

# CHARACTER EDUCATION IN VOCATIONAL SCHOOL IN REALIZING THE TEAK OF THE NATION

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## ABSTRACT

The character education program is a national movement led directly by the president to be implemented in various levels of education. Likewise, character education in vocational high schools. The purpose of this study is to find out (1) how the reality of character education implementation in SMKs in realizing national identity, and (2) how the level of achievement of character education implementation in SMKs in realizing national identity.

This study uses survey methods to explore data both qualitatively and quantitatively. The sample in this study was SMK in Sleman, which was taken by purposive sampling, taking into account the classification. Data collection techniques using FGD techniques, questionnaires, documents, observations, and interviews. The validity and reliability of the questionnaire instruments used expert validation. The validity of qualitative data was validated with the informant review model, and data triangulation. Quantitative data analysis with descriptive analysis techniques and qualitative data with interactive analysis models.

The results showed that the teacher's role was very large as follows; (a) as an educator, that is, roles related to the task of providing assistance and encouragement to school rules and norms of life in families and communities; (b) as an example that is, the teacher makes himself a role model for students (c) motivator that is, with the teacher's ability to awaken the spirit, work ethic, and extraordinary potential in students; (d) as a teacher and guide in the learning experience that is, each teacher must provide knowledge, skills to students; (e) students, that is, teachers always educate characters and skills related to humanitarian assignments. Whereas the principal's role in student character education is as (a) manager, that is, as a policy maker that is able to accommodate all student needs related to character education; (b) as a leader that is, providing guidance and supervision, decision-making abilities, and communication skills; (c) Encourage all teachers and employees to be good character models for all students; (d) establish and support the work of the school culture and character team in strengthening the implementation and acculturation of values, norms, and habits of the character of the school environment

Kata Kunci: *character, education, vocational high school*