of children. The home environment and the social environment of children who are far from religious moral values, will gradually be able to fade religious education, especially character education that has been instilled both at home and at school. The factor of advances in science and technology (IPTEK) has created major changes in this life. Television, mass media, social media, which are born from advances in science and technology have had many negative impacts on children's development, especially in the formation of children's personality and character.

3. Solutions to overcome obstacles in implementing character education at Brother Don Bosco High School Manado. The role of principals and teachers must be able to build intense communication with parents so that they have the same understanding in fostering and shaping the character of students Time management. In a situation like today, there are indeed many technical obstacles that occur but teachers are always reminded to be able to manage the available time so that the education process for students continues to run well and regularly.

B. Discussion

Strengthening character education is a school education movement to strengthen the character of students through harmonization of heart, taste, thought, and sports, with the support of public involvement, and collaboration between schools, families and communities.

One of the points of President Joko Widodo's *nawacita* is to strengthen the nation's character education. The President of the Republic of Indonesia, Joko Widodo, wants to carry out a national movement for mental revolution that will be applied in all aspects of the life of the nation and state, including in the world of education. To realize the formation of the nation's character, as one of the national mental revolution movements, the Ministry of Education and Culture stipulates that character education is included in the national education system. The development of national character wants to be carried out massively and systematically.

Brother Don Bosco High School Manado is one of the educational units in the city of Manado that has a high commitment to creating a generation of people with good character, character and noble character. Brother Don Bosco High School has a unique education which can be seen from the vision and mission of "Faith, Knowledge, Brothers"

Based on the research results show that

5. The process of implementing character education at Brother Don Bosco High School Manado starts from the beginning when students enter the school gate. SMA Brothers Don Bosco Manado seems to have a high commitment in instilling and developing character values, in the planning and implementation stages, as well as those that characterize Christian/Catholic values which contain character values that are instilled in students every day, as well as The core characters that are instilled in students include; religious, honest, responsible, polite, environmentally friendly. Furthermore, socialization is carried out to all elements of the school so that it can be supported and can run in accordance with the goals of the school. then to strengthen these character values, the school also makes rules and regulations that have been mutually agreed upon. In the implementation of teaching and learning activities the teacher seems to emphasize aspects or values of religious character, discipline, responsibility, perseverance, so that students are taught or reminded of the importance of character values that can shape the personality and character of students, not only cognitive aspects or knowledge., but rather become a unit in every student's behavior in the school environment. In the process of implementing character education, it is necessary to cooperate with various parties, both the school, parents or family and the community so that it runs according to the objectives. Therefore, the school needs to establish good and intense communication with various parties as a means of building communication and evaluation to exchange ideas about problems and obstacles that occur during the implementation process as well as solutions to overcome problems that occur in the process of implementing character education. Based on the results of research findings in the field, it shows that several aspects of the character developed at the Brother Don Bosco Manado High School education institution are characterized by nationalist Christian/Catholic teachings that shape the character of the students who are faithful, knowledgeable, brothers, "Vides, Scientia, Fraternitas" in accordance with the motto or the vision and mission of Brother Don Bosco High School Manado. The application of character education is also seen in religious activities, where schools hold mass or worship before starting learning activities for semester I, II, as well as year-end recollection activities and before school exams for students. The application of character education at SMA Brothers Don Bosco Manado from other important findings, namely the implementation of extracurricular and co-curricular activities. This activity is a very important aspect in the implementation and development of students' character in instilling character values such as discipline, perseverance, responsibility, and a high social spirit, so it is hoped that the teacher or school will focus more on activities for developing potential, talents. students' interests that need to be highlighted in students. According to Agus Zaenul Fitri 2011, character education learning strategies can be seen in four forms of integration, namely:

a. Integration in subjects

The implementation of character education is carried out in an integrated manner into the preparation of the syllabus and indicators that refer to the competency standards and basic competencies contained in K13. The following is an example of integration into Religious Education subjects: Shake hands by kissing the teacher's hand to show respect and to the teacher. Cultivating an attitude of discipline and gratitude through congregational prayers on time. Instilling the value of sincerity and sacrifice through donations to orphans and the poor.

b. Integration through thematic learning

Thematic learning is an approach to learning that intentionally links or combines several basic competencies and indicators from several subjects to be packaged in a single unit. In the implementation of character education at Brother Don Bosco High School, of course, there are obstacles or obstacles in the application of character education, starting from the limited time in school which is relatively short where there are three things that must be achieved by schools or teachers in education, namely coaching and developing cognitive aspects, psychomotor, and affective. Due to the lack of time, educators are more focused on these three aspects, so they often leave the affective aspect of coaching. Family background is one aspect that becomes an obstacle or obstacle in the implementation of character education, where parents of students do not give extra attention in coaching, student growth is due to the busyness of parents in work or routines in the current era of globalization, resulting in a lack of supervision and love. love from parents. Another inhibiting factor that is difficult to ignore is the environment. As social beings, children need playmates and peers to be able to talk to them as a form of socialization. A little more information received will be recorded in the minds of children. the home environment and the social environment of children who are far from ethical, moral, and character values, will gradually fade religious education, especially moral education that has been instilled in schools and at home. The factor that is also an obstacle in implementing or inculcating student character values is the mass media. Advances in science and technology (IPTEK) have created major changes in life. television or other mass media such as social media that was born from advances in science and technology have had many negative impacts on children's development, especially in the formation of children's personal and character. So much from television shows and on other social media, only about 25% are educational in nature and free from contradictory things. 75%, others actually have a bad influence on the audience. From the description of the inhibiting factors above, of course there needs to be a solution in overcoming obstacles in the implementation of character education. Education not only educates its students to become intelligent human beings, but also builds their personality so that they have noble character. This is in line with the definition of education according to law number 20 of 2013, defining education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by society, nation and state. Therefore, in order to overcome the current moral crisis, one of them is through character education. so that character education is seen as a very urgent need, and currently it is the task of schools, parents, the community, and existing stakeholders. The educational institution of Brother Don Bosco Manado High School in overcoming obstacles or obstacles in the implementation of character education is by building directed communication between the school and parents in building a common understanding in fostering and inculcating the character values of students. teachers as parents in schools continue to try to provide encouragement, motivation, guidance, to students. Teachers can also provide rewards (awards/praises) or punishments (educating punishments) for students. teachers use varied learning methods or strategies. Teachers are expected to be examples, appreciators, and can share inspiration with students. If the role of teachers, parents, and the community environment has been running as its function, it is not difficult to realize the values of character education that have been taught to students. With the existence of good cooperation and systems, it is not difficult to make students intelligent human beings but also humans who have good character or personality, are strong, have noble character and are useful for the nation and state.

Conclusion

Based on the results of the research on the Implementation of Character Education at Brother Don Bosco High School Manado, the following conclusions can be drawn:

1. The process of implementing the character education of the Brothers don Bosco Manado High School has been going well. character values such as honest, disciplined, responsible, caring, polite, environmentally friendly, mutual cooperation, cooperation, peace-loving, responsive, proactive. As well as the distinctive characters applied at Brother Don Bosco High School Manado, namely, faith, knowledge, brothers, (Fides, Scientia, Fraternities)
2. The inhibiting factor in the implementation of character implementation at Brother Don Bosco High School externally and internally is an unavoidable condition faced by the school and parents as well as all existing stakeholders. it requires intense cooperation from all parties, and serious and ongoing supervision is needed from all parties.
3. Brother Don Bosco High School Manado in overcoming obstacles or obstacles in the implementation of character education, namely by building directed communication between the school and parents in building a common understanding in fostering and inculcating character values of students. teachers as parents in schools continue to try to provide encouragement, motivation, guidance, to students. Teachers can also provide rewards (awards/praises) or punishments (educating punishments) for students. teachers use varied learning methods or strategies. Teachers are expected to be examples, appreciators, and can share inspiration with students.

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