

# The Constraint Factors of Process Characteristic Education in Senior High School. Case Study in Rokan Hulu Regency, Riau Province

**IPENAS**

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## **Abstract:**

*This study aims to analyze the constraint factors of process character education in senior high school in Rokan Hulu Regency. In order to get answers from the issues investigated, descriptive analysis was used with qualitative approaches using interview, observation and documentation methods. The findings of this study show that the constraint factors in character education in Rokan Hulu Regency, are: 1) the number of subjects that teachers must teach in the classroom; 2) teachers are never given special training on the development of character education; 3) lack of clear rules and assertions, both for teachers, principals and other school officials about the implementation of such character education.*

**Key words:** Barrier Factor, Character Education

## **INTRODUCTION**

Education, especially formal education, is one of the important processes in the life of the nation and society. The educated source of human resources is one of the educational paths that can have a profound impact on society and nation. The values and moral roles that are upheld in the life of society and nation need to be emphasized that the educational process that is being implemented can produce educated individuals who are able to make changes in progress according to the ideals of

society and nation. (Suprpto, 2013). In order to produce superior learners, the education process is always evaluated and improved. One of the efforts to improve education is the emergence of the notion of the importance of character education in the education world in Indonesia, this idea arises because the education process has not been fully successful in building characteristic Indonesia. In fact, some say that Indonesia's education fails to create a characteristic human being (Ferry, Jon, Nasrullah, 2015). In the last few years, we are always presented with news about juvenile delinquencies especially those who are still in school, this indicates that the moral and character values have begun to collapse. The moral collapse and the characters are not only in Indonesia, but also in other countries both developed and developing countries. (Samani, 2011). Similarly, in the Rokan Hulu District of Riau Province, based on the information of the Kunto Darussalam Sector Police in 2014, juvenile delinquency in juvenile Rokan Hulu district in the village of Muara Dilam as can be seen in Table 1 below:

**Table 1. Delinquency of Youth in 2014**

No	Type of Crime	Age	Gender
1	Theft of Palm Oil	19 years	Male
2	Theft of Palm Oil	18 Years	Male
3	Theft	18 Years	Male
4	Theft	17 Years	Male
5	Sexual Disorder	19 Years	Male
6	Theft	17 Years	Male
7	Disturber	19 Years	Male
8	Destruction	19 Years	Male
9	Theft of Palm Oil	17 Years	Male

Education is a means capable of forming a solid human body both physically and spiritually (Mustakim, 2011). Forming this individual must be precise, and adapted to the existing educational level. In fact, the education that must be used as a form of character building only conducts the transfer of

learning principles in the delivery of learning materials and has not yet shaped the attitudes and behaviors of the students which are an essential part of the student character formation process (Zubaedi, 2012).

### **Problem Statement**

From the intermediate observation of the researcher at the Senior High School in Rokan Hulu, that in the Teaching Learning Process (TLP) that has been implemented more emphasis on cognitive education while effective and psychomotor education is considered less important. Therefore, the authors want to study the factors that impede the process of character education in High School in Rokan Hulu Regency.

## **RESEARCH METHODOLOGY**

The method in this study is a descriptive method with a qualitative approach. The method of qualitative investigation is a method of investigation based on the postpositivism philosophy, which is made to look at the consonant object of the original form, in which the investigator becomes decisive. Data collection techniques are made in triangulation, while data analysis is inductive / qualitative, and the results of the study emphasize the meaning of generalization (Sugiyono, 2014). Qualitative investigations, collecting data are made on the natural setting, the primary data source and the way data collection is captured by participant observation, indepth interview, and documentation (Creswell, 2010).

Objects studied in this study were 4 principals and 10 teachers in upper secondary education in Rokan Hulu Regency. Based on the method used in this study, the investigators compile, sort, distribute the group and analyze all the materials or data collected. The process of data analysis is done with three steps simultaneously that is: compiling, presenting and validating. In this research, data analysis used is analytic

descriptively analytically that is expressing a problem and condition as it is, so that is only disclosure of fact.

## **FINDINGS**

From the results of this study, all the respondents interviewed said that the factors inhibiting the process of character education in high school in Rokan Hulu Regency can be grouped into three aspects: 1) the amount of teaching materials that teachers should teach in class, is not worth the time given. Teachers are always assigned to teach the competency standards that have been given in the syllabus, so there is no time to give and embed moral values to students. 2) teachers have never been given special training on the development of character education, so lack of teacher knowledge about how and what they should do in order to build the character education. 3) lack of clear rules and assertions, both for teachers, principals and other school officials on the implementation of such character education, so that character education is not considered as important.

## **CONCLUSION**

There are three factors inhibiting the process of character education in high school in Riau Rokan Hulu Regency, namely: First, lack of time in the process of learning given to teachers; Second, teachers have never been given special training on how to build a student's character; Third, no rules and penalties for teachers should perform character education to students.

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