



## Implementation of character education for vocational high school internship students at Subandi Giyanto Studio

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### ABSTRACT

The research aims to describe character education through internships at Subandi Giyanto Studio for vocational students. Character education is implemented through habituation and exemplary. This research uses qualitative research with a descriptive case study method—data collection techniques using observation techniques, interviews, documentation, and field notes. The research subjects were apprentice students conducting data validity by source and technique triangulation. The results of this study indicate that 1) there are five central character education values, namely religious, disciplined, creative, polite, and responsible; 2) the activities are integrated into the apprenticeship learning process 3) have a good impact on student behaviour and character 4) the obstacles that encountered comes from the emergence of feelings of nervousness, limited communication between students, and the character of students who are heavily influenced by technology, 5) efforts made to overcome obstacles during the process of implementing character education include taking a personal approach to students, training apprentice students' sensitivity to the environment, establishing relationships between students, and train student communication.

**Keywords:** *character education, vocational apprenticeship, wayang studio*

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pendidikan karakter melalui kegiatan magang di Studio Subandi Giyanto pada siswa SMK. Pendidikan karakter diterapkan melalui pembiasaan dan keteladanan. Penelitian ini merupakan penelitian kualitatif dengan metode deskriptif studi kasus. Teknik pengumpulan data menggunakan teknik observasi, wawancara, dokumentasi, dan catatan lapangan. Subjek penelitian ialah siswa magang. Data divalidasi dengan triangulasi sumber dan triangulasi teknik. Hasil penelitian ini menunjukkan bahwa: 1) terdapat lima nilai pendidikan karakter utama, yaitu religius, disiplin, kreatif, sopan santun, dan bertanggung jawab; 2) kegiatan terintegrasi pada proses pembelajaran magang; 3) kegiatan ini memberikan dampak yang baik terhadap perilaku dan karakter siswa; 4) kendala yang dihadapi berasal dari timbulnya perasaan gugup, keterbatasan komunikasi antarsiswa, dan karakter siswa yang banyak terpengaruh teknologi; dan 5) upaya yang dilakukan untuk mengatasi kendala saat proses implementasi pendidikan karakter diantaranya yaitu melakukan pendekatan personal kepada siswa, melatih kepekaan siswa magang terhadap lingkungan, menjalin hubungan antarsiswa, dan melatih komunikasi siswa.

**Kata kunci :** *pendidikan karakter, magang SMK, studio wayang*

### Article History

*Sent:*  
June 2023

*Accepted:*  
January 2024

*Published:*  
June 2024

### Citation:

Lestari, A. M., and Astuti, E. P. (2024). Implementation of character education for vocational high school internship students at Subandi Giyanto Studio. *Sungging: Jurnal Seni Rupa, Kriya, Desain dan Pembelajarannya* 3(1): 46-53.

## INTRODUCTION

Education is a system comprising several components. Some people believe that an individual's failures and successes depend on what they gain at school. However, education is not confined to schools alone; various factors contribute to one's academic success, such as the educational environment, educational goals, teachers, students, and the availability of educational tools. Success and failure are not solely determined by school education but are significantly influenced by the interaction among these educational factors.

Attending school is crucial for human life. In addition to family and the surrounding environment, school is a place for learning under the supervision of teachers. It is also a vital place for students' developmental stages and a significant social environment. Environmental factors determine human behaviour. A person develops a strong character when they grow up in a character-rich climate. This requires a concerted effort from all parties, including families, schools, and the entire community.

Character education is essential to a student's educational and social life. It aims to shape students' behaviour and morals by influencing them with Indonesian values and norms. This effort is made to develop the child's physical and spiritual being towards a more humane and better civilisation (Mulyasa, 2022).

Students often need to learn about the working world, which is why internship programs are created. These programs serve as a gateway to entering the workforce. Internships are a phase where students hone and develop their skills in the work environment. According to Law No. 13 of 2003, internships involve "all activities to provide, acquire, enhance, and develop work competencies, productivity, discipline, attitudes, and work ethics at specific skill and expertise levels according to job grades" (Kemenperin, 2003).

Character education during internships is expected to habituate and implement positive character traits in intern students. Optimal character education is necessary to prepare students for future work life and daily living. Collaboration among many parties is essential for students' success in implementing character education, including the students themselves, the internship host, the surrounding environment, and their families. The Indonesian government has mandated through the Ministry of National Education to incorporate character education into the curriculum, from preschool, formal education, and non-formal education to higher education. Character education equips students with various values that benefit their character development.

The education implemented by Studio Subandi Giyanto as a training ground for students is deemed effective in character building for intern students, although it only covers some character values. These values are based on the 21st-century learning concept known as the 4Cs: (1) Critical Thinking and Problem Solving, (2) Creativity and Innovation, (3) Collaboration, and (4) Communication. The internship program has met three points to fulfil 21st-century learning demands: creativity, innovation, collaboration, and communication.

The challenges of 21st-century learning significantly impact students' attitudes and behaviours. Negative influences and numerous phenomena related to moral decline occur in society, such as juvenile delinquency. Character formation is necessary to address the current ethical crisis and can build character values. Students are instilled with responsible attitudes and behaviour patterns to apply in their daily social environment, starting from family, school, and community. Character education is crucial in the digital era, where everything becomes accessible, and the application of character education values is paramount (Kuntari et al., 2020).

This study observes and implements character values to enhance character education. Character education must always be conducted innovatively, considering students' environmental conditions and the times' developments. Character education encompasses all efforts by educators to convey ways of thinking and acting to help students live and cooperate in family, society, and state life and assist them in making responsible decisions (Sauri, 2015). Character education plays a critical role in building and creating a civilised nation. Through character education, students are taught to become educated individuals. Character building is also necessary for citizens to become a nation with character, progress, independence, and prosperity (Siswinarti, 2017).

Internships are educational activities undertaken by students to enhance their competencies. The most crucial part of the internship process is producing better prepared students for the professional world. Internship programs benefit participating students and companies by enhancing the company's public image (Lutfia, 2020).

According to Mustanir (2019), internships are fundamentally about learning by following the practices of others with sufficient skills and work experience in their respective fields. Thus, three key aspects can be formulated in the internship philosophy: 1) What is seen: the teaching process in the initial understanding, deepening, and implementation stages; 2) What is done: participating in activities aimed at skill acquisition; and 3) What is achieved: how intern students can benefit from the activities undertaken.

Character education is a deliberate effort by schools and governments to teach core values, instilling ethical values such as caring, honesty, responsibility, and respect for others. Therefore, schools must be capable of developing character formation through learning, extracurricular activities, and collaborating with families and communities to explore how character education can be strengthened in Indonesia in the context of 21st-century learning. According to Komara (2018), the development of the 21st century is marked by the use of technology, information, and communication in all areas of life. The workforce demands increased competence, critical thinking, problem-solving, and collaboration. Schools must prepare students for the transition to the 21st century.

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## METHOD

This research employs a qualitative approach using the case study method. According to Sumartono (2017), research examining a case bound by time and activity, such as a program, institution, or social group, utilises this approach. The approach used is an intrinsic case study, a type of research undertaken due to an interest or concern related to a particular case in greater depth. This type of case study aims to understand the case in its entirety without the intention of generating new concepts (Sumartono, 2017).

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## RESULT & DISCUSSION

### Internship Location

The internship location is Studio Subandi Giyanto, in Gendeng Village, Bangunjiwo, Kasihan, Bantul, Special Region of Yogyakarta. The studio is located near the Kasongan pottery centre but is not visible from the main road as it requires entering a small alley. Although access by car is complex, the studio has a large yard. Initially, this studio was the private residence of Subandi Giyanto (henceforth referred to as Bandi). Eventually, the house was converted into an art gallery to store Bandi's works and awards. The studio also serves as a training place for intern students and a venue for the community to learn painting and *wayang* arts.

### Internship Facilities

Facilities provided to intern students include rest or sleeping quarters, a prayer room, bathrooms, parking space, an outdoor classroom, snacks, beverages, and painting equipment such as paints, brushes, canvases, and pens. All these facilities are available to intern students free of charge. Bandi has decided not to charge intern students because he believes their parents already bear the significant cost of their education. These facilities are funded by selling artworks, workshop commissions, and sometimes his funds. He believes that continuously satisfying consumerist desires is unending; therefore, as long as his items are still usable, he will not replace them with new ones.

### Internship Time Allocation

The internship program typically runs for four months, from October to January. The art studio implements a six-day workweek schedule from Monday to Saturday, 08:00-16:00 WIB. At 08:00, students prepare all learning materials, such as brushes, palettes, and canvases, and then mix colours. Students are given a break from 12:00-13:00 WIB. During the learning sessions, students can still interact with each other. The learning session ends at 16:00. The schedule may

change according to mutual agreement. Internship activities are conducted in the classroom with direct supervision by the studio owner and his assistants.

### **Activities Related to Character Education**

Practically, there are no specific activities dedicated to character education. The activities are integrated into the internship learning process, reinforcing student communication and mutual assistance. These activities are incorporated during the internship without any particular program and are executed well. Regarding this, character education is implemented using the action learning method. The achievement of character education is considered very good as it fosters students' social functions, such as mutual care and the development of other positive traits.

### **Implementation of Character Education**

The implementation of character education for intern students originates from the studio's background in informal education based on values. The teaching method is direct, using the action learning approach. This method allows students to experience real life directly by applying the topics and materials studied. Five central character values are to be instilled in students: religiosity, discipline, creativity, politeness, and responsibility. The planning stage includes the thematic scheduling and coordination with teachers and intern students about the values to be instilled. The implementation stage of character education involves learning that develops good values in life, such as religiosity, discipline, creativity, politeness, and responsibility. This explanation aligns with the character education values indicators from the Ministry of National Education, which includes 18 virtues as national character values: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, democracy, national spirit, appreciation of achievement, communication, love of peace, patriotism, fondness of reading, environmental care, social care, and responsibility. The following presents the research results on the five central character values implemented.

#### **1. Religiosity**

Religiosity is the belief or faith in a supernatural power beyond human capability. This character value is applied during the internship in various ways, not only through prayer but also by habituating the greeting upon entering a room, praying at the start of learning sessions, maintaining tolerance among different religions, respecting each other's beliefs, doing good to everyone, being honest, and not forcing others to follow a particular religion. This value has been successfully implemented but could be more optimal, as some students must practice it thoroughly. However, Bandi considers that religiosity cannot be enforced as it is personal.

#### **2. Discipline**

Discipline is the willingness and readiness to comply with and adhere to the prevailing norms and regulations. This character value is implemented through learning activities such as punctuality in completing tasks, timeliness in creating artwork, and asking permission before leaving the location. This value is well-implemented, though some students frequently leave before the break.

#### **3. Creativity**

Creative thinking involves sharp intuition, stimulating imagination, and finding inspiring and astonishing ideas. This character value is applied through learning activities such as student innovation in producing beautiful works, giving suggestions to fellow interns, analysing ideas that arise, and evaluating the value or quality of completed works. Creative students enjoy new things or challenges, love to imagine, quickly get bored, and always strive to do something new.

#### **4. Politeness**

Politeness is the attitude or action of respecting or appreciating others. This character value is applied through activities such as respecting elders, maintaining good manners, and asking permission before leaving. This value is well-implemented in students' behaviour and speech during the internship.

#### **5. Responsibility**

Responsibility involves performing all tasks and duties earnestly. This character value is applied through internship activities such as diligently completing tasks, meeting deadlines, tidying up painting tools after use, being severe in all matters, striving for the best, adhering to rules, being honest in actions, and daring to face the consequences. The evaluation stage of

character education implementation involves reflecting on the character values to be applied in the future, both in the workplace and in daily life.

Based on the above discussions, it can be concluded that the implementation of character education for vocational high school interns at Studio Subandi Giyanto is based on the studio's concept, aligning with its theories. The goals align with character education values formed through three stages: planning, implementation, and evaluation, which generally implement character values. Intern students can develop good life values such as religiosity, discipline, creativity, social awareness, communication, politeness, and responsibility.

### **Relevance of Traditional Internships Today**

Traditional internships, such as those at Studio Subandi Giyanto, are still prevalent, especially in rural areas. Bandi believes traditional internships remain relevant today because they fundamentally resemble industrial internships, albeit with different concepts and methods. He notes that in industry, interns are taught to work directly with strict rules, whereas traditional internships are conducted on a smaller scale and train students in basic techniques.

### **Barriers to Character Education Implementation**

The barriers faced in implementing character education include nervousness, diverse character approaches from educators, limited student communication, difficulty adapting, technology-influenced student behaviour, and confusion interacting with fellow interns. Shyness significantly impacts student communication, as they are unaccustomed to interacting with unfamiliar peers. Generally, the factors hindering character education implementation impede the internalisation of character values, as they obstruct the individual's response to the desired values.

### **Efforts to Overcome Barriers**

Efforts to address barriers during character education implementation include personal approaches to students, training students to be sensitive to the environment, fostering relationships among students to avoid awkwardness, and enhancing communication skills. Optimising communication with intern students involves specific approaches and maintaining intensive communication.

### **Goals to Be Achieved**

Studio Subandi Giyanto aims to develop and preserve traditional arts taught to its students for further improvement. Learning is not just theoretical; it strives to be fully absorbed and mastered by intern students. According to Bandi, students have varying learning abilities; some absorb knowledge quickly, while others are slower. However, through art training at the studio, the ultimate goal is for students to guide and help each other. Studio Subandi Giyanto trains students to become individuals with character values such as religiosity, discipline, creativity, politeness, and responsibility. Religiosity involves instilling religious values according to each student's faith as life preparation. Since religion is compassionate and cannot be enforced, it is instilled through example during the internship. Exemplary behaviour includes timely prayer and greeting upon entering a room. Discipline in creating art involves the timely submission of tasks. Creativity is fostered through developing students' abilities to produce artwork. The value of hard work is instilled by encouraging students not to give up when facing difficulties in completing tasks. Responsibility is instilled by setting task deadlines and ensuring students complete them on time. Bandi believes character education can start from simple things and be applied anywhere, including in family, school, and community environments. In this internship, the primary focus is on equipping students with skills or abilities in fine arts as essential preparation for entering the workforce. Some challenges include low motivation among students, lack of confidence, and difficulty adhering to rules.

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## **CONCLUSION**

Several conclusions can be drawn based on the analysis and discussion of the data obtained. The internship programme instils five core values in character education: religiosity, discipline, creativity, politeness, and responsibility. Character education has been effectively implemented and seamlessly integrated into the internship learning process without the need for specific dedicated activities. However, the value of religiosity has been less effectively implemented due to

its inherent nature, making it difficult to enforce. Challenges in implementing character education stem from various factors, including students' nervousness, teachers' diverse approaches to students with varying characteristics, limited communication among students, difficulty adapting, technology-influenced student behaviour, and the struggle to adhere to rules. To address these challenges, efforts have been made, such as adopting personal approaches to students, training interns in environmental sensitivity, fostering relationships among students, and enhancing students' communication skills.

The following suggestions are recommended for future development by each party involved. Conducting preliminary research or pre-research is advisable to gain a more detailed understanding of the study's subjects and objects, thereby facilitating the research process and minimising data errors. Additionally, brief and direct interviews with relevant parties regarding ongoing learning processes or activities should be conducted to facilitate data collection during the research.

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ATTACHMENT



