

IMPLEMENTATION OF TATANEN EDUCATION IN BALE ATIKAN IN ESTABLISHING THE CHARACTER OF LOVE FOR THE COUNTRY IN SMPN 2 PASAWAHAN PURWAKARTA DISTRICT

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Abstracts

This study aims to determine the implementation of the Tatanen Education Concept in Bale Atikan and the inhibiting factors in forming the character of loving the motherland at SMPN 2 Pasawahan, Purwakarta Regency. This research is a qualitative descriptive study with data analysis using Miles and Huberman. The study results show that the Tatanen Education Concept in Bale Atikan has the following characteristics: a). The concept of education aims to build character in students by loving the school environment. b). Tatanen Education at Bale Atikan has a special curriculum approved through Regent Regulation No. 69 of 2015, namely Tatanen Education at Bale Atikan c). Tatanen learning at Bale Atikan is integrated with all subjects. In implementing the Tatanen concept at Bale Atikan, competence is required through InHouse Training (IHT) activities held regularly by the education unit and strategies carried out by policymakers to strengthen policies legally in collaboration with other government agencies.

Keyword:

Implementation of Tatanen Education in Bale Atikan, The character of love for the motherland

Introduction

Education plays an important role in life and brings various changes to human beings. One of them is a shift in certain social strata, where equal access to education is needed. Education and learning are closely linked to the education system, which determines learning success and places equal emphasis on the processes and outcomes formed from both. The threat of globalization that is being faced today is the erosion of the character of students. Proper character building can fortify the younger generation in facing the era of globalization. Character is a universal value of human behavior. Character itself is synonymous with morals, morals, and ethics. Man's character is always related to God, to himself, to his fellow man, as well as to his environment. Character is manifested in thoughts, attitudes, feelings, words, and deeds based on the norms prevailing in society. These norms include religious norms, laws, manners, culture, and customs" (Fauziati, 2021).

In the condition of incessant school digitalization when rolled out, it can be seen that the condition of education is advancing rapidly so that it is hoped that education in Indonesia will not lag behind other countries, but on the other hand this makes students less mobile and less familiar with their environment because they have to continue to be in front of the screen so that they are made engrossed in surfing in cyberspace. In line with that, the Purwakarta local government in 2015 has made a universe-based education policy to foster ecological awareness through Tatanen in Bale Atikan (TdBA) which can balance the current educational conditions and to foster an attitude of love for the motherland. Tatanen education in Bale Atikan is one of the local content education in Purwakarta Regency, In general, the local content education program is to prepare students so that they have a solid insight into their environment and attitudes and behaviors willing to conserve and develop natural resources, social qualities, and culture that support national development and local development (Mahfudlo et al., 2019; Muktadir, 2018). The character of love for the homeland is one of the values in character education. The character of love for the homeland is a way of thinking, behaving, and acting that shows appreciation for the motherland. Character is formed from three kinds of related parts, including moral knowledge, moral feelings, and moral behavior (Marwa & Kamalia, 2019). Character is like a muscle that has been formed and developed through a long process of training and discipline that is carried out every day until it is sturdy and strong. A person can be said to have a good character if he is able to show the positive values that exist in him so that it is seen and felt by those around him, such as honest, responsible, disciplined, able to cooperate, tolerance and so on (Novi Nurdian, 2021).

Through holistic, integrated, and systemic education, efforts can be made to improve harmony, awareness, and development of human character. In response, the Purwakarta District Government Education Office developed a universal-based education program to promote ecological awareness through Tatanén in Balé Atikan. Through a learning process utilizing the pancaniti learning model and agricultural governance through a permaculture system, this initiative began as an effort to transform schools into learning laboratories that provide relevant learning experiences to students. The Tatanén Program at Balé Atikan is a character education strengthening program that adheres to 21st century learning standards so that participants have characters that are in accordance with their nature, nature, and government laws with a permaculture approach. SMPN 2 Pasawahan Purwakarta Regency is one of the schools that implements an independent curriculum in 2022 by modifying Tatanen learning in Bale Atikan which has become a character education regulation in Purwakarta Regency contained in Regent Regulation Number 69 of 2015 to foster the character of love for the homeland towards students.

Methods

The research to be carried out uses a type of qualitative descriptive research directed to narrative studies. This research is a qualitative descriptive research with data analysis using Miles and Huberman. Narrative analysis is an umbrella term that captures information from the personal dimension, and human experience over time, and takes into account the relationship between individual experience and cultural context. Researchers use descriptive qualitative research designs in connection with the data that researchers want to explore which will be analyzed by producing descriptive data, namely in the form of words as a description of certain facts. This study aims to determine the implementation of the Tatanen Education Concept in Bale Atikan, the Implementation of Tatanen Education in Bale Atikan and its inhibiting factors in the formation of the character of love for the homeland at SMPN 2 Pasawahan Purwakarta Regency. In this study, the participants of the study were the Head of the Purwakarta District Education Office, the Principal, the Tatanen Companion Teacher in Bale Atikan and the Science Subject teacher. While secondary data tools and sources in this study are in the form of documents that support research through observation, interviews and

documentation. This descriptive analysis method is intended to obtain a systematic picture and data related to the Implementation of "Tatanen di bale Atikan" Education in the Formation of Love for the Motherland Character at SMPN 2 Pasawahan Purwakarta regency so that it can process and present directed, systematic, accurate and accountable data (Miles, 2018).

Results and Discussion

SMPN 2 Pasawahan Purwakarta Regency is one of the schools that received the first opportunity as a model or pilot school for the implementation of the Tatanen program in Bale Atikan in 2019 before the issuance of Purwakarta Regent Regulation No. 103 of 2021 concerning Tatanen in Bale Atikan. In the learning process, of course, all will refer to the policies rolled out, either by the central or regional governments, Tatanen education in Bale Atikan is an initial concept initiated by the Head of the Purwakarta District Education Office. Tatanen Education in Bale Atikan currently has a special guidebook published by the Purwakarta District Education Office, this aims to be more focused in its implementation at every level of education. Based on information submitted by several speakers, it was stated that basically the implementation of Tatanen Education in Bale Atikan has a very positive impact on changing student attitudes, especially in schools. The sensitivity that students have to the beauty, comfort and cleanliness of the environment is a very significant change at this time. Schools in Purwakarta Regency become more beautiful, beautiful and clean so that the learning atmosphere becomes more pleasant. Tatanen Education in Bale Atikan is one of the programs that is massively implemented in Purwakarta Regency, in its implementation, of course, there are obstacles faced. Based on observations and interview studies, it shows that Tatanen Education in Bale Atikan is a character education program in Purwakarta Regency, with the following characteristics: First, the concept of Tatanen Character Education in Bale Atikan which first initiated the idea was conveyed by the Head of the Purwakarta Regency Education Office which aims to build the character of love for the environment. Second, Tatanen Education in Bale Atikan has a special curriculum that is authorized through the Regent Regulation as Character Education in Purwakarta Regency. Third, Tatanen Education at Bale Atikan is Integrated in all subjects.

Findings

Character education has three objectives: (1) cultivating the basic ability to feel good, think well, and behave well; (2) improve and develop the behavior of a multicultural nation; and (3) promote the civilization of a nation that is competitive in international associations. Families, educational institutions, civil society, government, and mass media are only a small part of the media used to carry out character education. Character education primarily aims to create a nation that is hardworking, competitive, fast growing, and has science and technology insight, imbued with faith and piety to God Almighty in accordance with Pancasila. Cultivating the heart (ethics), cultivating thought (literacy), cultivating taste (aesthetics), and cultivating the body (kinesthetic) are the four dimensions of character education. People who train their hearts tend to be very spiritual, religious, and pious. Thought produces human beings who are lifelong learners and have academic achievement as a result of learning. People who participate in taste sports tend to be morally upright and have a strong sense of culture. People who participate in sports tend to be fit and able to be active citizens. To improve the standards of the school itself, programs are usually focused on policies Environmental approaches will result in meaningful learning, reduce students' verbal attitudes towards mastery of concepts, and instill students' understanding in their memory. It will also be environmentally sound, establish an environment-based curriculum, participatory based environmental activities, and administration of environmentally friendly supporting facilities. The end result of the learning and educational process will be a love of the environment. To improve the standards of the

school itself, programs usually focus on environmentally sound policies, establishing environment-based curricula, participatory-based environmental activities, and administration of environmentally friendly supporting facilities. SMPN 2 Pasawahan Purwakarta Regency since 2020 has implemented Tatanen character education in Bale Atikan which is an education program for 5 character flowers in Purwakarta Regency, including 7 Poe Atikan Sunda, Aanak Friendly School, Religious Religion and Book Deepening, Anti-Corruption Education and Tatanen in Bale Atikan. With the existence of Tatanen Education in Bale Atikan, it brings a change in a new atmosphere in the educational environment. It can be seen that all schools in Purwakarta must have gardens or school yards that are reused for cultivation. However, in its implementation, it certainly has challenges, including the availability of infrastructure, human resources that lack competence, diverse student desires and interests. So that the implementation has not been optimal. However, the implementation of character education habituation through Tatanen in Bale Atikan is very much needed, so that support from education stakeholders work together to realize education according to the expectations of the central government (Atika, 2019; Wahyudi, 2020).

Analysis

The concept of Tatanen education in Bale Atikan is a concept of character education in Purwakarta Regency which takes the philosophy of Ki Hajar Dewantara, the background is the problem of today's school, students and parents today are far from the nature of humanity sent by Allah swt to prosper the earth. The function of the school institution itself is currently not contextual, not based on the environment in which it lives, not based on the character of the land, water, air and sun. So that today's students become alienated from their environment. The idea of behaviorism holds that learning involves the transformation of student behavior from incapable to capable, and from not understanding to understanding. The task of the teacher is to manage the atmosphere and stimuli in the classroom to bring about the desired changes. If there is a stimulus and response, there will be a change in student behavior. The student's response (product) will depend on the stimulus the teacher provides. The response of students will be more real the more often the stimulus is shown. Therefore, habituation must be used as a kind of stimulation for students. It is thought that excellent habits will help students develop strong character. Implementation of Tatanen Education in Bale Atikan Tatanen Education includes character education improvement programs that are in line with 21st century competencies, so that they have characters that are in accordance with their nature, habits, and fitrah, according to an interview with a companion teacher at Bale Atikan. Regulating the education system of Purawakarta Regency is Regent Regulation Number 69 of 2015. The goal of character education is to produce a generation of citizens who are educated, skilled, love the motherland, and are proud of their ancestors. They must also be independent, resourceful, flexible, and moral. According to the learning theory cited by Dadan Rosana in his writing (Wahyudi et al., 2020), the environmental approach will produce meaningful learning, minimize students' verbal attitudes towards mastering concepts, and instill students' understanding in their memories. Observing and finding solutions to the weaknesses and challenges in the Implementation of Tatanen Education in Bale Atikan Tatanen in Bale Atikan is not just planting in the garden, but to instill the character of cooperation, mutual cooperation, discipline. Especially in science subjects with Tatanen in Bale Atikan, this is a means for learning as a natural laboratory that does not need to go far to study tours. Learning becomes not boring which is limited in space and time so that to achieve character education formed in learners can foster awareness of the importance of the environment (Gantini, 2021).

Conclusion

Based on the results of data collection and analysis of research data, the following conclusions were obtained: The concept of Tatanen Character Education in Bale Atikan which first initiated the idea was conveyed by the Head of the Purwakarta Regency Education Office which aimed to build the character of love for the environment. Tatanen Education in Bale Atikan has a special curriculum that is authorized through the Regent Regulation as Character Education in Purwakarta Regency. Tatanen education in Bale Atikan is a character education strengthening program that is in line with the competence of the 21st century, so that it has a character that is in accordance with his nature, natural nature and the nature of his era as conveyed in an interview with Tatanen's accompanying teacher in Bale Atikan. Education regulations in Purawakarta Regency are contained in Regent Regulation No.69 of 2015. Tatanen education at Bale Atikan Integrated in all subjects. SMPN 2 Pasawahan Purwakarta Regency has since 2020 implemented Tatanen character education in Bale Atikan which is a 5 character flower education program in Purwakarta Regency. With the existence of Tatanen Education in Bale Atikan, it brings a change in a new atmosphere in the educational environment. It can be seen that all schools in Purwakarta must have gardens or school yards that are reused for cultivation. However, in its implementation, it certainly has challenges, including the availability of infrastructure, human resources that lack competence, diverse student desires or interests. So that the implementation has not been optimal. To implement the Tatanen concept in Bale Atikan, competence is needed through InHouse Training (IHT) activities held regularly by education units, Starategi carried out by policy makers in order to strengthen policies legally, in collaboration with other government institutions such as the Ministry of Environment and the Ministry of Agriculture to realize the vision and mission of the Tatanen education concept in Bale Atikan, specifically at SMPN 2 Pasawahan Regency Purwakarta.

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