DEVELOPMENT OF CHARACTER VALUES
FORWARD (Independent, Active, Honest and Tenacious)
AT TARUNA DEVELOPMENT INTENSIVE HIGH SCHOOL, SURABAYA

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ABSTRACT
Students at the Senior High School (SMA) level are generally faced with conditions that still require assistance from teachers in terms of character education in order to be able to determine appropriate attitudes and behavior according to norms. On this basis, it is inevitable that character education will continue to be strengthened in educational units. The aim of the research is to develop the character of MAJU (Independent, Active, Honest and Tenacious) in the Intensive Cadet Development High School (ITP) Surabaya. The type of research is development research using the ADDIE model. There are five stages of the ADDIE model, namely Analysis, Design, Development, Implementation and Evaluation, which are used to develop the MAJU character. The research subjects were 10 subject teachers at ITP High School, and the research location was ITP High School Surabaya. The research instrument uses observation sheets, data collection techniques using observation and quantitative descriptive data analysis techniques. The results of the research show that the MAJU character (Independent, Active, Honest and Tenacious) can be practiced and implemented by Subject Teachers at SMA ITP Surabaya, with the results of direct observation assessment of subject teachers with an average score of 85 which is interpreted as development the MAJU character is feasible and can be applied at SMA ITP Surabaya. The conclusion from the research results is that MAJU character development at SMA ITP Surabaya can be applied in strengthening the character of students at SMA ITP Surabaya.

INTRODUCTION

Currently, the challenges in the world of education are known as 2 K, namely character. The competency of these two challenges focuses on research on one of the challenges, namely strengthening the character education of students at the high school level, especially at the Intensive Taruna Development High School (ITP) Surabaya. The expected strengthening refers to Law no. 20 of 2003 concerning the National Education System Article 23 mandates that the main function is to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent. In carrying out this mandate, SMA ITP Surabaya is developing character education for students called the MAJU character (Independent, Active, Honest and Tenacious).

In strengthening character, the role of teachers is very important, teachers are able to provide role models, namely direct examples of good practice of the value of character education at SMA ITP Surabaya. The research results provide an illustration that a teacher's character is a role model for his students (Dewanto, Zulkarnain, 2019). Teachers make every effort to be able to show the best character so that they can be used as the best examples inherent in students to be applied in students' daily lives. Apart from teachers, other support in strengthening character is none other than the creation of a school culture that supports the character education process (Elina Wasila Harahap, Nurlizawati, Sri Oktika Amran, 2022). There are many ways to develop a school culture that supports the character of not only teachers, educational staff at school including the principal and the entire school community. including through curricular, intra-curricular and extra-curricular activities such as sports (Toho Cholik Mutohir, Muhammad Muhyi, Albertus Fenanlampir, 2013) . On this basis , strengthening support must continue to be carried out and developed by providing many ways that are considered positive and good, apart from that strengthening character is a shared responsibility (Riska Veronika, Dewi Andriani, 2201).

All processes that occur in schools, especially at the Intensive Cadet Development High School that have been carried out so far, have been attempted not only to support the strengthening of learning, but no less important is to support strengthening the character of students so that they are able to have character that meets the school's expectations. All routine, spontaneous, exemplary and conditioning activities created by schools can give rise to religious, nationalist, independent, integrity and mutual cooperation character values (Subhi Wahyudi, Rum Rosyid, Thomy Sastra Atmaja, 2020).

MAJU Character is an effort to develop character values at the Development Cadet Intensive School which has been attempted to be carried out through learning at school, moving into subjects taught by professional and experienced teachers. Based on efforts to strengthen the MAJU character values at SMA ITP Surabaya, research-based development was carried out with a focus on research problems, namely the development of MAJU character values (Independent, Active, Honest and Tenacious) at SMA ITP Surabaya using the ADDIE development model.

RESEARCH METHODS

The type of research used in development research is the ADDIE model which contains five stages. The ADDIE development research model consists of 1). Analysis, 2). Design, 3). Development, 4). Implementation, 5). Evaluation (Nyoman Sugihartini, Kadek Yudiana, 2018) . In implementing ADDIE, which consists of five phases, basically they are interrelated. Each phase in the ADDIE model is related and interacts with each other (Ahmad Fauzi, Widia Winata, Ansharullah, 2020).

The development research stages begin with 1) Analysis. The first focus is analysis of facts, various facts show that in high school teenagers, mentoring is necessary and important, portraits of incidents in the field are very widespread in actions taken by students at the high school level, for this reason strengthening must be carried out, including for students at ITP Surabaya High School in terms of strengthening character education. The second focus is performance analysis, so far strengthening character education has been carried out but has not yet been structured with appropriate patterns and strategies and approaches. At this time patterns and strategies are starting to be built using an acronym called MAJU ; 2). Design. The focus of the character strengthening design at SMA ITP Surabaya is the MAJU Character Values (Independent, Tenacious, Honest and Tenacious) which are emphasized in every lesson at school starting with the driving force being 10 subject teachers (intra-curricular and extra-curricular). Reinforcement design is carried

out in three stages, a). designing a model for implementing FORWARD character values, b). FORWARD character values training for teachers, c). implementation of the FORWARD character. MAJU character values training by 10 teachers, where training was given by 3 character education development trainers from PGRI Adi Buana University Surabaya; 3). Development. The realization for development is a product of the learning design, namely a teaching module which contains MAJU character values with various activities on how to instill ADVANCED character values, conducting a literature review to strengthen teaching modules that are characterized by MAJU character which are summarized in one MAJU book, it is said that the model ADDIE to produce products (Sugeng Widarso, Agus Karjuni, 2022). 4). Implementation. For real, direct application during training provided by three character education development teams, where teachers are given material and immediately proceed with design and real practice. 5). Evaluation, at this stage the development team plus a school support team of two experts and three development teams including the school principal provide an assessment of the results of the performance of 10 subject teachers who participated in strengthening the MAJU character values.

The research subjects were 10 subject teachers at SMA ITP Surabaya, where they were core teachers who would be the driving force in implementing and strengthening MAJU character values as a whole, both in curricular, intra-curricular and extra-curricular activities. To carry out research at SMA ITP Surabaya which is located at SMA ITP Surabaya, Jalan Dukuh Menanggal XII/4, Dukuh Menanggal, Gayungan District, Surabaya.

The research instrument used an activity observation sheet, and the method for collecting data was using direct observation during the implementation of MAJU character strengthening activities at SMA ITP Surabaya. The data analysis uses quantitative descriptive.

RESULTS AND DISCUSSION
Results

The research results show that from the first stage, namely Analysis, character education is an important need today, in order to build the next generation who are intelligent and have good character. On this basis, the need for the formation of student character in accordance with the characteristics of SMA ITP Surabaya is a necessity. From the results of the performance analysis, at SMA ITP Surabaya there is no adequate and appropriate design for developing student character, so looking for the right design is the answer to the performance analysis. For analysis based on facts, students at the high school level still need a lot of assistance, examples of good practice, character values, role models from all stakeholders at SMA ITP Surabaya. The second stage is Design , at this stage there are two designs that are made, namely for the design of games or activities related to the MAJU Character in the subject teacher's RPP, while the RPP design for the MAJU character is as follows, systematically . (1). Independent Character, (2). Goal, (3). Time Allocation, (4). Means, (5). Steps, (6). Activity Reflection, (7). Input from Class Teacher/Counselor, (8). Make a Commitment. The RPP which focuses on developing MAJU character values in its design has 8 components that subject teachers at SMA ITP Surabaya must pay attention to.

Figure 1
MAJU Character Value Development Design at SMA ITP Surabaya

The third stage is development, in this stage the realization of the MAJU character value design at SMA ITP Surabaya. There are several types of games specifically designed for learning that lead to strengthening MAJU character values. In development practice, various kinds of input and corrections are carried out, especially those related to the types of activities in the class, as well as supporting facilities that strengthen the activities being developed. In the development of corrections carried out more on types of activities that strengthen MAJU's character values because they are related to students and existing facilities and classes.

stage is implementation, in this stage the teacher practices various types of activities that strengthen the MAJU character values. The activities developed were actually put into practice by subject teachers at SMA ITP Surabaya with assistance from the character team at PGRI Adi Buana University Surabaya. As seen in Figure 2, it depicts interesting and appropriate activities for FORWARD character values, focusing on independent character values. For active, honest and tenacious character, it is practiced in pictures 3 and 4.

Figure 2
Implementation of Activities from ITP Surabaya High School Teachers, Strengthening Independent Values

Figure 3.
Implementation of Activities from ITP Surabaya High School Teachers, Strengthening Honesty Values

Figure 4.
Implementation of Activities from ITP Surabaya High School Teachers, Strengthening Tenacity Values

The fifth stage is evaluation. The results of the practice and performance of the lesson teachers at SMA ITP Surabaya who have participated in strengthening the MAJU character values can be said to have been carried out well. The assessment was carried out by the character development team at PGRI Adi Buana University Surabaya, using instruments in the observation sheet that had been developed by the team with an assessment scale of 0-100, direct observation assessment when the teacher carried out a performance of implementing the MAJU character values. The average result of the observations is 85 for the independent value, 84.4 for the active value, while the honest value is 84 and tenacious is 85.6. For more details, see graph 1.

Graph 1.
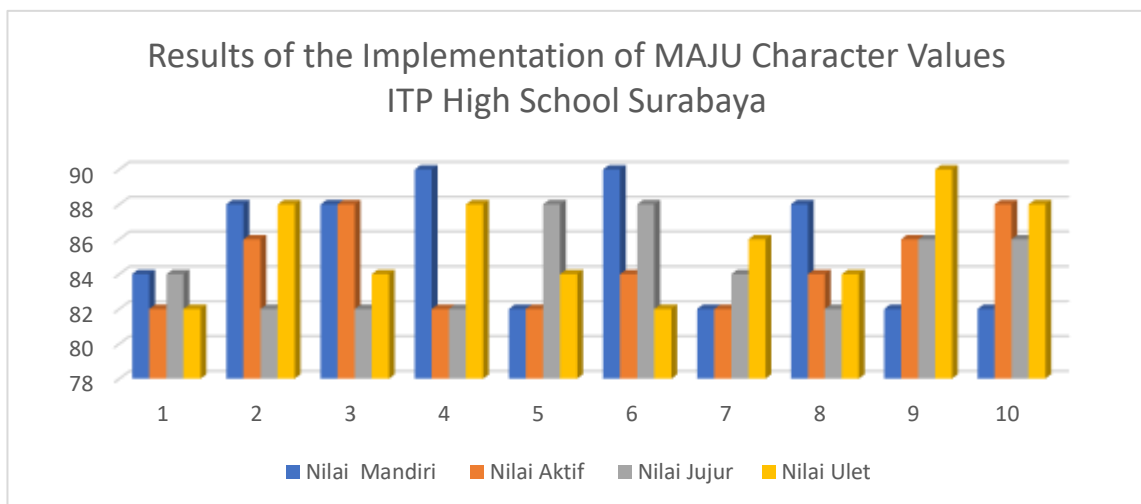
Discussion

Based on the research results described previously, the development of MAJU character values can be said to have been well mastered by teachers with an average of 85 which can be said to be in the very good category. In practice, this average result can be achieved because it cannot be separated from the MAJU character value itself, for example the tenacity value which means not giving up easily, not giving up (Idail Uzmi Uzmi Fitri Umami, Muhammad Shobri, 2022), so the choice of the MAJU character value has supported the implementation of character to encourage teachers

and students to be independent, active and honest, but no less interesting is the value of tenacity. The active value cannot be separated from hard work, and the honest value of trying to do things transparently means being accountable.

One of the MAJU character values development involved in SMA ITP Surabaya is Civics teachers, if we refer to research results that Civics teachers' learning activities always instill character and nationalism values and in learning activities that are not monotonous (Nur Cholifah, 2021) . Other subject teachers are also involved, such as Religion teachers and Indonesian and English teachers, where delivering material related to character values must not be monotonous, it must be fun. At SMA ITP Surabaya, activities have been aimed at strengthening MAJU character values that are fun but also instill values in them. This is where the role of teacher innovation plays.

In cultivating character values, it is not only knowledge, awareness or will and no less important are actions in implementing the values (Nopan Omeri, 2015) , so the ADVANCED character is not enough to be taught in class and must also be taught outside of class in the form of practical examples. real. Character learning is carried out by providing examples of good behavior through example (Didit Nantara, 2022). Teachers at SMA ITP Surabaya must all be involved together, starting with 10 subject teachers until all teachers are involved to strengthen the MAJU character, because character education can be taught integratively in all subjects (Chairiyah 2014), including in extracurricular activities (Asep Dahliyana , 2017), moreover, the characteristics of students are quite diverse and different (Siswati, Cahyo Budi Utomo, Abdul Muntholib, 2018). The diverse and different characteristics of students must be strengthened by all teachers, meaning that all subject teachers understand and apply the MAJU character values at SMA ITP Surabaya. Why does it have to involve all teachers because through the MAJU character values students are invited to follow all the rules that exist in developing the MAJU character values with the hope of realizing a holistic or holistic student personality (Binti Maunah, 2015), moreover it is said that character education begins by being forced, forced and finally got used to it (Lia Yuliana, 2022). On the other hand, SMA ITP Surabaya is not enough to just involve teachers, involving the role of students' parents, in this case the family, is also important. Because character education in the family environment has a very important role (Moh, Julkarnain Ahmad, Halim Adrian, Muh Arif, 2021).

CLOSING
Conclusion
On the basis of the explanation of the research results and discussion previously described, a conclusion can be drawn that:

a. The development of MAJU (Independent, Active, Honest and Tenacious) character values at the Taruna Development Intensive High School can be implemented by referring to the development of the ADDIE model.
b. The development of the MAJU character values (Independent, Active, Honest and Tenacious) can be designed and implemented and is successful.
c.) character values can be developed by high school teachers with good results.

Suggestion
a. ITP Surabaya High School can apply the MAJU character values (Independent, Active, Honest and Tenacious) based on the results of development that has gone well.
b. Developing character values can be carried out at the ITP Surabaya school by focusing on the MAJU character values (Independent, Active, Honest and Tenacious) not only by involving 10 teachers but can be developed by many more.
c. It needs to be followed up with more in-depth research within a duration of 1 semester or 1 year which focuses on the comprehensive implementation of MAJU at SMA ITP Surabaya.

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