

Character Building of New Students in The School Environment Introduction Period at SMP Negeri 1 Bangli

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Abstract

Schools have the duty and responsibility to shape students' character in a good direction, so activity is needed to support the national education objectives by implementing the school environment introduction period (MPLS). This activity aims to make students understand and learn more about the school environment, facilities and infrastructure, programs, and school rules. Implementing MPLS for new students at SMP Negeri 1 Bangli will provide benefits, especially for students to adapt well. This study aimed to examine the reasons for character building, patterns of character building, and the implications of character building during the school environment introduction period at SMP Negeri 1 Bangli. Based on this analysis, it was found that the school environment introduction period (MPLS) at SMP Negeri 1 Bangli aimed to introduce the school environment, facilities and infrastructure in the school, school programs, school rules, and so on, so that new students could adapt well to SMP Negeri 1 Bangli. Patterns of character building in the MPLS implementation at SMP Negeri 1 Bangli were well-arranged, starting from Pre-MPLS, MPLS period, and Post-MPLS. The implications of character building in the MPLS implementation at SMP Negeri 1 Bangli were being able to choose and determine the desired skill program according to their interests and talents, having a good knowledge of the school rules and regulations of SMP Negeri 1 Bangli, being able to know the rights and obligations that must be carried out, fostering a sense of humanity and mutual respect for fellow human beings.

Keywords: Character Building; New Students; MPLS

Introduction

Nowadays, education in Indonesia is experiencing a crisis (moral degradation) where students tend to show deviant behavior. It can be proven by the low social interaction between students and their teachers at school (apathy), frequent cases of bullying between students, drug abuse, and rampant cases of sexual harassment in the world of education. This phenomenon has caused character education to sink its existence in strengthening the students' mental aspects. This case happens not only in the world of education but also in various sectors of social life. Scathing criticism began to emerge after the rampant phenomenon of moral degradation that also dragged the world of education. It is as if education has a very large share in shaping the potential character of the nation. Therefore, education has a very big mission in forming a whole human being and noble character. With the cultivation of this noble character, the younger generation is expected to realize the profile of Pancasila students as part of the practice of National Education.

The purpose of education is an important issue that needs to be discussed. The purpose of education is complex. For example, the purpose of education is to be able to develop and shape a person for the better. As stated in the Law of National Education System of 2003, education is a conscious and planned effort to create an environment and

learning process so that students realize their potential for religious spirituality, self-discipline, personality, intelligence, noble character, and future skills (Larasati, 2018). In this case, education is not only understood as the addition of knowledge but also as a process of developing different human potentials. For example, to reach a place under the guidance of others, but it is also possible to learn on your own. Thus, the seriousness of educational institutions is needed to develop students' potential to achieve national education objectives. National education aims to develop students' potential to become human beings devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens (Mulyani, 2011).

According to the definition above, education is essential and beneficial for the progress and development of students, including character building. The word character comes from English which means nature, role, and letter, while characteristic means a distinctive feature (Annur et al. 2021). Character is more commonly defined as good and bad behavior. Character is a collection of humans' good behaviors. This behavior is an indication of the awareness of fulfilling roles, functions, and duties to fulfill the mandate and responsibility. At the same time, the opposite character also shows some of a person's bad attitudes (Haryati, 2017). In shaping someone, the role of character cannot be ignored because it determines whether someone is good or not. The character's position is not a competent partner but becomes the basis, spirit, or soul of the learning implementation. In addition, without self-development, competencies can become uncontrolled and disorganized, which means that the purposes of national education cannot be achieved optimally.

Educational institutions have a very important role in developing and shaping good character in students from an early age so that students' potential can be useful and beneficial in the future for them, their families, schools, communities, nations, and countries (Aisyah, 2022). The learning process, whatever the type, cannot be separated from the educational purposes to be achieved and the process carried out to achieve these national education objectives. One of the processes commonly carried out in the educational process, especially in the formal education implementation, is the School Environment Introduction Period (MPLS) activities. MPLS is the first step for students in entering the new world of education to a higher level. MPLS is very common in every school, whether in elementary, junior high, high school, or university, both private and public. Almost all schools use this method to introduce their school alma mater to new students who will or want to continue their education at the school concerned. MPLS is the starting point for new students to process in an educational institution (Setiawan, 2018).

During MPLS, there are many ways that schools can do to introduce their school alma mater by carrying out some activities, such as students required to be able to sing school hymns and marches, introducing students to all activities at school, and directing students in choosing extracurricular activities that match their talents (Jelantik, 2019). The Principal and the teacher, as the MPLS committee, are fully responsible for implementing the School Environment Introduction Period (MPLS) from the initial process to the closing of the activity. At the same time, OSIS (Student Council) acts as a committee companion in helping to coordinate new students in the data collection process of new students. Student Council (OSIS) is an organization in schools whose members consist of students in grades VIII and IX who are tasked and responsible for coordinating their juniors and other students.

Before the MPLS activity existed, introducing the school environment to new students was called MOS (Student Orientation Period). In MOS activities, some cases occurred, such as hazing activities and beatings by seniors to new students (Setiawan,

2018). MOS held by schools was only carried out as a routine that a student must take with several agendas that are more or less insubstantial and even tend not to provide good benefits to new students. For example, new students are ordered to wear non-educational trinkets, use name tags that do not match student identity, and instruct students to bring items that have nothing to do with the activities carried out in MOS.

The case above made MOS a futile activity, and it was often misused as a place for seniority by students who become organizers. Thus, many cases repeatedly occurred in many schools. For example, students who feel intimidated, lose confidence, are treated inhumanely, and are forced to do stupid and insulting actions by seniors. Therefore, it is clear evidence that this activity has deviated from or at least lacks effectiveness and relevance concerning a character-building activity (Setiawan, 2018). What kind of character building is expected by telling students to dress strangely, do stupid actions typical of the colonial era, and have no substance agendas except a repetition of the Company's treatment of the natives.

Therefore, with the Regulation of the Minister of Education and Culture Number 18 of 2016 concerning the School Environment Introduction Period for New Students, it is hoped that MPLS activities will become useful activities full of moral and character education and have their own academic and spiritual traditions (Bleigur, 2020). MPLS activities should be framed with agendas full of egalitarian nuances that guide brothers and provide understanding and inspiration to students as they enter a new phase and get closer to their noble goals. This activity also provides benefits in the form of self-confidence, self-concept formation, commitment, and discipline in learning, as well as knowledge on how to use youth stylishly and productively. Here, educational institutions become fundamental pillars in character building through activities that benefit students while conducting new learning so that the knowledge gained can be developed in a better direction. To develop the character of new students during the induction period in the school environment, efforts can be made to maximize activities by providing moral and ethical education. What children see, feel, and do is the first step in determining success in adulthood. Students who are motivated from the beginning with character building grow and develop optimally according to the potential given by God Almighty (Suwardani, 2020). At this point, the School Environment Introduction Period (MPLS) becomes very important, so it becomes a mainstay early in building student character, considering that the purpose of learning is none other than understanding noble traits or morals. One of the efforts that can be made to develop student character is to maximize and develop every activity carried out in the implementation of the orientation stage in the school environment so that students get used to these activities to be carried out. Positive activities can eventually form their own activities.

SMP Negeri 1 Bangli is a school that aims to educate students at a vulnerable age about the impact of adverse developments in globalization, such as free lifestyles, drug use, and free sex. Thus, students must be given ethical knowledge from the start by instilling character education to carry out their future activities. Efforts to realize the character building of new students in the school environment introduction period at SMP Negeri 1 Bangli require a good and correct strategy so that the MPLS implementation can benefit new students and the school concerned. Considering the background above, it is necessary to conduct research entitled Character Building of New Students in the School Environment Introduction Period at SMP Negeri 1 Bangli.

Method

The research design carried out in this study can be classified as qualitative research with the problem studied regarding the problem of Character Building of New

Students in the School Environment Introduction Period at SMP Negeri 1 Bangli. The type of data used in this study was qualitative data. The type of data used in this study was qualitative data. Data sources were from some information that could be collected. This study used primary data, namely the results of interviews with research subjects, such as principals, teachers, student councils, and new students who were considered related to the problems to be studied by the researcher. Secondary data in this study were other relevant books related to the formulated to be studied. The main instrument used in this study was the researcher himself supported by interview guidelines, cellphones, pens, and notebooks. Data collection techniques used in this study were observation, interviews, and document studies. Activities in data analysis included data reduction, data presentation (data display), conclusion, and verification.

Results And Discussions

1. Character Building of New Students Mandatory Implemented at SMP Negeri 1 Bangli

Article 2 Paragraph 1 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 18 of 2016 concerning the School Environment Introduction Period for New Students. Hamalik (2008) states that the school environment introduction for new students must be carried out at the beginning of the school year. School environment introduction is the initial process where students learn about the situation of the selected school and condition themselves for the new environment. It aims to enable students to adapt well and develop their potential. Generally, School Environment Introduction Period (MPLS) is carried out to develop each student's potential and character. The most important things commonly done in MPLS activities include introducing culture or school culture based on the vision and mission of the school, the applied academic regulations and rules at school, and routine programs carried out at school. There are several stages related to School Environment Introduction Period (MPLS), namely the Pre-MPLS, MPLS, and Post-MPLS stages. These three stages are one of the school's efforts to introduce new students to the school environment, school facilities and infrastructure, programs at school, learning methods, the concept of self-regulation and school culture, and so on, to continue their studies to a higher level. An essential thing, mainly applied in conducting the orientation stage of the school environment for students of SMP Negeri 1 Bangli is how new students know the existing school rules so that the school forms a school character that can help new students from the start as an opportunity to continue learning in the future. MPLS at SMP Negeri 1 Bangli is not much different from MPLS in other schools because the purpose of knowing the school environment of SMP Negeri 1 Bangli is to make new students can adapt well and get to see the school environment as well as possible, conveying character early on.

The explanation above is in line with the opinion of I Wayan Agus Adi Wiguna, S.Pd, M.Pd, as the Principal of SMP Negeri 1 Bangli stated. The implementation of MPLS (School Environment Introduction Period) at SMP Negeri 1 Bangli with the theme *nangun sisya widya layam*. In organizing this MPLS, the school refers to Regulation of the Minister of Education and Culture (PERMENDIKBUD) No. 18 of 2006 concerning the School Environment Introduction Period for New Students. This theme is based on the basic framework that new students are intellectual people who must be fostered, directed, and developed to get to know the place or educational environment at SMP Negeri 1 Bangli. Several materials are given to new students related to the school environment in this MPLS activity. One of the materials highly emphasized in this activity is the introduction of school rules and regulations because the school wants to foster positive behavior from the start for new students (Interview, 15 July 2022).

The process of school environment introduction at SMP Negeri 1 Bangli is carried out in the school environment area, such as the schoolyard, school hall, and classrooms. The material provided includes Marching Rules (PBB), school rules, and school habituation programs, and so on related to the cultivation of character education. Before the official introduction period activities are carried out, the opening ceremony of the School Environment Introduction Period is held as a flag ceremony by the principal, MPLS organizing committee, student council, and new students on the first day of the activity. The ceremony is the beginning of the school environment introduction for new students. Almost all teachers argue that the school environment introduction is an important activity carried out in starting a new school year because this activity is helpful as a process to introduce a new environment to new students who will develop their potential at SMP Negeri 1 Bangli. Materials presented in the School Environment Introduction Period must be meaningful and in line with the objectives to be achieved in implementing these activities. Thus, these activities will positively impact the development of new students in carrying out the educational process.

2. Patterns of Character Building in the Implementation of School Environment Introduction Period for New Students at SMP Negeri 1 Bangli

New students are not yet familiar with the school environment they have chosen to complete the teaching and learning process. In this context, new students are offered activities to familiarize themselves with the school environment, known as School Environment Introduction Period (MPLS). The term the school environment induction period for new students is based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 18 of 2016 concerning induction in the school environment for new students (Nashir, 2013). Implementing the school environment introduction targeting new students refers to the ministry's decision, through education and creative activities, to make schools a learning park that can make students happy, comfortable, and efficient. It means avoiding intimidation, violence, and other harmful activities in this activity. The activities carried out at MPLS are educational, which means that they educate to direct students to develop their potential properly and maximally. In addition, the basis for the school environment introduction activities carried out at SMP Negeri 1 Bangli is the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Cultivation of Morals and Character (*Budi Pekerti*). During the school environment introduction, the cultivation of morals and character is crucial because it is related to the formation of students' behavior. If students have good behavior, the learning process will be able to achieve national education objectives. In addition, the legal basis that is important in implementing the school environment introduction period for new students is the Regulation of the Minister of Education and Culture Number 82 of 2015 concerning the Prevention and Handling of Violence in the Education Environment, especially at SMP Negeri 1 Bangli.

a. Theme of School Environment Introduction Period

The implementation of MPLS activities at SMP Negeri 1 Bangli carries the theme *nangun siswa widya layam* which means forming intelligent students with character. This theme is chosen in line with the objectives to be achieved in implementing the school environment introduction period; namely, students can get to know the school environment properly and correctly. Thus, the future students feel safe and comfortable carrying out the learning process at SMP Negeri 1 Bangli.

b. Implementation of School Environment Introduction Period of SMP Negeri 1 Bangli

Based on Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia Number 18 of 2016 concerning the School Environment

Introduction for New Students, article 3, paragraph 1 states that the school environment introduction for new students is carried out within a maximum period of three days in the first week of the new school year. However, there is an additional four days at SMP Negeri 1 Bangli with details of three days at the beginning of the activity used to carry out *pre-mos* (pre-student orientation period) activities carried out by the school and one day is used as a humanitarian social service activity to the orphanage and Pasraman Gurukula. The division of the School Environment Introduction Period activities at SMP Negeri 1 Bangli is as follows:

1) Pre-School Environment Introduction Period at SMP Negeri 1 Bangli

Implementing Pre MPLS activities at SMP Negeri 1 Bangli is a strategy that aims to provide a briefing for new students before the students carry out the actual School Environment Introduction Period. In this Pre MPLS activity, the activities provided are about instilling student discipline. In addition, it also gives an introduction to the school environment in general. Hence, the school expects this Pre-MPLS activity to provide early information to new students about the school environment where students will develop their potential. The explanation above is in line with the opinion of I Wayan Agus Adi Wiguna, S.Pd, M.Pd, who stated that. School environment introduction for new students is carried out within a maximum period of three days in the first week of the new school year. However, specifically for SMP Negeri 1 Bangli, it is added again at the beginning, where there is an activity called Pre-MPLS. The Pre-MPLS aims to prepare students to carry out MPLS activities by the school (Interview, 15 July 2022).

Table 1. Pre-MPLS Activities Schedule of SMP Negeri 1 Bangli

No	Day/Date	Time	Activity		
1	Thursday, June 23, 2022	06.00-06.30	Attendance and equipment check		
		06.30-08.00	Praying together and <i>Dharma Wacana</i>		
		08.00-09.30	PBB (Marching Rules)		
		09.30-10.00	Rest		
		10.00-11.00	Vision and Mission of SMP Negeri 1 Bangli		
		11.00-12.00	PHBS (Clean and Healthy Living Behavior) Socialization		
		12.00-12.30	Lunch		
		12.30-13.00	Announcement		
		2	Friday, June 24, 2022	06.00-07.30	Attendance and equipment check
				07.30-09.00	PBB (Marching Rules)
09.00-09.30	Rest				
09.30-10.15	Scouting in Education				
10.15-11.00	Featured Programs Socialization				
11.00-12.30	PBB Competition				
12.30-13.00	Lunch				
13.00-13.30	Announcement				
3	Monday, June 25, 2022	06.00-07.00	Attendance and equipment check		
		07.00-08.00	Praying at School		
		08.30-08.30	Heading to <i>Kahyangan Tiga</i>		
		08.30-10.00	Praying and Social Service at Puseh Temple,		

No	Day/Date	Time	Activity
			Kehen Temple, and Dalem Purwa Temple
		10.00-10.30	Rest
		10.30-11.00	Announcement

(Source: Administration of SMP Negeri 1 Bangli)

The description of Pre MPLS-Activities above can be seen as follows:

- a) Attendance. The student council (OSIS) management carried out the attendance activity to find out data on the number of students who participated in the PRA MPLS activities of SMP Negeri 1 Bangli. The activity was carried out in the schoolyard of SMP Negeri 1 Bangli.
- b) Praying Together and *Dharma Wacana*. All school residents carried out this activity, including the Principal, committee (teachers), student council (OSIS), and new students. The resource person in the Dharma Wacana activity was the Principal with material about the school environment introduction concerning Hinduism education. This activity was held in the schoolyard.
- c) PBB (Marching Rules). This activity was carried out by new students in collaboration with the Bangli City Police as a coach in implementing these activities. This activity was carried out in the area of Nusantara Bangli Street. PBB implementation aimed to train the discipline of new students in facing MPLS activities.
- d) Vision and Mission of SMP Negeri 1 Bangli. This material was given to provide students with knowledge about the school's vision and mission, school programs, school facilities and infrastructure, and regulations at SMP Negeri 1 Bangli.
- e) PHBS (Clean and Healthy Living Behavior) Socialization. This material was given to inform students on how to foster and implement clean and healthy living behavior. The speaker of this material was the Head of the North Bangli Health Center. This activity was held in the hall of SMP Negeri 1 Bangli.
- f) Scouting in Education. This material aimed to provide knowledge to new students that scouting activities aimed to train students to organize in an educational environment. The speaker of this material was the scout coach of SMP Negeri 1 Bangli named Sang Putu Cahaya Purnama. This activity was held in the school hall of SMP Negeri 1 Bangli.
- g) Featured Programs Socialization. Featured Programs Socialization was carried out to introduce habituation programs at SMP Negeri 1 Bangli, such as *Sensasi* Program (Smile, Greeting, and Sympathetic), *Darling Antik* (Environmental Awareness Anti Plastic Waste), *Rasi* (Wednesday Literacy), *Kamis Berbahasa Bali* (Balinese Language on Thursday), *Saniscara Meprani*, *Kober* (Character Box), *Koin Esaba*, and *Esaba Menyama Braya*. These programs were carried out continuously to instill and strengthen students' character from an early age. The speaker of this material was Mr. Drs. Sang Putu Sugiarta, M.Pd.H, a Hindu Religion teacher at SMP Negeri 1 Bangli and the Program Coordinator. This activity was held in the school hall of SMP Negeri 1 Bangli.
- h) Praying and Social Service. Praying together and social service activities were carried out in three places, namely Kehen Temple, Puseh Temple, and Dalem Purwa Temple. This activity was carried out by all students by dividing students into three groups according to the given location and coordinated by the MPLS organizing committee and the student council (OSIS) board.

2) School Environment Introduction Period at SMP Negeri 1 Bangli

MPLS implemented by SMP Negeri 1 Bangli is a routine activity every year at the beginning of the new school year. In the past, the School Environment Introduction Period activity was called the Student Orientation Period (MOS). During Student Orientation Period (MOS), many activities are not in line with the educational process, such as hazing and acts of violence against new students. With these regulations, the implementation of MPLS focuses more on the character-building of students from the beginning of entering the new school environment (Zebua & Tyas, 2017). The implementation of MPLS at SMP Negeri 1 Bangli is carried out for three days. In the MPLS activity, students are given materials regarding cultivating morals and character (Budi Pekerti). The materials provided in MPLS activities are adjusted to the environmental conditions of SMP Negeri 1 Bangli. The explanation above is in line with the opinion of Desak Ayu Eka Putri as Vice Principal for Student Affairs of SMP Negeri 1 Bangli, who stated that. Result of Interviews with Desak Ayu Eka Putri stated that materials provided in MPLS activities at SMP Negeri 1 Bangli have been adjusted to Regulation of the Minister of Education and Culture (Permendikbud) No. 18 of 2016. In addition, materials provided during the MPLS implementation adapted to the conditions and situation of the school environment, such as the material about Balinese local content and Hindu teachings implementation (Interview, 15 July 2022).



Figure 1. The Implementation of MPLS at SMP Negeri 1 Bangli
(Source: Personal Documentation)

The description of School Environment Introduction Period activities at SMP Negeri 1 Bangli is as follows:

- a) Opening Ceremony of School Environment Introduction Period (MPLS). MPLS opening ceremony was conducted by the Principal, the committee (teachers), student councils (OSIS), and new students. This activity aimed to mark the beginning of the school environment introduction period for new students at SMP Negeri 1 Bangli. This activity was held in the schoolyard of SMP Negeri 1 Bangli.
- b) School Rules and Regulations. This activity aimed that students were given early knowledge about the rules and regulations that apply at SMP Negeri 1 Bangli. The speaker of this material was I Wayan Widiadnyana, S.Pd, M.Pd. This activity was held in the school hall of SMP Negeri 1 Bangli.
- c) Balinese Local Content. This material was related to the circumstances and potential possessed by Bali with its unique culture and art as well as its local wisdom.

- d) Manners. This material was related to the attitude and behavior of students. In this case, it was explained how the duties and responsibilities that must be carried out as students were based on the values of Hinduism. The resource person for this material was Desak Ayu Eka Putri, S.Pd, M.Pd, and this activity was held in the hall of SMP Negeri 1 Bangli.
- e) Instilling Anti-Corruption. Anti-corruption education is the knowledge that must be given to new students from the beginning because it is related to honest behavior. Honesty is the most important attitude to shape students' character well. The speaker of this material was I Wayan Agus Adi Wiguna, S.Pd, M.Pd. This activity was held in the school hall of SMP Negeri 1 Bangli.
- f) Motivation and Effective Learning. Students must motivate themselves to achieve through effective learning activities in the learning process. Thus, this material is essential to improve the learning achievement of new students. The resource person for this material was Desak Ayu Eka Putri, S.Pd, M.Pd. This activity was held in the school hall of SMP Negeri 1 Bangli.
- g) Student Rights and Responsibilities. This material was given to new students so that students know their rights and obligations at SMP Negeri 1 Bangli. Before demanding rights, students must know their obligations first and vice versa. Before the school demands the obligations of students, the school must know the rights of each student. The speaker of this material was I Wayan Agus Adi Wiguna, S.Pd, and held in the school hall of SMP Negeri 1 Bangli.
- h) *Wiyata Mandala* Insight. This material aimed to foster a responsible attitude and mutual respect for the school environment as a place to study knowledge. The resource person for this material was I Wayan Agus Adi Wiguna, S.Pd, and held in the school hall of SMP Negeri 1 Bangli.
- i) HIV /AIDS Socialization. The development of increasingly advanced globalization has a significant impact on the sexual behavior of adolescents today. Through the provision of HIV / AIDS socialization to students, they can become more aware of promiscuity that has a negative impact, such as the spread of HIV / AIDS. The speaker of this material was AIDS Commission (KPA) Bangli, and held in the school hall of SMP Negeri 1 Bangli.
- j) Education and Mental Revolution. This material aimed to provide knowledge about good moral cultivation in the learning process. The speaker of this material was Mr. I Nengah Juta Ningrat, S.Ag, M.Fil.H, and held in the school hall of SMP Negeri 1 Bangli.
- k) Democratic Attitudes Development. This material aimed to foster an independent attitude to familiarize students with obeying applicable regulations and acting democratically. The resource person for this material was the General Election Commission (KPU) Bangli, held in the school hall of SMP Negeri 1 Bangli.
- l) Prevention and Control of Drug Abuse. Drugs are medicines prohibited from being consumed by humans because they have a dangerous impact on humans. Thus, it is necessary to have information on how to prevent them, especially for students vulnerable to being influenced to try these hazardous goods. The speakers of this material were given by National Narcotics Board (BNN) Bangli and held in the hall of SMP Negeri 1 Bangli.
- m) Traffic Code. This material aimed to introduce traffic rules that students must understand, especially prohibited things when driving vehicles, both 2-wheeled and 4-wheeled, because it is related to the safety and security aspects of the

driver. The resource person for this material was the Bangli City Police, held in the school hall of SMP Negeri 1 Bangli.

3) Post School Environment Introduction Period at SMP Negeri 1 Bangli

In the Post School Environment Introduction Period of SMP Negeri 1 Bangli, the activities carried out were more about introducing students to humanitarian activities in the form of visits to orphanages and *Pasraman Gurukula*. It aimed to foster an attitude of mutual help to fellow human beings so that new students can respect and appreciate others in the future. Activities carried out in the Post School Environment Introduction Period of SMP Negeri 1 Bangli are as follows:

Table 2. Post MPLS Activities Schedule of SMP Negeri 1 Bangli

No	Day/Date	Time	Activity
		06.30-07.30	Attendance
		07.30-08.30	Praying Together
1	Thursday, June 30, 2022	08.30-11.00	Visit to Orphanage and <i>Pasraman Gurukula</i> Bangli
			Art Competition (<i>Pensi</i>) between Groups + Snack
		11.00-11.30	Lunch Break
		11.30-12.00	Announcement

(Source: Administration of SMP Negeri 1 Bangli)

The description of Post MPLS activities of SMP Negeri 1 Bangli is as follows:

- a) Visit to Orphanage and *Pasraman Gurukala* Bangli. This visit was intended to provide knowledge to students to instill mutual respect and empathy for fellow human beings. It was carried out at Dharma Jati Klungkung orphanage and *Pasraman Gurukula* Bangli.
- b) Art Competition (*Pensi*) between Groups. This activity was intended to foster and develop student creativity and improve student cooperation. All groups performed their art creations and were judged by a jury from the MPLS committee.

c. Committee of School Environment Introduction Period at SMP Negeri 1 Bangli

All MPLS committees at SMP Negeri 1 Bangli are filled by teachers. In addition, a statement prohibits the involvement of senior students (seniors) and/or alums. The implementation of this activity also involves student council (OSIS) administrators, but their role is not too large. OSIS administrators only assisted in absenteeism activities, snacks distribution provided by the school, and provision of supporting facilities in MPLS activities. The Principal plays a central role to be the person fully responsible for planning, implementing, and evaluating the School Environment Introduction Period (MPLS) activities. This MPLS activity must be properly implemented and evaluated according to the applied rules and regulations.

d. Parental Involvement of New Students

Parental involvement of students whose children are new students at SMP Negeri 1 Bangli is carried out internally and planned at SMP Negeri 1 Bangli. This involvement was carried out by inviting parents on Friday, July 01, 2022, and Saturday, July 02, 2022. The meeting with parents aimed as follows:

- 1) Socialize the school program so that parents do not misunderstand the planned school program.

- 2) Equalize views or perceptions about handling, improving, and developing qualified and accomplished students.
 - 3) Ask for suggestions and criticism to complement the lack or has yet to be planned at SMP Negeri 1 Bangli.
 - 4) Establish the role of students' parents that parents should not be indifferent to the education and guidance of their children to develop quality and achievement. It includes encouraging children always to study hard, be serious, do school assignments, obey school rules and regulations, good manners, school administration, and school environment introduction.
- e. The Implication of Character Building in the School Environment Introduction Period for New Learners of SMP Negeri 1 Bangli

School Environment Introduction Period is an essential process in the learning process. The teaching and learning process activities can run well through the school environment introduction. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 18 of 2016, article 2, paragraph 2 states that the objectives of implementing a school environment introduction period for new students are as follows:

- 1) Recognize new students' potential.
- 2) Help new students adapt to the school environment and its surroundings, including security, public facilities, and school infrastructure.
- 3) Fostering motivation, enthusiasm, and effecting learning methods as new students.
- 4) Develop positive interactions between students and other school members.
- 5) Fostering positive behaviors, including honesty, independence, mutual respect, respect for diversity and unity, discipline, and clean and healthy living to realize students who have integrity values, work ethic, and a spirit of mutual cooperation (Sobri et al., 2019).

Related to the educational process with good objectives, it will also have good impacts or implications. Likewise, implementing the school environment introduction period has many impacts, especially for students and schools at SMP Negeri 1 Bangli. The implications obtained by students and schools in the activities of the school environment introduction period for students are as followst:

- 1) Fostering self-confidence for new students

The activities of the school environment introduction period carried out at SMP Negeri 1 Bangli can foster students' confidence in carrying out the process of teaching and learning activities because students are familiar with the school environment and school programs from the start through the activities of school environment introduction by SMP Negeri 1 Bangli. This statement is in line with the opinion of Ni Luh Ajeng Lohkita Swari, a new student who has carried out the school environment introduction period, who stated. The result of the interviews with Swari stated that school environment introduction by SMP Negeri 1 Bangli is essential for new students. Through this MPLS activity, new students learn about the situation and environmental conditions of SMP Negeri 1 Bangli. Thus, students feel more comfortable carrying out learning activities at this school (Interview, 19 July 2022). The result of the interviews with Mahendra stated that Ni Luh Ajeng Lohkita Swari's statement is also reinforced by I Komang Bagus Mahendra's opinion as the student council chairman. He states, The school environment introduction period is not only an activity to introduce school programs but also an activity where new students can get to know a group of friends more during MPLS. In addition, new students can get to know seniors who know more about the situation and environmental conditions (Interview, 19 July 2022).

2) Students have a good knowledge of the rules and regulations

Through the school environment introduction, students are not only introduced to all activities at SMP Negeri 1 Bangli but also to the applied rules and regulations at SMP Negeri 1 Bangli. It can be seen from how the activities provided are more about shaping students' attitudes and behavior, such as PBB activities (Marching Regulations). This activity can train students' discipline because students are taught how to march correctly, and so on in its implementation. In addition, there is material about the School Rules and Regulations, Manners, the featured program of character-strengthening habituation, and so on.

3) Students can know the rights and obligations that must be carried out

Students are also taught about the rights and obligations of being students during school environment introduction at SMP Negeri 1 Bangli. Thus, students do not only demand rights before carrying out their obligations and vice versa. Schools do not only demand obligations from students without thinking about the rights that must be given to students so that students' rights and obligations must be balanced.

4) Fostering a sense of humanity and mutual respect for fellow human beings

An equally important attitude that must be developed in SMP Negeri 1 Bangli's environment is mutual respect between fellow human beings. It can be seen from the visit program to the orphanage and Pasraman Gurukula Bangli during the implementation of the school environment introduction period. These attitudes and behaviors are instilled as a form of good character building that must be carried out through direct practice and real action so that the material provided during the MPLS implementation is theoretical knowledge and must also be practiced.

Therefore, these activities can become examples and habituation for new students.

f. Implications of Character Building in the School Environment Introduction

The impact given in the activities of the school environment introduction period for new students does not only provide implications or effects on students but on schools as well. As a particular organizer of MPLS activities, the school will indirectly have an impact in accordance with the process of environmental introduction activities for students. The implications or impacts obtained in the school environment introduction period for SMP Negeri 1 Bangli are as follows:

1) School understands more about new students' characteristics. Since the beginning of the MPLS implementation for new students, the school has carried out many activities. One of them is collecting data on new students. The data collection includes why students choose SMP Negeri 1 Bangli to continue their education and knowledge about students' skills, backgrounds, and so on, written in the new student admission form. With this data collection, the school will be able to develop programs based on the students' characteristics in accordance with the national education objectives.

2) School obtains well-adapted students. In MPLS activities, students are introduced to the school alma mater, such as the situation and conditions of the school environment, facilities and infrastructure in the school, school programs, school rules, and so on. Through this MPLS activity, students can adapt well based on the materials delivered during the implementation of the school environment introduction period. The explanation above is in line with the opinion of I Wayan Agus Adi Wiguna, Principal of SMP Negeri 1 Bangli (Interview, 15 July 2022) stated that. The activities of the school environment introduction period for new students at SMP Negeri 1 Bangli aim that students can adapt well to their school environment so that they will be able to develop their potential well and under the national education objectives.

Wrong education will affect the fate of a nation, including shaping the character of the nation. Therefore, if people want to form an excellent national character, they must carry out a good activity and have a goal that can direct students to develop their potential well.

Conclusions

Based on the research conducted on the character building of new students during the school environment introduction period at SMP Negeri 1 Bangli, it can be concluded as follows: The mandatory character building for new students in the school environment introduction period for new students at SMP Negeri 1 Bangli was carried out under the Regulation of the Minister of Education and Culture No. 18 of 2016 concerning the School Environment Introduction for New Students. This Regulation became a reference to conduct all activities during the school environment introduction period. MPLS implementation at SMP Negeri 1 Bangli aimed to introduce the school environment, facilities, and infrastructure in the school, school programs, school rules, and so on. Thus, new students could adapt well to SMP Negeri 1 Bangli. The patterns of character building in the implementation of the school environment introduction period at SMP Negeri 1 Bangli were divided into three groups: a) Pre-school environment introduction period, school environment introduction period (MPLS), and Post-school environment introduction period. In these activities, the school involved the Principal as the person in charge, the teachers as the organizing committee, the student council (OSIS) as a companion in the activities of the school environment introduction period, and the parents as supporters of school activities. The material provided during the implementation of MPLS was PBB (Marching Rules), PHBS (Clean and Healthy Living Behavior) socialization, school-featured programs, school rules and regulations, Education and Mental Revolution, and so on. All of these activities were arranged according to the situation and characteristics of SMP Negeri 1 Bangli. The implications obtained from character building in the activities of the school environment introduction period at SMP Negeri 1 Bangli, Bangli District, Bangli Regency for students and schools were as follows. For students: (a) Fostering self-confidence for new students, (b) Students have a good knowledge of the rules and regulations of SMP Negeri 1 Bangli, (c) Students can know the rights and obligations that must be carried out, and (d) Fostering a sense of humanity and mutual respect for fellow human beings. For the school: (a) School understands more about the characteristics of new students, and (b) School obtains well-adapted students.

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