



## Developing Character Education Using the Concept of School Encounter Approach

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### ABSTRACT

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Sekolah Perjumpaan (SP) is a concept that has similarities with the 2013 curriculum but has differences in its implementation. SP emphasizes more on individual moral awareness continuously based on mutually agreed commitments, there are three forms of interaction that cannot be avoided by every human being, namely: (1) human interaction with God (Trans-cognitive), (2) human interaction with others ( Re-Cognitive), and (3) Human interaction with objects (Cognitive). SP emphasizes continuous human interaction with other people in every meeting because character-building students not only talk about the concept of character education but also how to apply it every day. This study aims to determine the implementation of SP in SMA 1 Gunung Sari. In this study, researchers used a qualitative approach. The sample in this study amounted to 15 participants who were selected using the purposive sampling method. Interview and FGD are data collection techniques used in this study. For data analysis, this research applies thematic analysis. The results showed that SP was successfully implemented in SMA 1 Gunung Sari. Based on the results of interviews and FGDs, it was shown that there was a positive change in character for the students of SMA 1 Gunung Sari..

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### 1. Introduction

Education has an important role in advancing a nation by providing good quality education to the nation's next generation. the purpose and function of education by the Law of the Republic of Indonesia no. 20 of 2003 concerning SISDIKNAS article 3, education plays a role in shaping the character of a dignified nation, developing the abilities of students, and educating the nation's life. Aims to increase the knowledge of students so that they become human beings who believe and are dedicated to God Almighty, independent, knowledgeable, have a noble character, are creative, healthy, and become responsible and democratic citizens(Marsakha et al., 2021).

Character education is a positive effort that is intentional in educational institutions as a locus for inculcating character values in students such as; responsibility, fairness, respect for oneself, and respect for others. this is a deliberate effort to cultivate the moral attitude of each individual in social life, identifying efforts to grow school culture such as; civic education, moral education, positive youth development, social service, and emotional learning(Adubale, 2020). Furthermore, character education has four essential characteristics, first, coherence, making a person adhere to the principles of various situations, and giving the courage to do something right. second, the interior arrangement, each activity is measured by value. this implies that moral values are indicators in every human action and behavior. third, constancy and loyalty. persistence is a person's belief to maintain good things in every activity carried out while loyalty is the initial



foundation, to be honest, disciplined, respecting commitment, good, and right so that loyalty to good things can be implemented in every action. fourth is autonomy, which means that a person implements moral values from the outside so that they can be internalized within oneself. this will allow a person'(Khaidir & Suud, 2020).

The implementation of character education will be better for students in the teaching and learning process if they are in a positive school environment. Positive school culture can trigger the character of students to be better because it can affect the learning situation at school based on moral values, respect for others, honesty, and treating others with moral character, all of which are done based on commitment through performance character, and thinking. critical. Schools that have a culture of good commitment to a character need teachers and students to take positive actions so that they give birth to a good character for students. Good school culture can create students who excel, have ethics, and excel morally and academically(Marini, 2017). Character education is a national movement that aims to create schools with character, ethics, and responsibility to create role models and teach character values to students universally. this is deliberately attempted by the state comprehensively through schools to instill character values that are considered important for students such as fairness, honesty, and respect for others and others. Most people think that character education is concerned with the values of human behavior in general. Character education is not only about human personality but is also related to students' academic achievement. Character education serves to (1) screen; choose the values of the nation's character under Indonesian culture and maintain the dignity of the nation. (2) improvements; National education plays a role in strengthening, developing student potential, and being responsible for student dignity. (3) development; develop the potential of students who already have behaviors and attitudes that reflect the nation's cultural character so that they become human beings who have good personalities(Ernawati, 2022).

Furthermore, seeing the importance of character education, the government makes regulations on national character education through the Curriculum of the Ministry of National Education and is strengthened in the presidential regulation of the Republic of Indonesia No. 87 Article 3 of 2017 concerning the design of 18 values in character education which can be seen from various aspects such as Pancasila, arts and culture, religion, and national education goals. while the values applied in character education are discipline, religion, tolerance, honesty, creativity, hard-working, democratic, independence, have a spirit of nationalism, curious, love of the homeland, communication, appreciation of achievement, love to read, love of peace, care for social, care for the environment, and be responsible(Khadijah et al., 2021). The purpose of character education is a forum provided for the development of knowledge and developing certain values for each individual so that it becomes a behavior in every student when in the learning process at school or when outside school, it is important for teachers and students to learn to develop character values in every human being. The purpose of character education for students is to achieve student success in the learning process and to encourage students to become more mature so that they have moral values and intellectual, spiritual, and emotional intelligence. While character education according to the teacher is an example of good behavior to students in the school environment, teachers have high professionalism, can be role models, and are responsible for building national civilization through educational institutions(Warlim et al., 2021).

The current phenomenon of character education commonly is that many schools in Indonesia emphasize students' cognitive abilities so that the value of the character of students is still seen from the academic achievement because the indicator of their success is when students have good academic scores during exams, students can be said to have good character. The purpose of this study was to determine the application of character education based on the concept of Sekolah Perjumpaan at SMA 1 Gunung Sari Lombok, Indonesia.

Sekolah Perjumpaan (SP) is a model of character or moral education that has been applied from the 90s to the present in several communities and schools on the island of Lombok, Indonesia. SP has succeeded in creating social relations that are tolerant, open, and willing to accept each other by practicing emotions and languaging which have an impact on students' enthusiasm for learning in every encounter(HM Husni Muadz, 2017). The main component in the SP is the mental state (inner condition) and language which is a shared medium that exists in every individual universally. every individual must learn to manage his mind and use language as a medium of communication-based on moral values in every universal meeting. next. SP applies three forms of human consciousness that must be understood by each individual; First, the relationship between humans and God (Trans Cognitive) is the relationship between a servant and the creator, how a servant must surrender to his god as a form of obedience to the creator. second, the relationship between



humans and humans (Re-Cognitive), is a dialogical relationship between the first person and the second person, both of whom have the same role as speakers or listeners and they respect each other. this relationship will give birth to the character or behavior of each individual. third, the relationship between humans and objects (Cognitive) is a one-way relationship that can be realized by humans while the object does not know that it is interacting with other objects.(Sar'in, R. Embong, et al., 2022). Good character can be seen from the implementation of good behavior in everyday life. Good individual character is driven by knowledge of the concept of good character within. so that good character is grouped into three inseparable parts, namely: aspects of moral feeling, moral awareness, and moral knowledge(Hidayati & Waluyo, 2020).

Moreover, in its implementation to realize SP character education it focuses on learning human interaction (Re-Cognitive) because every interaction between fellow-subjects will give birth to the character and behavior of each individual so Re-cognitive learning makes it possible to improve the behavior or character of students. by making a joint commitment and implementing the commitments that have been agreed upon together in the classroom and making it possible to apply them outside the classroom. the principles that become the reference in the implementation of the SP are a) collectivity; in SP, collectivity is important to create collective awareness and collective action, and b) Equality; the value of the subjects in the SP is only made as a learning reference, not as a learning goal, c) Circularity; in SP, there is a continuous circularity of relationships during language and post-language and d) Sustainability; In SP, learning continuously cannot stop, it can stop when you can't meet again (Long Life Learners)(Quddus, 2020). So that the emphasis in SP is on the commitment and character of students whether the commitments that have been agreed upon can be fulfilled or not and whether the character of students is good or not it does not emphasize academic results only, because academic results are related to cognitive while behavior or character related to Re-cognitive

## **2. Method**

In this research, the researchers used a qualitative approach. Qualitative data are narratives, descriptions, or depictions that are not in contact with presentation figures or frequenciesMurdiyanto, (2020, p.12). This research aims to obtain information about the implementation of the concept of Sekolah Perempuan in developing students' character in SMA 1 Gunung Sari, Lombok, Indonesia. Qualitative research forms a research design based on the philosophy of positivism, it is used to examine the natural state of objects and the researcher as the core instrument. The descriptive method is a design that is used to examine an object, a group of people, or a current phenomenon. Sugioyono (2017: 5) explains that the qualitative approach is used to expand the theory created through data obtained at the research site or field(Rahmayanti et al., 2020). In essence, the qualitative approach includes conceptual methods and creates forms of classification designs.(Nurwanda & Badriah, 2020).

According to Leavy (2017), sampling is a way to determine individuals from the population. Meanwhile, the sample is an informant or respondent who is researchedDyah Budiastuti, (2018, p 39). This research requires 15 samples. The sampling method used in this research is purposive sampling. Data collection techniques of the study applied the interview and Focus Group Discussion(Sidiq et al., 2019). To analyze data, this research used thematic analysis, including data collection, data reduction, data display, and data verification(Miles et al., 2014).

## **3. Result and Discussion**

### **3.1 Implementation of the concept of School Encounter (SP).**

based on the results of research conducted by researchers at SMA 1 Gunung Sari, Lombok, Indonesia, it is illustrated that the implementation of SP in realizing character education can run well. in implementing the SP concept, the teachers make commitments based on the character values in the 2013 curriculum which are strengthened through presidential regulation no. 87 of 2017. All teachers and students become learning participants in guarding the commitments that have been mutually agreed upon, making it easier for teachers to implement, and making it easier for teachers to measure the success of students by evaluating the commitments/promises that have been agreed upon. in the implementation of SP there are three types of interactions that exist in it, namely the interaction between humans and God (Tran-Cognitive), interactions between humans and humans (Re-cognitive), and human interactions with objects (Cognitive). SMA 1

Gunung Sari along with teachers and students agreed to apply re-cognitive learning in realizing character education, to realize good character must be through interaction between humans and other people, one form of interaction with other people is to commit, after agreeing a commitment will require someone to take action. actions that must be taken based on the contents of the commitments that have been agreed upon with other people. So to find out if students have good or bad characters, it can be seen if they can keep their promises or not based on the commitments that have been agreed upon with all the teachers at SMA 1 Gunung Sari. Furthermore, after implementing the school concept,

Based on the results of interviews conducted by researchers with the vice-principal and homeroom teachers of class IX SMA 1 Gunung Sari illustrates that there is a positive change in behavior towards students after implementing the SP concept, teachers make commitments with students by asking them to read textbooks and obeys all the rules in the school. in its implementation, the day before class starts the teachers provide material that must be learned by all students, after that a teacher makes a small group consisting of three students to explain the material they have received from the class teacher the previous day. when student A explains the material that has been read to student B and student C, then student B and C must listen to the material presented by student A. When student A finishes explaining the material, students B and C may ask questions if there is something they don't understand. so that a dialogue occurs in the small group. Likewise, when student B presents, students A and C must listen to the explanation given by student B and can ask questions if there is something to be asked. as well as for students C and other groups that have been distributed by the class teacher during class hours at school. Through this method, students become more appreciative of others, are interested in reading books, and have a high curiosity about science. however, the benchmark for success in implementing the SP concept is not cognitive intelligence, more emphasis is placed on good character or behavior when interacting with other people and being able to keep commitments. the implementation of SP in SMA 1 Gunung Sari can be a trigger for other schools on the island of Lombok in realizing character education so currently, several schools have started to apply the SP concept as a method of building student awareness about the importance of having good character or behavior in interactions. with other people in everyday life.

On the other hand, based on the results of the Focus Group Discussion (FGD) conducted by researchers in the field of class IX students of SMA 1 Gunung Sari, it was illustrated that there was a positive change in behavior that was felt after applying the SP concept in the school environment, most of the students felt aware that to Realizing character education must start from ourself and it will be easier if teachers and students have the same awareness to instill moral values in every action or interaction taken with other people . so that the character values applied in the school must be based on a mutual agreement, such as: reading a book one hour a day, presenting readings, empathy, respecting other people's opinions, discipline, listening if someone else is talking, and respect the teacher. The moral values that are implemented must also be applied by all teachers in the school because the concept of learning is that everyone is a teacher and every place is a school, so teachers and students must learn together to keep the commitments that have been upon agreed. The implementation of SP at SMA 1 Gunung Sari emphasizes character values that have been mutually agreed upon between teachers and students, all learning participants are trained to feel positive (emotions) in others and use good language when interacting with others. Positive emotions and good language can determine a person's behavior towards us when interacting, currently students of SMA 1 Gunung Sari always have a positive attitude towards the words and actions taken by others when sharing experiences or providing information about new things that are not yet known.

Furthermore, to facilitate the application of SP in SMA 1 Gunung Sari, two types of classes were created, namely: macro class and micro class. These two types of classes aim to make it easier for learners to guard the commitments that have been mutually agreed upon. (1) Macro class is a meeting place with everyone to implement the commitments that have been mutually agreed upon. (2) the micro class aims to commit with all learning participants who want to commit collectively and this class serves as a place to evaluate the commitments that have been implemented in the macro class when meeting other people.

#### 4. Conclusion

Character education is a serious effort made by the Indonesian government to instill character values in every student so that they have good character, such as empathy, a sense of cooperation, discipline, and a sense of responsibility for mutually agreed commitments. The SP concept approach in realizing character



education in SMA 1 Gunung Sari is very relevant to be applied to all students because it can provide high awareness of students and provide positive behavioral changes to students' character when interacting with other people. The SP concept involves all teachers and students participating as learning participants in realizing character education, teachers and students have the same responsibility to fulfill commitments in schools according to their respective roles and duties.

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