

# **SCHOOL ENVIRONMENTAL PARTNERSHIP DESIGN AS AN EFFORT TO STRENGTHEN STUDENT CHARACTER EDUCATION AT STATE HIGH SCHOOL 8 BANDUNG CITY**

**Gerry Chess Canova**

Politeknik Kesejahteraan Sosial Bandung, [gerycanova@gmail.com](mailto:gerycanova@gmail.com)

**Aribowo**

Politeknik Kesejahteraan Sosial Bandung, [aribowo\\_stkts@yahoo.co.id](mailto:aribowo_stkts@yahoo.co.id)

**Pribowo**

Politeknik Kesejahteraan Sosial Bandung, [pribowostkts@gmail.com](mailto:pribowostkts@gmail.com)

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## ***Abstract***

*This research aims to develop a School Environmental Partnership Design as an effort to Strengthen Student Character Education at Bandung 8 State High School. The implementation of this research is in accordance with Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education, which explains that character education is one of the issues that must always be implemented in schools, the main value in strengthening character must be reflected in the behavior of the school community through collaboration between various parties within the education unit. The tri-center educational partnership is a collaboration between educational units, families and the wider community that is based on the principles of mutual cooperation, mutual trust and a willingness to make sacrifices in building an educational ecosystem that fosters character and a culture of student achievement. The approach used in this study is a qualitative research method. The research design used is Participatory Action Research (PAR). Data collected from this research was conducted through data collection techniques such as observation, interviews and documentation studies. The primary data source in this study consisted of 6 informants who were selected according to the considerations required in the research. Based on the results of the initial assessment, the implementation of the ongoing partnership program at SMAN 8 Bandung is still less efficient in terms of management. Therefore, it is necessary to develop the process of implementing Partnership Design so that it is more efficiently adapted to field needs. After going through the implementation phase, it shows that the School Environmental Partnership Design that has been developed is considered to be able to increase mutual understanding and active participation from all educational units. This was marked by the results of the final reflection which showed enthusiasm from all informants in understanding this School Environmental Partnership Design. Technological development through the process of organizing, increasing capacity and participation can have a positive impact and become a reference in making the implementation of School Environmental Partnership Design more efficient.*

*Keywords: Partnership, School Environment, Character Education*

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## INTRODUCTION

The issue of current conditions where increasing violence among adolescents / society, the use of bad language and words by students, lower respect for parents and teachers, low sense of responsibility for individuals and groups, cultivating lies / dishonesty, and mutual suspicion and hatred between others make character education a priority that must always be strengthened. (*gurudikdas.kemdikbud.go.id*, 2022)

Juvenile delinquency cases often occur from the influence of a community. The existence of bonds between members in the form of participation in every community activity, can have a bad impact if the activity is included in deviant behavior. The respect for culture, traditions and customs within the community makes members seem unconcerned about the impact they make. Although not all activities in a community are measured poorly, clear evidence of juvenile delinquency originating from a community is also not uncommon in the past few years.

In 2014, dozens of alumni of SMA Negeri 5 Bandung and SMA Negeri 20 Bandung were involved in a brawl right on Jl. Belitung, Bandung City. Head of Ops Polrestabes Bandung, AKBP Diki Budiman, said the dispute occurred when alumni of SMAN 20 Bandung conducted a convoy after an iftar activity at school. The convoy passed through Centrum Music Park, when there were

alumni and students of SMA Negeri 5 Bandung who were hanging out. It was stated that several alumni of SMA Negeri 20 Bandung were involved in a dispute with alumni of SMA Negeri 5 Bandung and ended in stone-throwing. It turns out that the two groups from different schools are known to have conflicts from ancient times (CB Magazine, 2014).

Strengthening character education should be an educational movement under the responsibility of education units to strengthen the character of students through heart sports, by taste, thought sports and sports with involvement and cooperation between education units, families and communities as part of the National Mental Revolution Movement (GNRM). This became the basis for the establishment of Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education. Character education must always be implemented in schools where the five main values in strengthening character (integrity, religiosity, nationalism, independence, mutual assistance) must be reflected in the behavior of school residents through the role of teachers and related parties in the education unit.

Overcoming juvenile delinquency is a shared responsibility both from parents, schools, and the community. Cooperation between related elements is needed so that

optimal results are obtained in an effective and efficient way. Among the very important efforts that can be done by any parent, teacher or community leader is to create inner peace for teenagers. Some ways to overcome problem students, including: a. Initial introduction of the case (starting from the moment the case was confronted) b. Development of ideas about the details of the problems faced by students. The implementation of character education and cooperation between teachers and the community that has been carried out has an impact on the problem of student delinquency in SMP Negeri 4 which has proven to be successfully resolved from year to year (*radarsemarang.jawapos.com*, 2021).

The role and involvement of multistakeholders must be recognized as having a major impact on schools. Therefore, it is not an exaggeration to say that the survival of the school also depends on related parties outside the school environment. No matter the school is public or private, without outside support, it is certain that its existence as an educational institution will sink.

Article 1 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, referred to in the statement above is a group of non-governmental Indonesian citizens who have concerns and roles in the field of education. In a narrower scope, it is a group of citizens

within the scope of the school such as the School Committee, Alumni and also the wider community.

The participation of community groups in assisting the implementation of character education in schools can be done through a partnership model. School partnerships with the environment can be a solution in improving character education because the environment around the school is an important factor that affects the development of student character. This partnership allows the school to work closely with the surrounding environment to create a conducive learning environment for students to develop positive character.

The pattern of modern life seems to be quite challenging for parents and society to carry out partnership activities. However, the reality shows that the obstacles to partnership activities that arise earliest are precisely from the school itself, which in this case is represented by teachers. They are sometimes reluctant to collaborate with parents due to the following: 1) Teachers are used to doing their work without the help of others, 2) Teachers feel tired enough to teach students, so they do not want to be busy with partnership activities, 3) Teachers feel that education issues have often been conveyed by the government, so they feel that it is more than enough (*www.edutopia.org/home-school-team*, 1997).

The issue of the above problem is in line

with what was conveyed by the Principal of SMAN 8 Bandung that there are teachers who always struggle to educate their students, but there are also those who give up on those who have problems. The principal of SMAN 8 Bandung said that while other teachers had given up, the students hardly moved up in class. The school has a policy that we must foster students. (*bandung.go.id, 2017*).

One of the efforts to overcome existing problems is through the implementation of the School Partnership Model, the tri-center education partnership itself is a form of cooperation between education units, families, and communities based on the principles of mutual cooperation, equality of position, mutual trust, mutual respect, and willingness to sacrifice in building an educational ecosystem that fosters the character and culture of student achievement. This partnership program aims to establish cooperation and harmony of education programs in schools, families, and communities as three education centers in building a conducive education ecosystem to grow the character and culture of student achievement (Technical Guidance Drafting Team for High School/Vocational Partnership with Family and Community, 2016).

In essence, partnership is known as *gotong royong* or cooperation from various parties, both individually and in groups. Partnership is a relationship and cooperation

where each partnering party has different expertise to work together into a group or team. The American Heitage Dictionary in Rukmana (2006) defines partnership as: "*a relationship betwet individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal*"

In this case, according to Rukmana (2006), partnership contains several meanings:

a) Cooperation is the degree of effort of one party to fulfill the wishes of the other party, b) Constancy is the degree of effort of a party to fulfill its own desires, c) Collaboration is a situation where each party wants to fully fulfill the interests of all parties, d) Compromise is a situation where each party is willing to sacrifice something so that there is a sharing of burdens and benefits. In relation to the implementation of partnerships between the business world and the industrial world with vocational schools, many partnership activities can be developed by the program, including: a) Program management joint activities between education providers and partner institutions, b) Utilization of infrastructure owned by partner institutions, c) funding programs to realize a program that will Implemented

d) Utilization/placement of graduates from educational institutions to the work sector or commodities needed by partner institutions.

Based on the background that has been described, this study will describe the

implementation of the School Partnership Model Design with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung City.

## METHOD

The approach used in research is qualitative research methods. According to Bodgman and Tylor in moleong (2011) explain that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words obtained from people and behaviors observed in research. In addition, Sugiyono (2012) found that qualitative research is research that focuses on natural object conditions where researchers are the key instrument, triangulation data collection techniques, inductive data analysis and qualitative research results emphasize meaning rather than generalization.

This research is gradually aimed at understanding social phenomena by entering the world of informants and having constant interactions. Through a qualitative approach, researchers can understand social situations and interact deeply with informants, this is intended so that researchers obtain a complete and comprehensive picture of the behavior, background and activities of informants in carrying out their roles. The qualitative research method was chosen because the

researcher wanted to be detailed and use a joint approach with informants so that there was direct involvement to jointly find a qualified and applicable design in dealing with the problem that was the focus of research.

The location of the study was conducted at SMAN 8 Bandung. In particular, research was carried out to: (1) understand the initial conditions of the school-environment partnership model (2) design the development of the initial concept of the school-environment partnership model; (3) implement the school-environment partnership model (4) reflect the school-environment partnership model. The study used a qualitative approach with the design of *Participatory Action Reaseach*, with research subjects: (1) *interest groups*: school parties, school committees, alumni; (2) *target group*: students of State High School 8 Bandung. Research informants as many as 6 people were determined by *purposive sampling*, which is a technique for taking data sources with several considerations. The consideration in question is that the selected informant source can provide information in accordance with the purpose and intent of the research as a research informant. The following is an explanation of how to determine research informants: 1.) Teachers and Staff, who are selected in accordance with the consideration that teachers and staff are representatives of the

implementing party / people who are directly involved with the entire series of activities in schools in strengthening character education and in accordance with the needs of research implementation. 2.) School Committee, which is elected in accordance with the consideration that the school committee is a representative on the part of parents as supervisors for the school and students and consideration of its activeness in participating in the implementation of all school activities. 3.) Students, who are selected with the consideration that students are the target group / as beneficiaries and student activeness in participating in the entire series of school activities and in accordance with the needs of research implementation. 4.) Alumni, which is selected with the consideration that alumni can be likened to one of the concrete evidence of the results of the implementation of the entire series of activities that have been carried out at school.

## **RESEARCH RESULTS**

In this section, the results of research and discussion will be presented including an overview of State High School 8 Bandung, informant characteristics, research results and discussion of research results of School Partnership Model Design with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung.

SMAN 8 Bandung is one of the public schools in Bandung City which is located at Jalan Solontongan No.3, Turangga Village, Lengkong District, Bandung City, West Java. Graduates from SMA Negeri 8 Bandung are spread across various leading universities such as ITB (Bandung Institute of Technology), UNPAD (Padjadjaran University), UI (University of Indonesia), IPB (Bogor Agricultural University), UGM (Gadjah Mada University) and there are also those who continue abroad, especially Germany and Malaysia. Similar to public high schools in general in Indonesia, the school education period at SMA Negeri 8 Bandung is taken within three school years, starting from Class X to Class XII.

Overview of the Problems of Education Partners at SMA Negeri 8 Bandung based on data collected by the Vice Principal for Student Affairs accompanied by students, there are at least 9 types of partnerships that have been built between SMA Negeri 8 Bandung and Education Partners who have so far worked together in building a good Education System and of course in accordance with the applicable curriculum. The following is a description of several forms of partnership that have been established between SMA Negeri 8 Bandung and Education Partners:

1. School Partnership with Police School partnerships that have been carried out SMAN 8 Bandung with the Police is in the form of

briefing material on Security, Order and Traffic Smoothness (Kamtibcarlantas) from the Police in this case represented by the Police Sector of Lengkong District, Bandung City to students in the School Environment Introduction Period (MPLS). The School Partnership conducted by SMAN 8 Bandung with the Police aims to strengthen Student Character Education in disciplinary aspects, especially in terms of Security, Order and Smooth Traffic (Kamtibcarlantas) and other matters related to Security and Order in behaving as good Indonesian citizens.

Other aspects of Character Education that can be strengthened through School Partnerships with the Police either directly or indirectly include; aspects of honesty, peace-loving, love of the motherland, and aspects of responsibility. This form of partnership is expected to create better student character education and can be imprinted in students, thus making good habits for students even when they graduate from SMAN 8 Bandung.

2. School Partnership with TNI School Partnerships that have been carried out SMAN 8 Bandung with the Indonesian National Army (TNI), which is in the form of education and debriefing material on National Insight, Marching Line Regulations, and State Defense activities carried out at the SECAPA AD location closest to the school for several days.

The School Partnership conducted by SMAN 8 Bandung with the Indonesian National Army (TNI) itself aims to build and strengthen Student Character Education in

various important aspects, including aspects of discipline, honesty, hard work, love for the motherland, national spirit, and responsibility. The activities carried out in this partnership process are expected to create better student character education, thus making good habits for students even though they have graduated from SMAN 8 Bandung.

### 3. School Partnership with Environment

School partnerships that have been carried out by SMAN 8 Bandung in the Environmental Sector include those carried out with the Environment and Hygiene Agency (DLHK) and also with Nature Loving Communities. The partnership carried out is in the form of training and debriefing material on School Environmental Conservation.

The School Partnership between SMAN 8 Bandung and the Environmental Sector is certainly in accordance with the curriculum that has been regulated by the Government through the Adiwiyata School Program, the partnership itself is carried out through various activities, including cleaning the school environment, maintaining school gardens, waste management, farming, and saving energy sources such as water and electricity.

The school Partnership itself aims to build and strengthen Student Character Education in various aspects, including aspects of discipline, environmental care, creative, participatory, communicative and responsibility. The activities carried out in this

partnership process are expected to create better student character education, thus making good habits for students even though they have graduated from SMAN 8 Bandung.

#### 4. School Partnership with School Committee

The School Committee is an independent body that accommodates the participation role of parents and also the community in order to improve the quality, equity, and efficiency of education management in education units, both in pre-school education, school education pathways and out-of-school education pathways.

The School Partnership between SMAN 8 Bandung and the School Committee itself is carried out as a form of school supervision of students, especially outside the school environment. The learning process carried out by students outside the school environment is certainly very necessary, this aims to avoid a decrease in student achievement in academic and non-academic fields when students are outside the school environment.

This Sekokah partnership aims to strengthen Student Character Education in various aspects, including discipline, social care, hard work, independence, respect for achievements and responsibility. The activities carried out in this partnership process are expected to create better student character education, thus making good habits for students even though they have graduated

from SMAN 8 Bandung School partnership with School Alumni

The School Partnership between SMAN 8 Bandung and School Alumni is one of the school's efforts to build students' curiosity and confidence in carrying out activities as students at SMAN 8 Bandung. The School Partnership carried out is in the form of Seminars and Campus / Alumni Expos by presenting SMAN 8 Bandung Alumni from various campuses and agencies / companies.

The School Partnership aims to provide information and education for students who want to continue their education to the tertiary level as well as for students who want to know and want to go directly into the world of work. This Sekokah Partnership is expected to strengthen Student Character Education in various aspects, including curiosity, confidence, hard work, and communicative aspects.

#### 5. The School's Partnership with Entrepreneurship

The School Partnership that has been carried out by SMAN 8 Bandung in the Field of Entrepreneurship is carried out with the Cooperative Office and Micro, Small and Medium Enterprises (MSMEs), Business Actors and other industrial fields. The partnership is an effort to improve the quality of education services, one of which is through the development of life skills (feskills) based on the business world industry for students.



The School Partnership aims to awaken skills and competitive spirit so that students can always compete in the business industry through material provision and skills training. The partnership activity itself is expected to strengthen Student Character Education in aspects of creativity, hard work, communicative, curiosity and independence.

#### 6. School Partnership with Sports

School partnerships that have been carried out by SMAN 8 Bandung in the Field of Sports are among others carried out with various Bodies, Committees and Communities that oversee official Sports Branches in Indonesia. This form of partnership has been carried out through various extracurricular activities provided and supported by the School. The School Partnership itself is one of the school's efforts in improving student achievement in non-academic fields.

This School Partnership activity has been carried out for a long time and has been proven by the existence of SMAN 8 Bandung students involved in Regional, National and International Championships in the Field of Sports. The School's partnership in the field of sports is expected to strengthen Student Character Education in various aspects, such as discipline, hard work and rewarding achievements.

#### 7. School Partnership with Health

School Partnership in the Health Sector has been carried out by SMAN 8 Bandung with

the local Puskesmas, this activity is certainly very related to the environmental sector. This form of partnership is carried out through seminars, material briefing and skills training to students, one of which is by running the Clean and Healthy Lifestyle Program (PHBS). The partnership itself aims to raise students' enthusiasm to run a Clean and Healthy Lifestyle (PHBS). This School Partnership in the Health Sector is expected to strengthen Student Character Education in various aspects, such as discipline, environmental care, social care and responsibility.

#### 8. The School's Partnership with Arts and Culture

School Partnerships in the Field of Arts and Culture have been carried out by SMAN 8 Bandung with various parties including, related agencies and the Arts and Culture Community in the City of Bandung. This form of partnership is carried out through extracurricular activities provided and supported by the School. The partnership itself is carried out as a form of school in increasing students' awareness of regional arts and culture and making the Field of Arts and Culture one of the achievements that students can be proud of in order to make the good name of the School, Regional and State.

This school partnership has been carried out and proven by the presence of student representatives from SMAN 8 Bandung who are involved in Championships in the Field of

Arts and Culture such as Dance, Angklung Music, and others. The School's partnership in the Field of Arts and Culture itself is expected to strengthen Student Character Education in various aspects, such as love for the motherland, national spirit, creativity and appreciation for achievement.

The concept of School Partnership with the Environment that has been carried out by SMAN 8 Bandung, in general, has worked very well. This can be seen from the graduates of SMA Negeri 8 Bandung who have spread across various well-known universities in Indonesia. Broadly speaking, the implementation of the school partnership itself has so far only been managed by the managerial team of SMAN 8 Bandung, in this case the Vice Principal of related fields in accordance with the form of partnership implemented.

The form of school partnerships that have been carried out so far is only in the form of training, material briefing, seminars and counseling provided by the speaker and in general these activities are only one-way, so it can be said that it is very unlikely for students to develop in knowledge and skills in certain aspects.

The implementation of School Partnership with Environment activities that have been carried out is basically one form of SMAN 8 Bandung in implementing the applicable Education Curriculum as an effort to improve

the Quality of Education and strengthen Student Character Education at SMAN 8 Bandung through various stages contained in the School Partnership Model Design with the Environment as an Effort to Strengthen Student Character Education at SMAN 8 Bandung.

SMAN 8 Bandung is a school that prioritizes the values of achievement, religious, environmentally cultured, based on information and communication technology, this is certainly in line with the vision, mission and with the activities and programs that have been carried out by SMA Negeri 8 Bandung so far. The School Partnership that has been run by SMA Negeri 8 Bandung will certainly not run well if there is no involvement or active participation from related Education Partners. The implementation of school partnerships has so far gone well, it's just that there are several types of partnerships that seem to be suspended because the partnership is not well integrated, so that the results of the predetermined achievements are not in accordance with the plans and expectations of SMA Negeri 8 Bandung. The existence of Education Partners is an opportunity for their contribution to indirectly empower students' potential so that they can make students better and excel academically and non-academically.

The informants in this study are individuals who are interviewed and also involved in testing the technology developed in the

research. The characteristics of informants are divided into several categories, namely position, age, and gender.

The determination of informants based on categories and positions is intended so that the problems encountered in the research can be answered through the representation of informants from various categories, namely the school, school committee, alumni and students of SMA Negeri 8 Bandung. The researcher dug up data to the Public Relations Department of SMA Negeri 8 Bandung considering that he is a representative of the field that handles administration, such as school profiles and other school administration data related to education partners. Vice Principal for Student Affairs Because this research is related to efforts to strengthen student character education, the school committee is considered as a representative of the student's parents. Then school alumni as representatives of individuals who have experienced / received educational services at SMA Negeri 8 Bandung. In addition, the representation of students who are still undergoing education at SMA Negeri 8 Bandung as informants is felt to be urgently needed experience and response as individuals who are experiencing / receiving educational services at SMA Negeri 8 Bandung which are being pursued and undertaken at this time.

## **DISCUSSION**

### **1. Early Reflection on the School Partnership Model with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung**

This section presents the results of research on how the partnership assessment process has been carried out at SMA Negeri 8 Bandung and the obstacles and challenges in the partnership assessment process. Based on the interview, several information was obtained, including:

1). School partnerships are more emphasized in the academic field than the interests and talents of students; the problem of school partnerships that are emphasized only on the academic field compared to student interests and talents can be marked by the existence of school activities that are considered still lacking in supporting students to develop their potential. Activities that tend to be monotonous and boring make students not interested in participating in various types of activities held by SMA Negeri 8 Bandung, so that the various potentials of students are only known through aspects that appear on the surface, not specific about the various invisible potentials possessed by each student.

2). lack of readiness of the School Team in facing the times; Characterized by the difficulties experienced by teachers in operating various applications that can support today's learning process. This indirectly also

has an impact on the provision of student education services at SMA Negeri 8 Bandung. The diversity of student behavior in academic and non-academic fields in modern times must certainly be balanced with the ability of the Teacher Team to operate all forms of technology and the ability to analyze all forms of student behavior at school, so that the process of providing student education services at SMA Negeri 8 Bandung can be carried out properly and in accordance with the needs of each student.

3). lack of communication and coordination with education partners; The problem of school partnerships which is considered to be still lacking in terms of communication and coordination with education partners is characterized by the absence of clear information related to school activities to be held. Basically, the implementation of these activities is usually an alternative solution for students in finding their interests and talents. However, so far the school has not been able to inform school activities more clearly to the parties who will be involved in these activities.

4). the results of the implementation of the partnership are not documented and unpublished; Marked by the difficulties experienced by the school in finding content creation materials – content to be published on social media. The difficulty of the school in finding documentation archives of activities

that have been carried out by SMA Negeri 8 Bandung so far has hampered school plans. This indirectly also has an impact on the image of SMA Negeri 8 Bandung which is less attractive, thus reducing public interest and interest in attending SMA Negeri 8 Bandung and hindering parents from knowing the activities their children participate in at school.

## **2. School Partnership Model Development Plan with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung**

This section presents the results of research on the development plan of the School Partnership Model with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung. Based on the results of the interview, it is known that some of the needs for the development of this School Partnership Model include:

1). there needs to be Active Participation from each Education Partner; Marked by the lack of a well-organized system for implementing partnership activities, this has an impact on the role and function of each education partner in carrying out this school partnership activity.

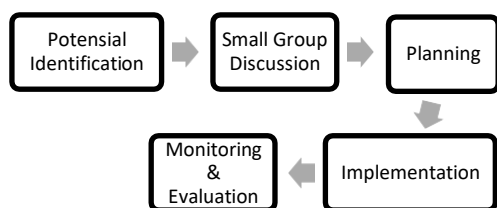
2.) Need for Capacity Building; Marked by the lack of a well-organized system of implementing partnership activities, it also greatly impacts the understanding of the roles

and functions of schools and each educational partner in carrying out these school partnership activities.

3). There needs to be a two-way partnership; Characterized by student boredom in participating in various activities that have been held at school, monotonous and boring activities make students not interested in participating in various types of activities. So there is hope that the school can facilitate students through activities that can spur the kinds of potential possessed by students.

### 3. Design of the Initial Model of School Partnership with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung

The following are the steps proposed in the Initial Design of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung, illustrated in the following figure:



**Figure 1:** Initial Model Scheme of School and Environmental Partnership as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung

Source : Research Results, 2023

#### 1. *Potential Identification*

The stage in identifying the potential that exists inside and outside the environment of SMAN 8 Bandung. At this stage, the identification process is carried out by the Counseling Guidance Teacher Team (BK) to assist students in mapping their potential starting from social potential, financial potential, natural potential, and so on. BK teachers ensure that each target group is actively involved in the identification process.

#### 2. *Small Group Discussion*

At this stage, BK teachers as representatives of the target group explained the data and information that had been obtained from the previous stage, while stakeholders and the school also gave responses after the presentation was completed.

#### 3. *Planning*

After the data, information and responses from all parties are poured through the small group discussion stage, the school together with the Teacher Team and stakeholders compile and plan strategies, distribute tasks, and determine targets to be achieved, as an effort to accommodate student needs in accordance with the data and information that has been obtained.

#### 4. *Implementation*

At this stage, the school, together with stakeholders, carries out the results of planning in the form of certain activities in accordance with the targets to be achieved. The

implementation of the program is realized in the form of routine activities, spontaneous activities and programmed activities.

#### 5. *Monitoring & Evaluation*

At this stage, the school, the Teacher Team and stakeholders monitor and evaluate the process and results of the implementation of the program / activity that has been carried out. This is an effort to improve programs / activities for the future to run more effectively and on target.

#### **4. Implementation of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung**

This section presents the results of research related to the implementation of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung. Based on the results of interviews at the implementation stage, it is known that there are several responses related to the implementation process that can be used as a reference as an effort to improve the School Partnership Model, including:

1) A common understanding regarding the importance of the School Partnership Model can be marked by the establishment of good communication so that there is an understanding between the school and education partners to be able to carry out

activities according to their roles and functions and still refer to the goals to be achieved.

2) Shape commitment The implementation of the School Partnership Model can be marked by the willingness of all *Stakeholder* to be involved in all forms of school activities.

3) Target targets and Parties involved in implementation; Who's statement The target audience and who are the parties involved in the implementation of this Partnership Model were conveyed by several informants. Based on the results of the interview, it can be seen that the target target of implementing this School Partnership Model is SMA Negeri 8 Bandung students. However, teachers and other education partners also indirectly get a positive impact from the process and results of implementing their activities. Statements about the involvement of parties in the implementation of School Partnerships were similarly conveyed by all informants, that the involvement of all parties, both schools and other educational partners, was needed for smooth activities. Because basically, all forms of partnership will not work well if only done by one party. which parties are involved in the implementation of activities.

4) The obstacles experienced during the Initial Model Implementation stage can be seen through the description of the results of interviews that have been conducted by researchers with related informants. There are several points that need to be used as reflection material for the development of the Final

Design of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung, including the following:

a). There needs to be regular meetings held by the school with all stakeholders. The purpose of this meeting is none other than to build mutual understanding between the school, education partners and students as a target group regarding the importance of active participation of all parties in the implementation of this School Partnership Model.

b). There needs to be a joint commitment from all parties so that the implementation of this School Partnership Model can run well in accordance with the expectations and goals to be achieved, namely the formation of student character based on the values of Character Education.

c). It is necessary to classify assets in the school environment to be used as media in carrying out all activities in the implementation of the School Partnership Model.

d). There needs to be capacity building for all parties involved in the implementation of the School Partnership Model in order to understand each of their roles and duties during the implementation.

## **5. The Final Model of School Partnership with the Environment as an Effort to Strengthen Student Character**

### **Education in State High School 8 Bandung**

The results of the Final Design of the School Partnership Model with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung were obtained based on the results of implementation and evaluation carried out on the Initial Model Design of School Partnership. The following is the resulting description, so that the Final Model Design of School Partnership with the Environment can be formed as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung.

#### Technology Name

School Partnership Model with Environment as an Effort to Strengthen Student Character Education.

#### Technology Purpose

There are general objectives and specific objectives of the implementation of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung. Here are some of these goals:

#### General purpose

The general objective of the School Partnership Model with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung is to establish cooperation and harmony of educational programs among education units,

families, and communities as the Tri Center of Education in building a conducive educational ecosystem to grow the character and culture of student achievement.

Special purpose

Specific objectives of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung, including:

a. For Students :

- 1) Improve academic and non-academic achievement,
- 2) Facilitated interest and talent in certain activities,
- 3) The formation of awareness in developing character values and a culture of achievement,
- 4) Increased positive behavior.

b. For Schools

- 1) Repair climate and education ecosystem in schools,
- 2) Increase quality and quality of school education services,
- 3) Strengthening relationships with students and other educational partners,
- 4) Subtract level student problems at school,
- 5) Build a good image for the school.

c. For the Environment

- 1) Creating a positive outlook regarding the implementation of

school education,

- 2) Increase parents' trust in the school,
- 3) Strengthening relationships with children and schools,
- 4) Get positive feedback from the best graduates produced by the school,
- 5) Increase community participation in school development

3. Target Target and Parties involved  
Target targets and parties who

involved in the implementation of the School Partnership Model with the Environment as an Effort to Strengthen Student Character Education in State High School 8 Bandung, including:

- a) All students at SMAN 8 Bandung,
- b) Education unit of State High School 8 Bandung,
- c) School committee and parents of students.
- d) Agencies / Organizations or educational partners related to the implementation of the School Partnership Model with the Environment.

4. Success Indicators

Success indicators of the implementation of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung can be known through measurable indicators. In determining indicators, an understanding of indicator principles such as;



specific, measurable, achievable, realistic and timely. As stated by Sufyarma in Rukmana (2006), indicators of educational success must be supported by the quality of the process in achieving goals that have the following characteristics: a) The study program is well programmed, b) the curriculum must be relevant to the job market, c) availability of adequate staff, d) good and ready-to-use educational equipment, e) sufficient funds for the learning process, f) well managed through a lean organization.

Success indicators of the implementation of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in State High School 8 Bandung can be seen through:

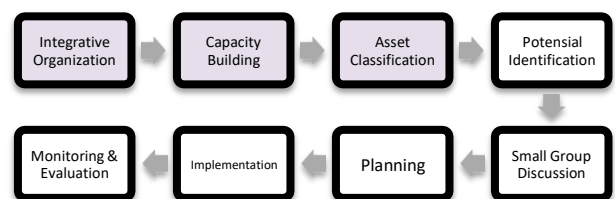
- 1) The realization of a mutual understanding related to the School Partnership Model between the school and the parties used as educational partners (which can be stated in the memorandum of understanding).
- 2) The realization of increased active participation in all school activities from all parties who are made educational partners (which can be stated in the attendance book of regular meetings).
- 3) The realization of two-way activities in the implementation of the School Partnership Model through various programs such as student or teacher

exchanges, as well as internships as an effort to increase capacity, insight and competence.

- 4) The realization of reducing the level of student problems in schools.
- 5) The realization of increased student achievement in academic and non-academic fields.
- 6) The realization of improving the quality of learning can be seen through the quality of student success (increasing the level of absorption of student graduates in well-known universities and in the world of work).

#### 5. Technology implementation steps

The following are the implementation steps in the Final Design of the School and Environment Partnership Model as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung, illustrated in the following figure:



**Figure 2:** Final Model Scheme of School Partnership with Environment as an Effort to Strengthen Student Character Education in Senior High School 8 Bandung

Source : Research Results, 2023

#### 1. Integrative Organization

At this stage, *stakeholders/interest groups* are positioned as *partners* who work with the

school. The target group is the students of SMAN 8 Bandung. At this stage, the School makes an understanding with *stakeholders*, regarding the importance of potential assessment, the flow of the potential assessment process, strategizing, distributing tasks, dividing group coordinators and coordinators of each batch of students, and determining the target targets to be involved, including testing model designs with stakeholders.

#### 1. *Capacity Building*

At this stage, *Capacity Building* is carried out by the school, the Teacher Team and also stakeholders, this is done as an effort to improve skills in carrying out the stages that must be carried out to be more effective and on target. *Capacity Building* activities can be carried out further sessions if still needed.

#### 2. *Asset Classification*

At this stage, the school together with the Teacher Team and stakeholders mapped the assets contained in the SMAN 8 Bandung environment. Assets that have been identified are then grouped into several criteria that have been defined together. The following is a description of each asset criterion that has been set:

#### 3. *Potential Identification*

The next stage is the identification of potential that exists inside and outside the environment of SMAN 8 Bandung. At this stage, the identification process is carried out by the Counseling Guidance Teacher Team

(BK) to assist students in mapping their potential starting from their potential, social potential, financial potential, natural potential, and so on. BK teachers ensure that each target group is actively involved in the identification process.

#### 4. *Small Group Discussion*

At this stage, BK teachers as representatives of the target group explained the processed data and information (assets and potentials) that had been obtained from the previous stage, while the school, the Teacher Team and stakeholders also gave responses after the presentation was completed.

#### 5. *Planning*

After the data, information and responses from all parties are poured through the *small group discussion stage*, the school together with the Teacher Team and *stakeholders* compile and plan strategies, distribute tasks, and determine targets to be achieved, as an effort to accommodate student needs in accordance with the data and information that has been obtained.

#### 6. *Implementation*

At this stage, the school, together with *stakeholders*, carries out the results of planning in the form of certain activities in accordance with the targets to be achieved. The implementation of the program is realized in the form of routine activities, spontaneous activities and programmed activities that are two-way (multilane), as a form of

strengthening student character education to further develop skills and other aspects.

### 7. *Monitoring & Evaluation*

At this stage, the school, the Teacher Team and *Stakeholders* Assist, supervise and evaluate the process and results of the implementation of programs / activities that have been carried out. This is an effort to improve programs / activities for the future to run more effectively and on target.

## CONCLUSION

Based on the results of the study, at the implementation stage which is intended as a form of reflection related to how the process and results of the implementation of the Initial Design of the School Partnership Model with the environment, it is known that there is still a need for development from the implementation of the initial model design.

Some of the development needs of the School Partnership Model are defined as follows:

1. There needs to be a common understanding between schools and all education partners; Related needs require a mutual understanding between schools and all education partners is intended so that the implementation of this School Partnership Model can run according to the expectations to be achieved, one of which

is through regular school meetings with relevant stakeholders in order to maintain mutual understanding regarding the main objectives of efforts to strengthen character education.

The solution is the integrative organization stage, which is the stage where the party school Invite stakeholders/interest groups to be positioned as partners who work with the school. At this stage, the School makes an understanding with stakeholders, related to the importance of potential assessment, the flow of the potential assessment process, strategizing, distributing tasks, dividing group coordinators, and determining the target targets to be involved, including testing model design with stakeholders.

2. There needs to be capacity building for school partnership implementers; The purpose of capacity building is needed for all implementers of this School Partnership Model, among others, as an effort to be more organized in the implementation system of partnership activities properly, it also greatly impacts understanding of the roles and functions of schools and each educational partner in implementing this School Partnership Model.

Engineering for model development

is offered through the capacity building stage. At this stage, the school, the Teacher Team and also other stakeholders, always make efforts to improve skills in carrying out the stages that must be carried out to be more effective and on target. Capacity building activities can be carried out further sessions if still needed.

3. There needs to be a classification of partnership supporting assets; Related development needs require classifying school assets as a medium in supporting the implementation of the School Partnership Model aims to make the school and all relevant stakeholders understand the needs of schools to be able to facilitate their students in efforts to strengthen student character education.

Solution engineering The development of this model is offered through the asset classification stage, where at this stage the school together with the Teacher Team and stakeholders map the assets contained in the SMAN 8 Bandung environment. The assets that have been identified are then grouped into several criteria that have been determined together, so as to support the entire implementation of School Partnership activities in accordance with the necessary criteria.

4. There needs to be a two-way form of partnership activity; The need to develop a school Partnership Model is about the need for a more two-way form of activity, because during the implementation of the previous School Partnership Model it was considered that there was still less interest in students to be actively involved in the implementation of its activities. Some informants said that this form of two-way partnership activity can help students to continue to develop their potentials according to the interests and talents possessed by students.

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