IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION TO BUILD STUDENT INTERPERSONAL INTELLIGENCE AT TOURISM COLLECTION

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Abstract

Weak character education for students in Indonesia, one of which is due to learning activities that have not been formulated as a humanization process that is rooted in moral and religious values, the education system is still schooling focused on knowledge transfer, limited teachers in educating student character, and weak implementation character building. This study generally aims to describe and analyze the Implementation of Strengthening Character Education to Foster Interpersonal Intelligence in Tourism Higher Education Students. This study uses a qualitative approach with a case study method and data collection techniques through interviews, documentation and observation. The results of the study show that planning character education is more directed by being service oriented, when students are going to do a comparative study, pay attention to the directions from the tour guide. The organization is in accordance with the industry's curriculum needs, but for excellent service/character it has not been optimally implemented, so it still follows conventional rules. The implementation shows the discipline to apply part of the character set conveyed through excellent service, so that changes in students are not significant. Evaluation in particular for students only received a warning for disciplinary action. Deficiencies and negative events in the field are discussed by fellow lecturers or managerial parties. This is illustrated through increasing student discipline towards campus values and rules which have an impact on achieving the institution's vision, namely to create quality and superior students in character and life skills.

Keywords: *Management; Implementation; Strengthening Character Education; Social Intelligence; Students*

A. Introduction

Indonesia seems to have lost its local wisdom which has been a character building for centuries, such as the rampant cases of brawls between students, between students, and between villages, acts of corruption in all walks of life and institutions (Putra, 2019; Wibowo & Mudaim, 2018). Public lies that have become everyday language, there is no legal certainty, because our laws can be bought and sold, what's worse is that in this country there is a lack of figures who can be concrete examples and emulated by society. Concern masyarakat mengenai pendidikan karakter bangsa telah pula menjadi kepedulian pemerintah. Berbagai upaya pengembangan pendidikan karakter bangsa telah dilakukan

di berbagai rektorat dan di berbagai lembaga pemerintah, terutama di berbagai unit Kementrian Pendidikan Nasional.

The development effort relates to various levels and educational pathways, although it is not yet comprehensive. The community's desire and the government's concern for national character education, eventually accumulated in government policies regarding cultural and national character education and became one of the government's flagship programs, at least for the next 5 (five) years (Salim, 2013). The implementation of Indonesian character education does not stand alone but integrates with existing lessons by incorporating the values of Indonesian character and culture.

B. Method

Qualitative method as the right method in this study, this is reinforced by (Moleong, 2006), which states that research intends to understand the phenomenon of things experienced by research subjects as a whole, and by means of descriptions in the form of words and language. , in a special natural context and by utilizing various scientific methods. Qualitative researchers as human instruments function to determine research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on everything (Sugiyono, 2015). This research is a qualitative research in the form of a case study. The definition of a case study is research that concerns a person, group or an institution carefully and intensively (Mulyana, 2001). The research used in this research is a single intertwined case study, namely a single intertwined case design is a case study that includes more than one unit of analysis. The cases examined in this study are: Implementation of Strengthening Character Education. An important stage in the preparation and implementation of single case research is finding the unit of analysis or the case itself (Chang et al., 2009). The key informants in this research were: Directors, lecturers, student senate, Administrative Staff and the community around the Bandung City NHI Tourism Polytechnic and Director of the NHI Akpar West Bandung Regency. Data collection techniques using observation, interviews and document studies. According to Esterberg in Sugiyono (2010: 231), an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Then the documents needed in this study include: lecturer guidance documents regarding lecturer performance, and about character education, as well as documents related to management flow including: vision, mission, curriculum, Semester Learning Plan (RPS) documents. Then the supporting documents include: student data, manpower data, facilities and infrastructure data, organization and management data, as well as the general condition of the NHI Poltekpar and Akpar NHI Bandung. In observation activities, this observation researchers record the events that occur (Moleong, 2002). Further observations, researchers were also present at the NHI Poltekpar and Bandung NHI Akpar.

C. Finding and Discussion

Planning The Implementation Of Strengthening Character Education To Foster Student Interpersonal Intelligence

In planning it is necessary to discuss the goals and activities that need to be carried out to achieve these goals. In the planning stage there are elements of decision making that can affect the direction of an organization. The NHI Bandung Tourism Polytechnic and the NHI Bandung Tourism Academy are certainly educational organizations that have goals in the form of the vision and mission of the organization. In the interviews, informants from the two tertiary institutions were first asked about the results in the form of graduates scored by both of them.

Director of the Bandung NHI Tourism Polytechnic, Informant 1. Stating that the Bandung NHI Tourism Polytechnic has a goal of producing graduates who are competent and able to compete in their fields. Apart from that, the NHI Bandung Tourism Polytechnic also has other goals such as contributing to the development of tourism science and also making the NHI Bandung Tourism Polytechnic a center for tourism education.

Organizing The Implementation Of Strengthening Character Education To Foster Student Interpersonal Intelligence

In this study, organizing in the academic field was asked of the resource persons. The topic of preparing academic plans and developing character implementation became the main topics related to organization in the interviews. At the NHI Bandung Tourism Polytechnic, it was found that the curriculum development process was carried out in accordance with the current conditions of the tourism industry. Industrial connections owned by the campus also provide input on what the tourism industry needs.

Implementation Of Strengthening Character Education To Foster Student Interpersonal Intelligence

Based on the results that have been shown, it is known that during the field lectures and real work the planting of character values was carried out only in the form of praying together and reminding of worship. This is in accordance with the results shown in the previous section which stated that the introduction of character concepts mostly occurred in the subject concerned. In addition, until now students are able to show a positive attitude in the field. This is because the two tertiary institutions are able to instill positive values in student behavior.

Monitoring The Implementation Of Strengthening Character Education To Foster Student Interpersonal Intelligence

Evaluation or supervision can be defined as the process of determining what must be achieved and carried out, and if necessary improvements are made to achieve the standards and objectives set (Terry, 2019). In research the evaluation process refers to the evaluation of field lecture activities and real work. In this study, questions were asked about how the evaluation process was carried out and what were the penalties for disciplinary actions when they occurred in the field. Based on the results of the interviews, it is known that at the NHI Bandung Tourism Polytechnic the supervision process is carried out by discussions between lecturers in the study program and also with managerial parties from the campus.

This is done to increase the input obtained from the activity program and also as a form of responsibility.

Discussion

Based on the results of the interpretation of the research findings, it appears that the NHI Bandung Poltekpar and the Bandung NHI Akpar have a noble character (character) program that refers to efforts to improve the quality of campus learning. The quality of campus learning has considered the input, process, output, and impact. This quality can be seen from various aspects as stated by Andar Danova Goeltom and Joko Suyono.

First, whether the condition of human resource input is good or not, such as directors, lecturers, laboratory assistants, administrative staff and students. Second, fulfill material input in the form of teaching aids, books, curriculum, campus infrastructure and facilities. Third, fulfill software inputs such as regulations, organizational structure and job descriptions. Fourth, the quality of inputs that are expectations and needs, such as vision, motivation, perseverance and aspirations. The quality of learning implies that the ability of school resources to transform multiple types of input and situations to achieve a certain degree of added value from students (Danim, 2010).

In addition, the implementation of the noble character education program shows that the campus pays attention to the developments and complexities of life that must be faced by students. This step is in line with Sanusi's conception (2017) that in an effort to deal with the complexities of life, humans must have a foundation of six value systems, including: theological, logical, ethical, physiological, aesthetic, and teleological values. It is this life value system, basically what must be developed in character education (Putra et al., 2021).

In its formulation, the noble character education program is carried out through the process of formulating objectives, preparing programs, and program socialization. In addition, in its preparation, the program is based on the foundation of an ethical and aesthetic value system in polytechnic character education and the NHI Bandung Tourism Academy. For this reason, there is a formulation of a conceptual approach that can be used as a way of solving it, namely by using an ethical-moral approach, where every educational problem is tried to be seen from a perspective that includes the interests of each party, be it students, lecturers, government, educators and others. wide community. This means that education is oriented towards creating a personality that is steady and dynamic, independent and creative.

In the context of education quality assurance, the integration of character values in learning activities in tertiary institutions is a major influence in the implementation of character education. Substantively, the purpose of character education is to improve quality, both the quality of human resources as an individual and as part of a board member or community, as well as the quality of management of educational organizations (Mahavong, 2022).

More broadly, the character education developed at the NHI Bandung Poltekpar and the NHI Bandung Tourism Academy refers to the prime service course, known as Service Excellence, which uses a systemic approach as a whole (not a separate field or program)

and is an integrated part of a high-level strategy. . This system works horizontally through functions and departments, involving all employees from top to bottom, extending upstream and downstream, covering the chain of suppliers and customers (Pujianti et al., 2021).

The application of the hospitality character used on campus is also in line with Hadari Nawawi's opinion consisting of: (1) Focusing on customers, both internal and external customers, (2) Having a high obsession with quality, (3) Using a scientific approach in decision making and solving problems, (4) Having a long-term commitment, (5) Requiring teamwork, (6) Continuously improving processes, (7) Organizing education and training, (8) Providing controlled freedom, (9) Having a controlled unit, and (10) There is employee involvement and empowerment (Nawawi, 1993).

In addition, character education for hospitality at the tourism polytechnic and the Tourism Academy refers to the Juran Trilogy (1954) that character education management at least refers to the integration of: (1) character education planning (2) character education control, and (3) improvement of character education. Apart from referring to the journal, the author agrees with (Aruan et al., 2021) character education in educational institutions by considering several things, namely (1) character planning (2) character improvement, and (3) evaluation.

With the implementation of noble character education at the NHI Bandung Polytechnic and Akpar, it has an impact on the realization of student behavior and attitudes. Discipline noble character education has made students self-disciplined, meaning that students carry out their daily activities in accordance with campus etiquette, norms, rules and discipline both in academic and parenting activities without having to be ordered around.

With regard to discipline, on campus there are rules that must be implemented by school members. First, how to dress. The NHI Polytechnic and NHI Bandung Akapar require students to dress politely and neatly. There are at least three clothing requirements that must be worn by female students and lecturers. The three requirements are covering the genitals for Muslims, loose fitting that does not show the curves of the body and is thick and not transparent. These are the clothes that must be worn by women from the NHI Potekpar academic community and NHI Akpar, of course this is very different from companies and or public schools.

Second, how to eat or manners of eating and drinking. In the tourism polytechnic, a norm or manners are applied in eating. The way to eat on campus is also based on the teachings of decency and ethics. The eating manners that are taught and implemented on campus cover two main sides. First, how to eat and second substance eaten. Eating should not be careless, should not be excessive, may not be while standing, may not be talking, and the substance of the food must be halal, food cannot be unclean. Haram food is still divided into two, the substance is haram and the way to get it is haram.

Third, adab in learning. In learning, there are rules and manners. Every student who studies must follow the manners that have been set by the campus as a reflection of lessons such as reading prayers before learning begins, may not cheat on exams, may not

sleep in class while studying and may not study or read books that are not according to what was taught.

D. Conclusion

In terms of planning, it is known that the character education implemented by these two tertiary institutions makes it more directed for students to carry out their planning in a directed manner with service orientation unlike before, when students are going to do a comparative study they only pay attention to the directions from the tour guide. From an organizational point of view, these two tertiary institutions are in accordance with the curriculum needs of the industry. However, excellent service/character has not been maximally implemented at this tertiary institution, so students still travel according to conventional rules. In terms of implementation, the implementation of character education after being enacted in these two tertiary institutions, the attitude of students shows their discipline to apply part of the character set that has been conveyed through excellent service courses, and grooming so that changes in students are significant. From an evaluation point of view, in particular, students only received a warning for disciplinary action. Deficiencies and negative events during activities in the field are discussed between fellow lecturers or with managerial parties. In terms of the problem, the influence of the times is getting more and more advanced, this increases the possibility for students to be affected by things that are negative about the character of students, such as speaking, they still use their native area and are not used to greeting and others. Of course this is quite a tough challenge for coaches to instill the expected character values. In terms of solutions, the control system and supervising new students on campus are not only carried out by lecturers, but the campus forms or enforces multilevel coaching, namely the coaching system is also carried out by seniors who have been selected and deemed worthy to set an example and guide their younger siblings. his younger siblings on campus, apart from that the campus also forms a kind of management arrangement chaired by the campus student senate, this management functions for supervision or coaching of the campus students themselves, this is one of the advantages possessed by the Bandung NHI Poltekpar campus.

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