ANALISIS TENTANG MUATAN KARAKTER HINDU
DALAM SISTEM PENDIDIKAN FORMAL:
(Studi Pada Sekolah Menengah Atas di Kota Denpasar)

Oleh:

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Abstract

Character Education Strengthening is an educational movement under the responsibility of educational units to strengthen the character of students through harmonization of heart, taste, thought, and body with involvement and collaboration between educational units, families, and communities as part of the National Movement of Mental Revolution (GNRM). The importance of the Character Education Strengthening (PPK) policy, given that Indonesia is facing the 21st century marked by various global trends, namely the ongoing fourth industrial revolution, changes in civilization, the more stringent the phenomenon of the creative age.

Keyword : The Content of Hindu Characters, The Formal Education System

BACKGROUND

Character Education Strengthening is an educational movement under the responsibility of education units to strengthen the character of students through harmonization of heart, taste, thought, and body with involvement and collaboration between educational units, families and communities as part of Mental Revolution National Movement (GNRM). Formal education is a structured and tiered educational path consisting of primary education and secondary education. The formal education unit is an education service group that organizes formal, structured and tiered education, consisting of primary and secondary education units organized by the central government, regional government, and society (Perpres No. 87, 2017).

The importance of the Character Education Strengthening policy considering that Indonesia is facing the 21st century marked by various global trends, namely: (a) The fourth industrial revolution which is marked by the phenomenon of advances in information and communication technology in the era of digital revolution. (b) Changes in civilization that is marked by changes in the joints of life, culture, civilization, and society, including education. (c) The increasingly strict phenomenon of the creative age that places information, knowledge, creativity, innovation and networking as strategic resources for individuals, society, corporations, and the state.

Character is the embodiment of habits of good behavior in everyday life which includes commendable character, noble character, and mental attitude. The main values of character that are the focus of the Character Education Strengthening policy are religiosity, nationalism, independence, mutual cooperation and integrity. The main values are based on Pancasila values, 3 pillars of the Mental Revolution National Movement (GNRM), the richness of the nation's

culture (local wisdom) and the strength of morality needed by the Indonesian people to face challenges in the future (Kemendikbud, 2018). Hindu religious texts relating to Hindu character in this study were found in Lontar Śilakrama (Puniatmadja, 1970, 23-24), Mānava Dharmaśāstra (Pudja and Sudharta, 2004), Sārasamuścaya (Donder, 2006: 231), Bhagavadgita (Donder, 2006: 243- 245), Slokāntara (Oka, 1994), *Niti Śāstra* (Suhardana, 2008).

This research focused on content standards for senior high schools. Content standards cover the scope of the material and the level of competency to achieve graduate competency at certain levels and types of education. The content standard contains the basic framework and curriculum structure, learning burden, education unit level curriculum, and education / academic calendar. The legal basis used in determining the class XII High School subjects to be examined in this study was the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.

Data from the Integrated Service Center for Women's and Children's Empowerment (*Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak* / P2TP2A) in Denpasar City, concerning children facing the law shows a sharp increase in the city of Denpasar from year to year. Data from the Bali Provincial Child Protection Commission (*Komisi Penyelenggara Perlindungan Anak Daerah* /KPPAD) revealed, 253 children in Bali faced with the law throughout 2017. The 2015 data from the National Narcotics Agency (BNN) of Denpasar City, there were 8000 users of drugs from the age of 10-59 years from 66,000 users throughout Bali. Data from the Narcotics Police in Denpasar, Bali, stated that in March 2018 there were four suspects of drug abuse (gorilla tobacco) who were still teenagers and were students. Data from the Bali Provincial AIDS Commission in 2016 states that the spread of HIV / AIDS cases in Bali is increasingly widespread, with the highest concentration in the city of Denpasar. Based on the description of the background above, the problem can be formulated as follows : (1) What are the dimensions of Hindu character contained in the standardization of the High School education unit in Denpasar City? (2) How is the tendency of the quality of the Hindu character of high school students in Denpasar City? (3) What is the implication of the content of the Hindu character on the quality of the learning process in Denpasar High School? (4) What efforts should be made in order to optimize the content of Hindu characters in the learning process in Denpasar High School?

DISCUSSION
1. Dimensions of Hindu Characters in the Standard Content of High School Education Units in the city of Denpasar

The dimensions of Hindu character in the content standards of the senior high school education unit in Denpasar are contained in the Core Competencies and Basic Competence of Lessons in the 2013 Curriculum Middle School Level, which are: (1) Hindu characters of truth / honesty (Satyam) contained in core competency 1 spiritual attitude and Core Competence 2 social attitude (honest behavior). (2) Hindu characters develop a sweet / friendly nature (Madhura-Vacanam) contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitude (polite behavior). (3) The Hindu character of friendship (Mitrata) is contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitude (caring behavior). (4) Hindu character of peace (Santustha) is contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitude (caring behavior). (5) The character of Hindu patience (Ksantih) is contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitude (disciplinary behavior). (6) Hindu characters live vigorously (Tejah) contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitude (proactive behavior). (7) The Hindu character of hard work and perseverance (Kurvan and Kṛtaṁ) is contained in the Core Competence 1 spiritual attitude and Core Competence 2 social attitudes (caring/responsible behavior).

2. Tendency in the Quality of Hindu Character of High School Students in Denpasar City

The values and categories of Hindu characters in Senior High Schools in the City of Depasar were obtained using a closed questionnaire type. The distribution of the questionnaire was carried out by involving 319 respondents from high school students of class XII in Denpasar City. Data were analyzed using PCA (Principal Component Analysis) calculations using the SPSS program (Statistical Package for the Social Sciences). The results of research on the value and category of Hindu characters in senior high schools in Denpasar City can be seen in table 1 below:

Table 1 Values and Categories of Hindu Characters in Class XII Students High School in the City of Denpasar

No	Hindu Character	Maximum Score	Minimum Score	Total Score	Actual Score	Category
1	Honesty (Arjavam)	1595	319	9407	1343,857	Excellent
2	Truth (Satyam)	1595	319	9766	1395,143	Excellent
3	Courage (Abhayam)	1595	319	7258	1209,667	Good
4	Heroism (Sauryam)	1595	319	3947	1315,667	Excellent
5	Hold Test, Fortitude (Titiksa)	1595	319	5168	1292	Excellent
6	Desires and Provisions of the Heart (Sankalpa)	1595	319	1257	1257	Good
7	Simple life (Tapasya)	1595	319	1134	1134	Good
8	Passionate Life (Tejah)	1595	319	4313	1437,667	Excellent
9	Self Control (Dama)	1595	319	2823	1411,5	Excellent
10	Great Wisdom (Samah Samya)	1595	319	3764	1254,667	Good
11	Not Searching for Other People's Mistakes (*Apasisunam*)	1595	319	1352	1352	Excellent
12	Humility, Understanding (Aminatvam / Adambhitvam)	1595	319	4144	1381,333	Excellent
13	Without Violence (Ahimsa)	1595	319	2509	1254,5	Good
14	Don't hate (Advesta)	1595	319	1328	1328	Excellent
15	Not Angry (Akrodah)	1595	319	2515	1257,5	Good
16	Not Greedy (Alouptvam)	1595	319	1300	1300	Excellent
17	Generosity (Danam)	1595	319	1255	1255	Good
18	Grateful (Kritajna)	1595	319	2947	1473,5	Excellent
19	Clean, Pure, Suci (Saucam)	1595	319	4196	1398,667	Excellent
20	Tarak, Sexual Abstinence (Brahmacharya)	1595	319	1507	1507	Excellent
21	Subduing Lust (Vairagya)	1595	319	1365	1365	Excellent
22	Patience (Ksantih)	1595	319	7139	1427,8	Excellent
23	Forgiveness (Ksama)	1595	319	2713	1356,5	Excellent
24	Compassion (Karuna)	1595	319	4224	1408	Excellent
25	Friendship (Maitri)	1595	319	12344	1371,556	Excellent

| 26 | Softness (Mardawam) | 1595 | 319 | 1298 | 1298 | Excellent |
| 27 | Peace / Quiet (Santi) | 1595 | 319 | 3985 | 1328,333 | Excellent |

Source: Processed from research data, 2018

Descriptions of data from research findings on the quality of Hindu high school students in the city of Denpasar were presented in summary descriptive statistics of Hindu character instruments which comprise calculations of Mean, Median, Mode, Standard Deviation, Variance, Range, Maximum Score, Minimum Score, Total Score and Category of each variable studied. Summary of Descriptive Statistics of Hindu Character Instruments in Each High School in Denpasar City can be seen in table 2 below:

Table 2 Summary of Descriptive Statistics on Instruments of Hindu Characters in
Each of the High Schools in Denpasar City

School / Statistics	SMA N 1 DPS	SMA N 3 DPS	SMA N 4 DPS	SMA N 5 DPS	SMA PGRI 1 DPS	SMA PGRI 2 DPS	SMA PGRI 6 DPS	SMA Dharma Praja
Mean	320,577	330,872	331,796	330,828	314,875	334,225	325,75	336,069
Median	322,000	333,000	333,500	331,500	313,500	338,000	328,000	334,000
Modus	323,000	336,000	343,000	327,000	310,000	308,000	333,000	356,000
Std. Deviation	21,841	20,447	23,372	22,231	16,366	22,676	17,597	23,780
Varian	477,019	418,070	546,241	494,215	267,839	514,179	309,659	565,495
Range	99	81	100	101	53	95	66	96
Maximum Score	364	371	375	374	336	369	351	381
Minimum Score	265	290	275	273	283	274	285	285
Total	22761	15551	17917	19188	2519	13369	3909	9746
Category	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Source: PCA (Principal Component Analysis) Calculation Results, 2018

A summary of descriptive statistics on Hindu character instruments in senior high schools in Denpasar City as a whole can be seen in Table 3 below:

Table 3 Summary Of Descriptive Statistics On Hindu Character Instruments In
Senior High Schools In Denpasar City As A Whole

Variable / Statistics	Hindu Character
Mean	329,028
Median	330,000
Modus	336,000
Std. Deviation	22,500
Varian	506,266

Range	116
Maximum Score	381
Minimum Score	265
Total	104.960

Source: Result of PCA (*Principal Component Analysis*), 2018

Based on the calculation of the ideal mean (Mi), ideal standard deviation (SDi), preparation of the score classification of Hindu character and the average for all schools greater than 312. This result indicates that the tendency of Hindu characters in each school in Denpasar City is in excellence category. While overall the average Hindu character in Denpasar City is 329,028, this result also shows that the tendency of Hindu characters in Denpasar High School in excellent category. Inclusion Hindu Character into the Character Education Strengthening can be seen in Picture 1 below:
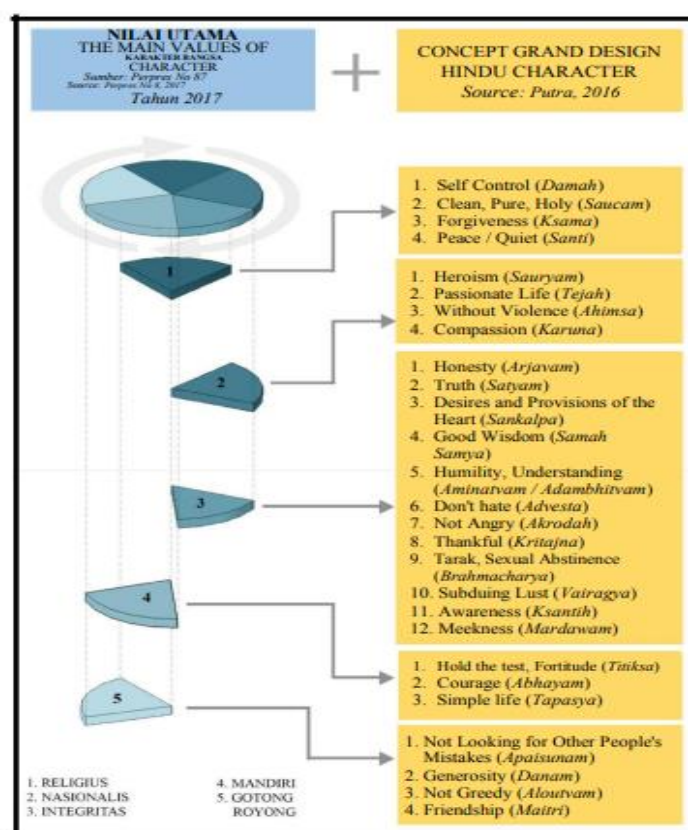
Picture 1 Inclusion Hindu Character into the Character Education
Strengthening Source: Processed from research data, 2018

3. Implications of the Content of Hindu Characters on the Quality of Learning Processes in Denpasar High School

The score and category of the content of Hindu characters on the quality of the learning process in Senior High Schools in the City of Depasar were obtained using a closed questionnaire type. The distribution of the questionnaire was carried out by involving 319 respondents from high school students of class XII in Denpasar City. Data were analyzed using PCA (Principal Component Analysis) calculations using the SPSS program (Statistical Package for the Social Sciences). The results of research on the score and category of content of Hindu characters in senior high schools in Denpasar City can be seen in table 4 below:

Table 4 Score and Category of the Content of Hindu Character of Students Class XII Senior High School in Denpasar City

No	Dimension	Subject	Maximum Score	Minimum Score	Total Score	Actual Score	Category
1	Religious Sciences Cluster	Hinduism Education	1595	319	9826	1404	Excellent
2	Humanities Sciences Cluster	History	1595	319	9733	1390.4	Excellent
3	Social Sciences Cluster	Sociology	1595	319	9933	1419	Excellent
4	Natural Sciences Cluster	Biology	1595	319	6758	1351.6	Excellent
5	Formal Science Cluster	Mathematics	1595	319	6838	1367.6	Excellent
6	Applied Sciences Cluster	Sports	1595	319	14293	1429.3	Excellent

Source: Processed from research data, 2018

The description of the data from the research implications of the content of Hindu characters on the quality of the learning process in Denpasar City High School is presented in a summary of descriptive statistics on the instrument of the content of Hindu characters which consists of calculation of Mean, Median, Standard Deviation, Variance, Range, Maximum Score, Minimum Score, Total Score, Category of each variable studied. A descriptive statistics summary of content of Hindu characters in each of the high schools in Denpasar City can be seen in table IV.5 below:

Table 5 Summary of Descriptive Statistics of Instruments of the Characteristics of Hindu Characters on the Quality of Learning Processes in Each High School in the City of Denpasar

School / Statistics	SMA N 1 DPS	SMA N 3 DPS	SMA N 4 DPS	SMA N 5 DPS	SMA PGRI 1	SMA PGRI 2	SMA PGRI 6	SMA Dharma Praja
Mean	177,465	178,170	182,889	182,190	178,375	181,100	176,583	178,414
Median	176,000	179,000	182,500	181,000	173,500	181,500	177,000	180,000
Modus	174,000	181,000	190,000	181,000	175,000	189,000	177,000	183,000
Std. Deviation	13,173	11,144	13,503	14,087	13,169	12,975	8,073	14,394
Varian	173,538	124,188	182,327	198,437	173,411	168,349	65,174	207,180
Range	59	46	53	47	35	55	31	53
Max. Score	205	202	205	205	200	204	192	204
Min. Score	146	156	152	158	165	149	161	151
Total	12600	8374	9876	10567	1427	7244	2119	5174
Category	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Source: PCA (Principal Component Analysis) Calculation Results, 2018

A summary of descriptive statistics on instruments of the content of the Hindu character on the quality of the learning process in the Denpasar City High School as a whole can be seen in Table 6 below:

Table 6 The Summary Of Descriptive Statistics On Instruments Of The Content Of The Hindu Character On The Quality Of The Learning Process In The Denpasar City High School As A Whole

Statistics / Variable	Content of Hindu Character
Mean	179,878
Median	179,000
Modus	181,000
Std. Deviation	13,122
Varian	172,177
Range	59
Maximum Score	205
Minimum Score	146
Total	57381

Source: PCA (Principal Component Analysis) Calculation Results, 2018

Based on the calculation of the ideal mean (Mi), ideal standard deviation (SDi), compilation of the content score classification of Hindu characters and the average for all schools are bigger than 164, these results indicate that the tendency of the content of Hindu characters on the quality of the learning process in each the school is in excellent category. While overall the average content of Hindu characters in Denpasar City is 179,878, this result also shows that the tendency of the content of Hindu characters on the quality of the learning process in Denpasar High School in the excellent category.

4. Efforts in the Framework of Optimizing the Content of Hindu Characters in the Learning Process in Denpasar High School

Efforts in the Framework of Optimizing the Content of Hindu Characters in the Learning Process in Denpasar High School as follows:

a. Applying learning principles, which include: (a) plan-based principles, (b) principles of activity, (c) holistic principles, (d) interactive principles, (e) inspirational principles, (f) pleasant principles, (g) the principle of challeng, (h) the principle of motivation, (i) the principle of active participation, (j) the principle of initiative, (k) the principle of creativity, (l) the principle of independence, (m) the principle according to talent, interest, and physical development and psychological learners, (n) principles of character, (o) principles of responsibility.

b. The learning approach used: (a) an inductive approach, (b) a deductive approach, (c) a learning approach that is oriented or student-centered (student centered approach), (d) a learning-oriented or teacher-centered approach.

c. Learning strategies used by teachers include: (a) Inquiry Strategies (SPI), (b) Problem Based Learning Strategies (SPBM), (c) Learning Strategies Improved Thinking Ability (SPPKB), (d) Contextual Teaching and Learning-CTL, (e) Cooperative Learning Strategy (SPK), (f) Quantum Learning Strategies.

d. The learning model used: (a) Cooperative learning model type Student Teams Achievement Divisions (STAD). (b) The Student Centered Oriented learning model is a type of problem-based learning model and authentic learning model. (c) Innovative learning models alternative types of direct learning models.

e. Learning methods used in the learning process include: (a) lecture, (b) question and answer, (c) discussion, (d) recitation, (e) group work, (f) demonstration and experimentation, (g) community survey, (h) socio-drama (role-playing), (i) problem solving, (j) team system (k) training (drill), (l) field trip and (m) simulation.

f. Learning tactics were carried out by: (a) individual approaches, (b) giving awards to students / rewards, (c) giving examples before practice, (d) giving assignments, (e) students must carry out daily pickets, (f) praying (Tri Sandya), (g) singing a national anthem song, (h) greeting to the teacher, (i) repetition in giving a question, (j) using a tool (picture / video), (k) inspiring students to give responses or questions, (l) hold quizzes, (m) give questions to students, (n) work on questions in front of class, (o) system points, (p) use of the internet to find assignments, (q) interlude games / game, (r) watching educative and inspirational videos

g. Learning tools used: (1) syllabus, (2) RPP, (3) student worksheet / LKS, (4) assessment instruments include: (a) written section, (b) performance evaluation, (c) attitude assessment, (d) assessment of work, (e) portfolio assessment, (f) self-assessment.

h. Learning media used include: (a) Visual-based learning media including non-projection visual media including print media and graphic media. (b) Computer-based learning media including power point presentations, learning videos, and internet. (c) Microsoft power point learning media includes power point presentation. (d) Internet learning Media such as the web.

i. The source of learning used: (a) learning resources by design and (b) learning resources by utilization.

j. The learning process used teaching aids, among others: pictures, whiteboards, miniature of *pelinggih*, Veda charts, school wi-fi, internet, power points, LCD projectors, markers, sound speakers, human models, frames, preserved animals, school yards, living animals, preserved plant tissues, microscopes, cube and beam frames, atomic models, periodic system maps, original objects, curves, charts and films, state symbols (flags, state symbols, Pancasila, presidential and vice presidential frames), laptops , means of real objects (*daksina*), maps, building models, computers (hardware and software, images of *dewata nawa sanga* (*pangider - ider*), Ramayana videos, *Suryanamaskara* yoga videos, globe, educational films, graphics, media in the form of real objects, ruler, math props, periodic system elements, textbooks, sports materials, fields, posters, notebooks

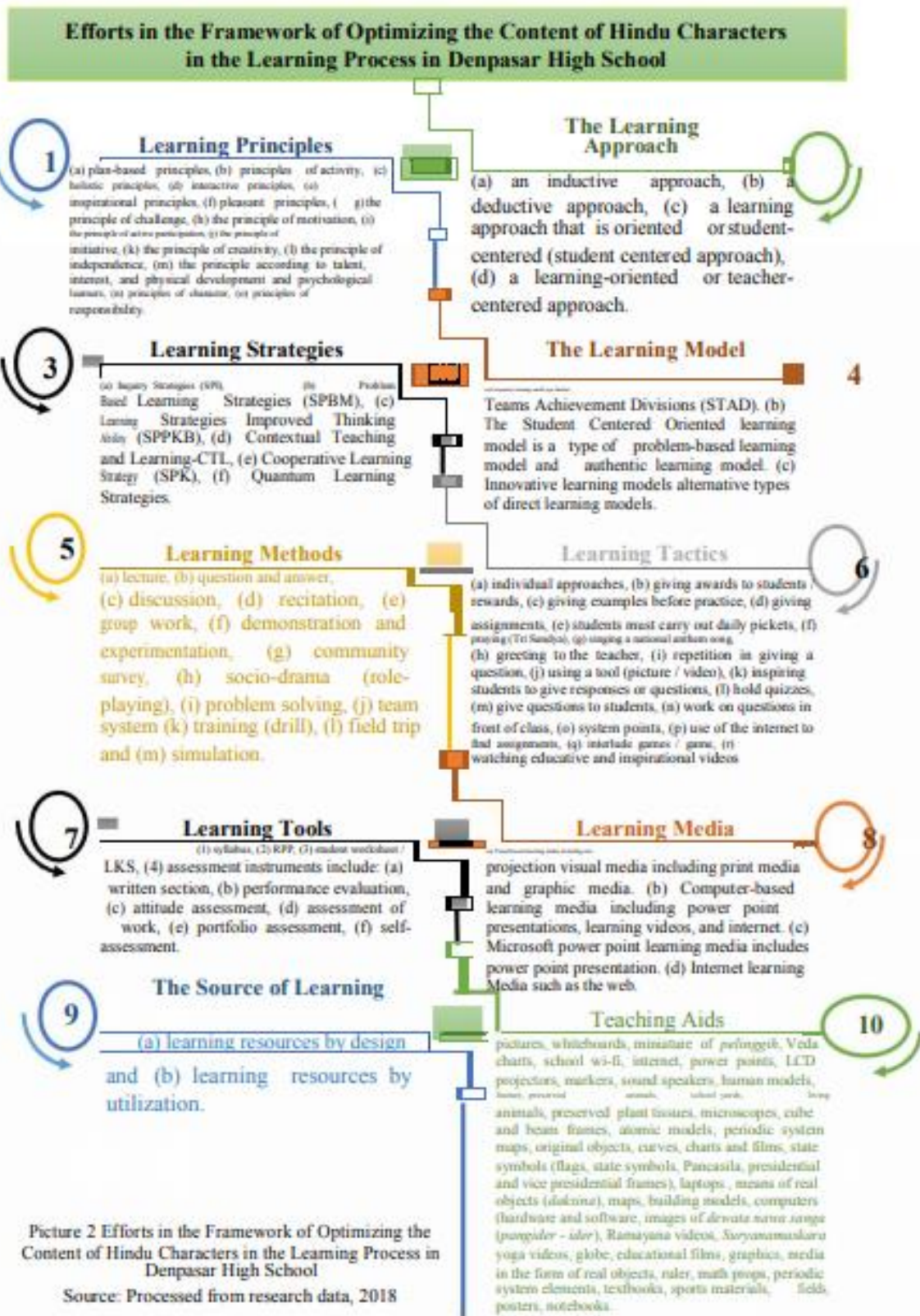Efforts to optimize the content of Hindu characters in the learning process at the Denpasar Senior High School can be seen in Picture 2 below:

Efforts in the Framework of Optimizing the Content of Hindu Characters in the Learning Process in Denpasar High School

1 Learning Principles
(a) plan-based principles, (b) principles of activity, (c) holistic principles, (d) interactive principles, (e) inspirational principles, (f) pleasant principles, (g) the principle of challenge, (h) the principle of motivation, (i) the principle of active participation, (j) the principle of initiative, (k) the principle of creativity, (l) the principle of independence, (m) the principle according to talent, interest, and physical development and psychological factors, (n) principles of character, (o) principles of responsibility.

The Learning Approach
(a) an inductive approach, (b) a deductive approach, (c) a learning approach that is oriented or student-centered (student centered approach), (d) a learning-oriented or teacher-centered approach.

3 Learning Strategies
(a) Inquiry Strategies (SPI), (b) Problem Based Learning Strategies (SPBM), (c) Learning Strategies Improved Thinking Ability (SPPKB), (d) Contextual Teaching and Learning-CTL, (e) Cooperative Learning Strategy (SPK), (f) Quantum Learning Strategies.

The Learning Model 4
Teams Achievement Divisions (STAD). (b) The Student Centered Oriented learning model is a type of problem-based learning model and authentic learning model. (c) Innovative learning models alternative types of direct learning models.

5 Learning Methods
(a) lecture, (b) question and answer, (c) discussion, (d) recitation, (e) group work, (f) demonstration and experimentation, (g) community survey, (h) socio-drama (role-playing), (i) problem solving, (j) team system (k) training (drill), (l) field trip and (m) simulation.

Learning Tactics 6
(a) individual approaches, (b) giving awards to students / rewards, (c) giving examples before practice, (d) giving assignments, (e) students must carry out daily pickets, (f) praying (Tri Sandya), (g) singing a national anthem song, (h) greeting to the teacher, (i) repetition in giving a question, (j) using a tool (picture / video), (k) inspiring students to give responses or questions, (l) hold quizzes, (m) give questions to students, (n) work on questions in front of class, (o) system points, (p) use of the internet to find assignments, (q) interlude games / game, (r) watching educative and inspirational videos

7 Learning Tools
(1) syllabus, (2) RPP, (3) student worksheet / LKS, (4) assessment instruments include: (a) written section, (b) performance evaluation, (c) attitude assessment, (d) assessment of work, (e) portfolio assessment, (f) self-assessment.

Learning Media 8
projection visual media including print media and graphic media. (b) Computer-based learning media including power point presentations, learning videos, and internet. (c) Microsoft power point learning media includes power point presentation. (d) Internet learning Media such as the web.

9 The Source of Learning
(a) learning resources by design and (b) learning resources by utilization.

Teaching Aids 10
pictures, whiteboards, miniature of pelinggih, Veda charts, school wi-fi, internet, power points, LCD projectors, markers, sound speakers, human models, home, preserved animals, school yards, living animals, preserved plant tissues, microscopes, cube and beam frames, atomic models, periodic system maps, original objects, curves, charts and films, state symbols (flags, state symbols, Pancasila, presidential and vice presidential frames), laptops, means of real objects (dakima), maps, building models, computers (hardware and software, images of dewata nawa sanga (pangider - ider), Ramayana videos, Suryanamaskara yoga videos, globe, educational films, graphics, media in the form of real objects, ruler, math props, periodic system elements, textbooks, sports materials, fields, posters, notebooks.

Picture 2 Efforts in the Framework of Optimizing the Content of Hindu Characters in the Learning Process in Denpasar High School
Source: Processed from research data, 2018

CONCLUSION

The dimensions of Hindu character in the content standards of the Senior High School education unit in the City of Denpasar are: (1) Hindu characters of truth / honesty (*Satyam*), (2) Hindu characters develop a sweet / friendly nature (*Madhura-Vacanam*), (3) Hindu character of friendship (*Mitrata*), (4) Hindu character of peace (*Santustha*), (5) Hindu character of patience

(*Ksantih*), (6) Hindu characterOF lives vigorously (*Tejah*), (7) Hindu character of hard work and perseverance (*Kurvan and Kṛtaṁ*). The tendency of Hindu characters in each school in the city of Denpasar is in excellent category. While overall the tendency of Hindu characters in the High School of Denpasar City is in the excellent category. The content implication of the Hindu character on the quality of the learning process in each school is in excellent category. While the overall implications of the content of the Hindu character on the quality of the learning process in Denpasar High School in the excellent category. Efforts to optimize the content of Hindu characters in the learning process at the Denpasar City High School are (a) Applying the principles of learning. (b) Learning approach. (c) Learning strategies. (d) Learning methods. (e) Learning techniques. (f) Learning tactics. (g) Learning model. (h) Learning devices. (i) Learning media. (j) Learning resources. (k) Learning Aids.

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