

## Character-Based Strategic Planning Model for Student Development in SMA Kolese Loyola Semarang

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### Abstract

Education at SMA Kolese Loyola (Loyola College High School) Semarang implements student coaching based on honest character, discipline, independence, hard work, and responsibilities that are in accordance with the school's vision. This study uses a qualitative approach with a case study design; the process is through data collection using observation and interview techniques. The focus of the research conducted in SMA Kolese Loyola Semarang were (1) finding character-based student development strategic planning; (2) analyzing the implementation of student coaching based on honest, discipline, independent, hard work, and responsibility characters, (3) analyzing the control of the implementation of character-based student coaching. This study found that SMA Kolese Loyola Semarang (1) carried out strategic planning for character-based student development; (2) face obstacles in strategic planning from inside and outside the school. Barriers from within the school are faced through agreements with parents of students, barriers from outside the school are faced through adjusting the implementation of strategic plans for character-based student development in schools; (3) controlling character-based student development activities. The conclusions of the study were that the character-based student planning strategic planning at SMA Kolese Loyola Semarang was a combination of reflection-action experience; interactions between students in school form a person who is characterized by honesty, discipline, independence, hard work, and responsibility.

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## INTRODUCTION

National education intends to develop and shape the character and dignity of a dignified nation in order to educate the life of the nation. According to Emosda (2011, p.154), the main purpose of education is to shape the character because character is the basic capital in shared life and the key to success. According to Nez et al (2014, p.1), character education is an effort that is systematically designed to help students understand the values of human behavior that relate to God Almighty, self, fellow human beings, the environment, and community manifested in thoughts, attitudes, feelings, words, and deeds based on religious, legal, cultural, and customary norms. Education at SMA Kolese Loyola Semarang is inseparable from student coaching based on honesty, discipline, independence, hard work, and responsibility in accordance with the school's vision, which is to become an educational center for potential competent, conscientious world reformers including character, and social care for the greater glory of God. According to the character-based student development strategic planning at the SMA Kolese Loyola, the strategies used in the implementation of education, learning, extra-curricular activities, guidance and counseling as well as the development of school culture are based on the Ignatian pedagogical paradigm contained in this vision.

The development is supported by the number of subject teachers, trainers of extra-curricular activities, and teachers of adequate guidance and counseling with relevant educational backgrounds and division of tasks supported by 29 administrative staff and field personnel. In addition, coaching is also supported by facilities for learning, extra-curricular activities, guidance and counseling, and the development of school culture including classrooms, canteens, seven sports fields, theaters, worship halls, meeting rooms, laboratories, centers multimedia, discussion room, library.

With the support of these facilities, SMA Kolese Loyola students received various academic and non-academic achievements,

including in 2015, as many as 19 graduates of SMA Kolese Loyola Semarang were accepted for further study to qualified universities in Indonesia, among others, UGM, ITB, IPB, Undip through SNMPTN invitation channels. From the results of mapping the quality of education based on the results of the 2014-2015 National Examination, SMA Kolese Loyola Semarang was ranked 1st in Semarang City. After preparing the character-based student development strategic planning at the National Examination (UN) for six consecutive years, the school proved to be in the top three in integrity (honesty) in the National Examination at the national level (Nurfuadah, 2016).

Quite a lot of Loyola College High School alumni become prominent figures of humanism in the community. In a preliminary study it was found that the social relations among students and between students and teachers at the Loyola College High School of Semarang were full of tolerance and there were no conflicts between friends. Students are disciplined in various ways and avoid conflict with other school students. The preliminary study shows the existence of educational excellence, including character-based student development which shows the existence of good quality products in SMA Kolese Loyola Semarang.

The background, as in the description above, led to the emergence of interest in conducting research on the model of strategic planning for character-based student development in SMA Kolese Loyola Semarang.

Character-based student development strategic planning is an effort planned and carried out jointly by school personnel, parents, and community members to help students as the next generation so that they have a noble personal foundation in knowledge (cognitive), feeling, and integral actions, which are carried out through formal education in schools, and non-formal education channels beyond school. This effort is able to evoke expressions that indicate clarity in interacting with others. Character-based student development strategic planning requires the support of organizational structure, leadership, and school culture.

According to Chapman (2011), if character building is planned properly, it will

change the world. When designing character building, schools do not need to worry about anything, but they must be sure that character building will be accepted and applied successfully. According to Marzuki et al (2011, 48), the character building of students in schools includes various efforts carried out by the school in the context of character building.

Based on the explanation above, it can be concluded that character-based student coaching is an effort planned and carried out jointly by school personnel, parents, and community members to help students as the nation's next generation to have good personal foundations in knowledge (cognitive), feeling, and action integrally. The character building of students has begun in the family environment. Family and school are very important partners in the formation and character development of the students. Through character education, the students are expected to realize the values of goodness so that they are able to realize actions that are positive and capable of demonstrating the highest human dignity for the nation. The characters in this study include honest, disciplined, independent, hard working, and responsible characters.

The characters are honest, disciplined, independent, hard work, and responsibility expressed by the experts as follows. According to Wuryandini et al (2014, pp. 175-176), discipline is an act that shows orderly and obedient behavior to various provisions and regulations. Based on the character of discipline, it is hoped that other good characters will appear in humans. Furthermore, according to Rantina (2015, p.185), independence is the ability to direct and control feelings. According to Fadillah (2012), as a value of honesty it should no longer be seen as a material price that is only limited to the necessity of life but becomes an immaterial price so that it becomes the essence of life that is inherent in the condition and time. In other words, someone who has lived up to the value of honesty will be motivated to behave and act honestly with others and especially against himself because a system of values and beliefs has been embedded in him which requires him to behave honestly.

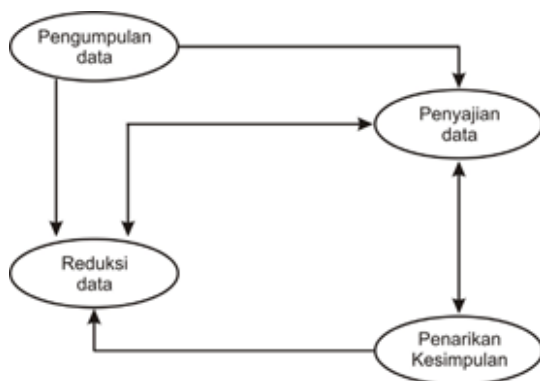
According to Ikhwanuddin (2012, p.153), hard work is a behavior that shows genuine effort in overcoming various obstacles in learning and assignment, as well as completing the task as well as possible. The character of hard work and cooperation can improve learning skills and achievements. Learning achievement is considered as a side effect of character education in the learning process. According to Salirawati (2012, p.223), the courage to take risks is one of the characteristics of responsibility.

## METHODS

This study used a qualitative approach that intends to describe the strategic planning of character-based student development in the Loyola College High School, to find meaning in the context or the real natural setting. This social situation is unique and complex. The focus of this research is the strategic planning of student character development in SMA Kolese Loyolawith the following description: (1) Finding character-based student development strategic planning; (2) analyzing the implementation of student coaching based on honest, disciplined, independent, hard work, and responsibility characters; (3) analyzing the supervision of the implementation of character-based student development in SMA Kolese Loyola Semarang. The criteria and subjects selected are as follows. (1) Subjects who intensively merge with activities are truly capable of doing the activities and providing information about something that is asked. The subjects are expected to have the necessary information in accordance with the research objectives. In this study the subject is the principal; (2) the subjects are still fully involved or active in the activities of the researcher's attention, namely the chairman of the foundation; (3) the subjects have enough opportunities to be interviewed, namely vice principals in the field of curriculum, subject teachers, and students.

The research subject was determined using purposive retrieval procedures with snow ball technique. The research instrument is the researcher himself. Data were collected through

observation, interviews, and documentation. The data were analyzed using analytical techniques developed by Miles and Huberman which included data reduction, data display, and data verification (Sodik, 2012, p. 119). Qualitative research data had been analyzed before the researchers entered the field and when they were the field. The relationship between data collection, data reduction, data display, and data verification is illustrated in Figure 1.



**Figure 1.** Interactive Data Analysis Model

The validity of the data was tested by extending the time of research and triangulation. Triangulation is a technique commonly used in examining the validity of qualitative research data to clarify meaning and verification of observations and interviews (Sodik, 2012, p. 119; Nez, et al., 2014, p. 83).

## RESULTS AND DISCUSSION

This study found that SMA Kolese Loyola Semarang (1) carried out strategic planning of character-based student development through subjects, assignment of students on art performances, assignment of students in the committee organized by the school so that character values were honest, disciplined, independent, hard work, and responsibility is embedded into it; (2) face obstacles in strategic planning from inside and outside the school. Barriers from within the school are overcome through agreements with parents of students; barriers from outside the school are overcome by adjusting the implementation of strategic plans for character-based student development in schools; (3)

controlling character-based student development activities.

Strategic planning begins with the formulation of a vision. Vision of SMA Kolese Loyola Semarang is "to be an educational center for prospective competent, true conscience fighters, including character, and social care for the greater glory of God. After all activities based on the implementation of the school's vision and mission, the school strives to implement the school's vision and mission to become a permanent procedure by maintaining the school's vision and mission. Character of students who are embedded and researched in this research are honest, disciplined, independent, hard work, and responsibility characters. Character-based student development strategic planning requires the support of organizational structure, leadership, and school culture. According to Soegito (2015, p.79), organizational structure is a set of relationships within an organization that is formed within a certain time. Organizations often modify their structure to activate strategies. Leadership style is a very important aspect of strategic planning. Therefore, strategic planning needs to be confirmed with the values adopted and established leadership styles. Another factor that influences strategic planning is the factor of school culture. In the process of strategic planning, school culture needs attention. Formally, school culture can be interpreted as a shared perception held by members of the organization - a system of shared meaning.

Honest character is one of the characters that was implanted in Loyola College High School of Semarang. Honest characters are instilled through subjects, such as Civics. To enforce honest character sanctions are imposed. There are strict sanctions for students who are not honest at the time of assessment. For example, a value of 0 is given to him on report card K and his parents must make a statement. To instill discipline character values to students, after praying before the lesson students are reminded to be disciplined. Discipline indicators include rigor, order in doing tasks, order in applying written rules in scientific work, and order in complying with regulations. Independence indicators include attitudes and

behaviors that are not dependent on others in completing tasks, knowing which ones are good for themselves and which are not useful for their lives. Strict sanctions for students who violate discipline are needed in the enforcement of discipline. With sanctions, students are expected to be serious in enforcing discipline.

The indicators of Independence include attitudes and behaviors that are not dependent on others in completing tasks, knowing things that are good for themselves and that are not useful for their lives. Various efforts were carried out at SMA Kolese Loyola Semarang to instill an independent character. Independent character values are instilled in the students, among others through the involvement of students in various committees from various activities, accompanied by the teacher. One example is an excursion to Bali by raising funds through independent businesses; students may not ask for funds from parents.

One indicator of hard work is discipline to take advantage of time in learning and preparing task completion. To get the character of hard work, students are continuously trained in developing their self-potential, thinking, behaving and implementing successful habits. SMA Kolese Loyola instills the character of hard work through student involvement in extra and intra-curricular activities, for example fundraising efforts in tourism preparation to Bali Island. The indicator of responsibility is that students carry out the duties and obligations that they should do, to themselves, society, environment (nature, social and culture), country and God Almighty. In inculcating the character's values of responsibility for students, students must, among other things, raise funds through independent efforts and habitual responsibility after being absent from school and remaining accountable for the tasks for which they are responsible.

In the process of preparing character-based student development strategic planning, implementing character-based student coaching, and supervising character-based student development, the school turned out to face a number of difficulties. There are things that lead to character-based coaching strategic planning facing obstacles. With the emergence of

obstacles in the strategic planning of honest character building, a number of solutions are needed. To reduce or eliminate obstacles in strategic planning, principals foster students through planting honest character values so that students who violate school regulations are subject to certain sanctions. In connection with the solution to school barriers in strategic planning to instill honest character values to students, the student is asked to explain what he has done. If students are suspected to have made a dishonest paper, the student is asked to share the process of drafting and explaining the contents of the paper in his own words or given a warning letter.

Obstacles to coaching towards the character of discipline in carrying out the task are addressed through the provision of strict sanctions starting with reprimand until students are expelled from school. Discipline character is instilled in students through assessing the implementation of tasks in accordance with the learning objectives. In relation to school barriers in strategic planning to instill independent character values in students, schools make agreements with parents so that students are independent and not dependent on others. School barriers in strategic planning to instill character values of hard work on students are overcome by applying sanctions if students do not collect or complete assignments on time. School barriers in strategic planning to instill character values of responsibility are addressed by encouraging students to be responsible for completing their tasks on time.

The control of the implementation of character-based coaching to cultivate the values of honesty, discipline, independence, hard work, and responsibility in SMA Kolese Loyola Semarang is a means so that student development is based on sustainable character and works well. For this reason, character planting control analysis is needed to find alternative solutions to overcome school barriers in strategic planning for student development based on honest, disciplined, independent, hard work, and responsibility characters.

According to Soegito (2015, p.3), there are four basic elements of the strategic management process, namely environmental

observation, strategic selection, strategic implementation, and strategic control. Planting control of character values is needed to help achieve the goals of planting character values and overcome obstacles in planting character values. To help achieve organizational goals, strategic managers must ensure that the overall control hierarchy is integrated and runs properly. Strategic control with traditional approaches is carried out by comparing actual results with predetermined standards. The task of the principal is to control. Given the very complex task of the principal, the principal can delegate his authority to many teachers and often interact directly with students. Thus, the teachers also become disciplinary enforcers under the principal as the main person in charge (Yuliejantiningih, 2017, p.78).

The existence of obstacles in the strategic planning of character-based coaching to instill the values of honesty, discipline, independence, hard work, and responsibility signifies a gap between actual and standardized outcomes. Basically, the management control system aims to direct and guarantee that the strategies implemented are in accordance with the organizational objectives to be achieved. The application of a management control system in an organization is very dependent on the characteristics of the organization. In addition, the management control system also aims to motivate the achievement of task plans and strategic plans (Sari & Saragih, 2009, p. 28). According to Pearce & Robinson (2014, p.510), strategic control is related to the process of tracking whether a strategy has been implemented, by detecting problems or changes in its basic assumptions, and making necessary adjustments. By tracking the implementation of strategies, detecting problems, and making adjustments, it is expected that schools can overcome barriers to strategic planning for student coaching based on honest, disciplined, independent, hard work, and responsibility characters.

Implanting the values of honest characters needs to be controlled. The existence of obstacles in the strategic planning of honest character building requires solutions to reduce or eliminate strategic planning barriers. In coaching

students through planting honest character values, in addition to students imposing sanctions, the Principal controls honest character coaching by tracking whether honest character building strategies have been implemented properly. Whether sanctions applied to students who violate the value of honest character has resulted in a deterrent to students who violate so that he does not repeat the violation. This is carried out considering that honesty is an expression that signifies the clarity of one's heart in interacting with others by paying attention to the values that are good, valuable, noble, noble, desired, aspired, and coveted by everyone.

In controlling the inculcation of discipline character values, obstacles in strategic planning for character building discipline need to be addressed to reduce or eliminate strategic planning constraints. In coaching to students through planting discipline character values, the Principal imposes strict sanctions on students for disciplinary violations carried out starting from reprimand to students being expelled from school. After praying before the lesson begins, students are reminded of discipline. Every weekly guardianship, the Class Guard reminds students to use discipline in other ways. This method can be in the form of controlling the planting of discipline character values in accordance with the understanding of discipline indicators. Discipline indicators include careful and orderly work in carrying out tasks, orderly in applying written rules, adhering to laboratory work procedures and procedures for observing social problems. For students in the fields of mathematics and natural sciences, planting the values of disciplinary character is seen when students implement and obey the provisions in the practice practice in the laboratory in the school. Whereas for students in the field of social science studies, the character values of discipline in implementing and complying with the provisions of the guideline regulations are carried out through procedures for observing social problems.

In controlling the implanting of independent character values, there are obstacles to strategic implanning for independent character building. Therefore, solutions are

needed to reduce or eliminate these obstacles. The Principal fosters students through implanting independent character values. With regard to solutions to school barriers in strategic planning to inculcate independent character values for students, schools make agreements with parents that parents only protect at home. This is to foster students so that they have the ability to direct and control their own feelings in thinking and acting, and responsible. Control in planting independent character values is carried out by detecting problems or changes in school agreements with parents to direct and control their own feelings in thinking and acting, responsible. School visits to students' homes will be able to further encourage parents to instill students' independent attitudes. Although it may be a very good parent's economic condition, to instill an independent character to the student in his home, for example, can provide homework, educate students at home to think, act, be responsible, and raise awareness to feel responsible for the development of student independence.

In controlling the implanting of character values hard work there are things that hinder the school in strategic planning to instill it in students. This relates to school barriers in strategic planning to instill the values of independent characters that come from students' families. Hard work is a behavior that shows genuine effort in overcoming various obstacles to learning and tasks, as well as completing the task as well as possible. The character of hard work and cooperation can improve learning skills and achievements. Learning achievement is considered as a side effect of character education during the learning process (Ikhwanuddin, 2012, p. 153). School barriers in strategic planning to instill character values of hard work on students can be overcome by applying sanctions when student assignments are not collected or completed by students on time. Planting values of the character of hard work is controlled by detecting problems or changes in the process so that students keep working hard. Students are given the opportunity to work on tasks together. By giving the opportunity to do the work in collaboration with other students, the completion of the task

will be faster and even more perfect. The input of other students, especially input from those who received similar assignments, helped provide enlightenment to the smooth completion of the assignment within the allotted time.

In controlling the implanting of character values of responsibility, things that hinder the school in strategic planning to instill character values of school responsibility have provided a number of solutions. One characteristic of responsibility is the courage to take risks. As stated by Salirawati (2012, p.223), the courage to take risks is one of the characteristics of responsibility. School barriers in strategic planning to instill character values of responsibility on students are overcome by encouraging students to be responsible for completing their tasks in a timely manner. Students are given the enlightenment that in all areas of life that must be passed later they need the courage to take risks and responsibilities to deal with and bear the risk in an adult.

Implanting the values of the character of responsibility is controlled by detecting problems or changes in the learning process responsible for the risks to complete the task in a timely manner. School visits to students' homes will be able to encourage parents to instill responsibility. Even though in very good economic conditions parents may instill the character of responsibility to students at home by giving responsibility for cleaning the house, educating students at home to think, act, be responsible, and try to complete all tasks.

## CONCLUSION

Character-based student development strategic planning at SMA Kolese Loyola Semarang is a character education strategic planning that is systematically designed to help students understand the values of human behavior that relate to God Almighty, self, fellow human beings, environment, and society manifested in thoughts, attitudes, feelings, words and deeds based on religious, legal, cultural and customary norms.

SMA Kolese Loyola Semarang makes strategic planning for character-based students through subjects, assignments on art



performances, assignments of students in committee activities organized by schools to instill the values of character honest, discipline, independent, hard work, and responsibility. There are strategic planning barriers from within and outside the school. Barriers from within the school are overcome through agreements with parents of students; barriers from outside the school are overcome through adjustments to the implementation of the character-based coaching strategic plan in schools. There is control of character-based coaching activities. Character-based student development strategic planning is a combination of experience-reflection-action. The students and their interactions in school form students to be individuals who are honest, disciplined, independent, hard work, and responsible.

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