Implementation The Theory Of Planned Behavior Model As Behavior Reinforcement For Agent Of Change As An Effort To Improve Corruption Prevention At SMA Taruna Akterlis Medan

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Abstract

During the Covid 19 Pandemic, which occurred in all countries in the world, without exception in Indonesia, experiencing a period of economic crisis, the fact is that corruption still occurs. Deviate from the applicable rules and do not have a sense of humanity. Eradication of corruption is carried out by taking action and prevention, this prevention will never work optimally if it is only carried out by the government without involving the younger generation as one of the most important parts, this is because it is the future heir of anti-corruption in strengthening behavior in everyday life. The role of the younger generation is focused on preventing corruption by participating in building an anti-corruption culture in society.

The research method used is normative juridical-empirical. The analysis carried out in this study using descriptive qualitative analysis. The experimental design model to test the product that has been designed for this research has made the method and after being corrected by the researcher through discussions with experts in this research field, population and sample testing as well as data instruments in the study will be carried out. Improving this product can be done by presenting several experts who are experts in this research field to assess whether the model design has been made by the researcher. So that you can identify your strengths and weaknesses. This design validation is carried out through discussion forums and seminars that will focus on product improvement by testing with experts and practitioners.

Research Results It can be stated that: **The Theory Of Planned Behavior Model As Strengthening Agent Of Change Behavioral Education For The Young Generation As An Effort To Prevent Corruption**. The success of this model can be revealed through Theory of Planned Behavior. The end result is expected that individuals/students have a great possibility to adopt a behavior that is character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation

to change a country that is there is a lot of corruption to become a country free from corruption. Based on the description above, the Theory of Planned Behavior is expected. The final result is expected that individual TAMA SMA students in Medan City have a great possibility to adopt a behavior, namely character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to become a country free from corruption.

Keywords: Corruption Prevention, Character, Theory Of Planned Behavior

1.   Background

The constitution is based on Pancasila which contains essential values as written in the Preamble to the 1945 Constitution. Some of these values are divinity. Every legal, political, and economic activity must be illuminated by the light of divinity. The campaign movement against corruption, which has been a government program in Indonesia in general and North Sumatra in particular, needs to be continuously maintained and fought for so that the Indonesian people can get out of poverty, both material and moral poverty.

Corruption is an extraordinary crime (ordinary crime) that needs intensive handling because of its widespread impact on the welfare of the Indonesian people. Therefore, corruption becomes an enemy in all nations in the world. In Indonesia itself, the practice of corruption is so severe and acute that it gives an overview of corrupt practices that have been exposed to the surface, and corruption is like a vicious disease that spreads to the cells of public organs, infecting high state institutions such as the legislature, executive and judiciary to state-owned enterprises. [1]

Eradication of corruption is carried out by taking action and prevention, this prevention will never work optimally if it is only carried out by the government without involving the younger generation as one of the most important parts, this is because it is the future heir of anti-corruption in strengthening behavior in everyday life. [2] The role of the younger generation is focused on preventing corruption by participating in building an anti-corruption culture in society.

The Covid-19 pandemic has been going on since the end of 2019 the government has made various efforts to prevent the spread of this virus, including assistance provided to the community through the provision of social assistance in the form of basic necessities, but in reality the amount of assistance is not in accordance with the nominal assistance that should

be given [3] Basic food assistance through the Minister of Social Affairs of the Republic of Indonesia, which is given to people in difficult circumstances due to the Covid-19 pandemic, as currently there are also those who commit corruption. This shows that the attitudes and behavior of government officials and citizens who are given the authority are still of very low moral quality by committing violations that deviate from the applicable rules and do not have a sense of humanity.

Prevention of corruption has been implemented so far but still not able to produce as expected. Corruption is increasingly becoming a common thing, this act is very worrying for the life of the nation and state. The paradoxical reality in the life of Indonesian people shows that the diversity of society is increasing, but the achievements of corruption are also increasing. This shows that the community's religious pattern is still in the theoretical-formalistic stage. There seems to be an attempt to manipulate religious doctrine by religious leaders to legitimize practices that damage the social structure of people's lives. Corruption has become a culture and tradition that haunts the destruction of the character of Indonesian nation because of people who have abused the authority given by Indonesian people. As a result of the actions of the perpetrators of corruption, causing economic crises, political crises, poverty, unemployment and crime, hunger and violence against others. The majority of Indonesian people are considered as devout religious people, they have faith and belief in each of their respective religious teachings. This phenomenon can build religious character and morality to apply religious teachings in eradicating corruption.

The young generation who will receive the baton of state leadership must have strong personal discipline, have high moral standards and have a sense of humanity that binds to a sense of togetherness, unity and oneness. For this reason, special attention is needed from the government regarding this to the younger generation so that in the future there will be no corruption committed by Indonesian officials and citizens.

Efforts to cultivate anti-corruption through character education programs from kindergarten to college. The form of education that must be explained is education and provision of internal strengthening of value caporete which is covered in an ethical forum, namely: self-discipline, strong individual responsibility, adequate mental, intellectual and physical readiness, able to respect each other, help each other, work together. and agree to reject deception and other supportive things that can be taught through behavioral education. The failure to eradicate corruption indicates that efforts to cultivate anti-corruptive behavior

have not been successful in the community, especially the younger generation. The potential of the younger generation as *agents of change* makes the younger generation always believed to be the nation's assets to change a corrupt country into a corruption-free country. To succeed the model of strengthening behavioral education for the younger generation as *agents of change* for the prevention of corruption during the covid 19 period in the city of Medan. For this reason, the government must prioritize all levels of relevant agencies through presidential regulations and government regulations so that a model of strengthening behavior education for the younger generation is carried out consistently and continues to implement health protocols.

The success of this model can be revealed through Theory of Planned Behavior. The end result is expected that individuals/students have a great possibility to adopt a behavior that is character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to become a country free from corruption.

2.   Research Method

The research conducted by the author based on the title stated above using research and development methods in English is called Research and Development.[12] Is Research And Development . To conduct this research, it was started by designing a behavioral education literacy model for the younger generation as an agent of change and tested whether it could improve the prevention of Corruption Prevention in Medan City.

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The approach method used is Doctrinal/Normative Law research that the researcher is looking for in this case is legal doctrine or legal norms that apply to certain legal issues. [13]

Research sites

Based on the survey results, the research location as a product trial was chosen 2 locations, one Islamic College, namely the Faculty of Law, UNIVA Medan and another SMAP (Taruna Akterlis Medan) (TAM)

These two research locations were chosen as samples that did emphasize behavior/character education.

Determination of Respondents

In order to guarantee the success of data collection in the research, the respondents are limited and determined who are directly related, namely the students of each research area.

Execution time.

The research was carried out in several stages, namely: by:

a. The first stage of finding a design (draft model) will be followed by discussions with experts by involving religious and educational leaders who are related to the design model so that it gives birth to a model.

b. The second stage is model testing and expert validation related to the model that has been designed and adjusted to the stages on the roadmap.

c. The final step is to group the data that has been obtained according to the problems proposed for further analysis of the data that has been obtained in the research process carried out. The results of data analysis carried out qualitatively will then be presented in an analytical descriptive manner. Furthermore, the results of analysis will be arranged systematically in the form of a report in accordance with the formulation of problem that has been determined at the beginning of research to be submitted as a form of research report that has been carried out. The report will be submitted to the institution at the end of the completion of research conducted.

Data Collection Procedure

Data collection procedures were carried out by means of library research to strengthen the concept and then carried out. Field research was conducted on education, law and character education experts in North Sumatra. Furthermore, conducting in-depth interviews to design the model and collected data will then be conducted FGDs to strengthen the results of research conducted. Furthermore, all data from library research and field research and FGD conducted were collected for further qualitative and quantitative analysis.

Data analysis

The analysis carried out in this study using a combination analysis is descriptive qualitative. The experimental design model to test the product that has been designed for this research has made the method and after being corrected by the researcher through discussions with experts in this research field, population and sample testing as well as data instruments

in the study will be carried out. Improving this product can be done by presenting several experts who are experts in this research field to assess whether the model design has been made by the researcher. So that you can identify your strengths and weaknesses. This design validation is carried out through discussion forums and seminars that will focus on product improvement by testing with experts and practitioners.

3. DISCUSSION

1. The Theory Of Planned Behavior Model As Strengthening Agent Of Change Behavioral Education For The Young Generation As An Effort To Prevent Corruption.

In today's era of globalization which is increasingly developing and unstoppable, more and more people are now leading these people to follow their desires for the world so that they give birth to humans who are hedonists, materialists, and have authoritarian and dictatorial attitudes towards weak economic groups.

Based on the results of research from the World Justice Project (WJP), the facts show that Indonesia is ranked 14th of the 15 most corrupt countries in the world and ranked 80th out of 90 countries in the world. [14]

The current phenomenon revealed that the case in the mass media about the behavior of officials who caused enormous losses for this nation, where losses arising from illegal logging practices with an estimated financial loss of 30.42 trillion/year, smuggling timber in the north coast with financial losses of 5.4 trillion per year and 26 suspects/defendants among officials. The reality shows that corruption in Indonesia is at an acute level which is very concerning and needs to be taken seriously.

Corruption is an extraordinary crime (ordinary crime) that needs intensive handling because of its widespread impact on the welfare of Indonesian people. Therefore, corruption becomes an enemy in all nations in the world. In Indonesia itself, the practice of corruption is so severe and acute that it gives an overview of corrupt practices that have been exposed to the surface, and corruption is like a vicious disease that spreads to the cells of public organs, infecting high state institutions such as the legislature, executive and judiciary to state-owned enterprises. [1].

Eradication of corruption is carried out by taking action and prevention, this prevention will never work optimally if it is only carried out by the government without involving the younger generation as one of the most important parts, this is because it is the future heir of anti-corruption in strengthening behavior in everyday life. [2] The role of the younger generation is focused on preventing corruption by participating in building an anti-corruption culture in society.

The Covid-19 pandemic has been going on since the end of 2019 the government has made various efforts to prevent the spread of this virus, including assistance provided to the community through the provision of social assistance in the form of basic necessities, but in reality the amount of assistance is not in accordance with the nominal assistance that should be given [3] Basic food assistance through the Minister of Social Affairs of the Republic of Indonesia, which is given to people in difficult circumstances due to the Covid-19 pandemic, as currently there are also those who commit corruption. This shows that the attitudes and behavior of government officials and citizens who are given the authority are still of very low moral quality by committing violations that deviate from the applicable rules and do not have a sense of humanity.

Prevention of corruption has been implemented so far but still not able to produce as expected. Corruption is increasingly becoming a common thing, this act is very worrying for the life of the nation and state. The paradoxical reality in the life of Indonesian people shows that the diversity of society is increasing, but the achievements of corruption are also increasing. This shows that the community's religious pattern is still in the theoretical-formalistic stage. There seems to be an attempt to manipulate religious doctrine by religious leaders to legitimize practices that damage the social structure of people's lives. Corruption has become a culture and tradition that haunts the destruction of the character of Indonesian nation because of people who have abused the authority given by Indonesian people. As a result of the actions of the perpetrators of corruption, causing economic crises, political crises, poverty, unemployment and crime, hunger and violence against others. The majority of Indonesian people are considered as devout religious people, they have faith and belief in each of their respective religious teachings. This phenomenon can build religious character and morality to apply religious teachings in eradicating corruption.

The young generation who will receive the baton of state leadership must have strong personal discipline, have high moral standards and have a sense of humanity that binds to a

sense of togetherness, unity and oneness. For this reason, special attention is needed from the government regarding this to the younger generation so that in the future there will be no corruption committed by Indonesian officials and citizens.

Efforts to cultivate anti-corruption through character education programs from kindergarten to college. The form of education that must be explained is education and provision of internal strengthening of value caporete which is covered in an ethical forum, namely: self-discipline, strong individual responsibility, adequate mental, intellectual and physical readiness, able to respect each other, help each other, work together. and agree to reject deception and other supportive things that can be taught through behavioral education. The failure to eradicate corruption indicates that efforts to cultivate anti-corruptive behavior have not been successful in the community, especially the younger generation. The potential of younger generation as *agents of change* makes the younger generation always believed to be the nation's assets to change a corrupt country into a corruption-free country. To succeed the literacy model of strengthening behavioral education for the younger generation as *agents of change* for the prevention of corruption during the COVID-19 period in the city of Medan. For this reason, the government must prioritize all levels of relevant agencies through presidential regulations and government regulations so that a model of strengthening behavior education for the younger generation is carried out consistently and continues to implement health protocols.

The success of this model can be revealed through Theory of Planned Behavior. The end result is expected that individuals/students have a great possibility to adopt a behavior that is character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to become a country free from corruption.

The Theory of Reasoned Action (TRA) developed by Ajzen named Theory of Planned Behavior (TPB) is a construction that complements TRA in this theory, the target than the individual has a high probability of adopting a behavior if the individual has a positive attitude towards the behavior. , with the approval of other individuals who are close and related to the behavior will be able to do this well. The theory of planned behavior can have 2 features, namely:

a. This theory assumes that perceived behavioral control is motivated by interest. People who believe that they do not have the available resources or do not have the opportunity to perform certain behaviors may not form a strong behavioral interest in doing so even though they have positive attitude towards their behavior and believe that other people will approve of them if they perform the behavior. Thus, it is expected that there will be a relationship between control and interest that is not mediated by subjective attitudes and norms. interest.

b. Possible direct relationship between perceived behavioral control and behavior.

That a behavior depends not only on the motivation to do it but also sufficient control over the behavior performed. Thus, perceived behavioral control can influence behavior indirectly through interest and can also predict behavior directly.

In the theory of Planned Behavior, it is related to the intention of anti-corruption behavior, of which there are three main components for forming behavioral intentions, namely:

a. Attitude Toward Behavior (ATB: which is influenced by behavior belief, namely positive or negative evaluation of a certain behavior - reflected in words such as , true false, agree or disagree, good and bad, and others.

Negative evaluation of corruption behavior and positive evaluation of anti-corruption will increase the intention (potential) for anti-corruption behavior.

b. Subjective Norms (SN) which are influenced by subjective norms around them, individuals who expect the individual to behave in a certain way or not. For example, religious norms (both religious individuals), social norms, family norms or when people who are important to the individual or tend to be obeyed by individuals perceive anti-corruption behavior

4. c. Control Belief (CB) which is influenced by perceived behavior control is a reference to the difficulty and ease of eliciting a behavior. This relates to the sources and opportunities to realize the behavior. For example, the environment around a corrupt individual or a large/easy opportunity for corruption will increase the individual's intention to commit corruption. [8] The theory of Planned Behavior is used as an analytical knife in measuring . a model of strengthening behavior education for the younger generation as agents of change and being tested whether it can improve prevention of corruption prevention in the city of Medan

In comparison, countries that provide strengthening behavioral education, such as: China is the largest country in the world, where China adheres to the foundations of Socialism,

Communism, Marxism, Leunism and the ideology of MAO Tse Tung and is open to the outside world. literacy education to eradicate illiteracy.

4. South Korea

    In general, the education system in South Korea pays great attention to social and moral education

5. Japan

    The purpose of education in Japan is stated in the Basic Education Act of 1947 paragraph I which states that education in Japan aims to fully develop the personality of every person both physically and psychologically who loves truth and justice, respects the personal values of others in terms of this is character education [9]

6. United States of America

    The United States has long emphasized character education, but this momentum is known as the revival of character education which began with the results of the Declaration on Character Education aspond meeting in 2009. Character education developed in the United States is related to the ethics and attitudes needed in the world. future work for the younger generation [10]

    5,Taiwan

    Character education in Taiwan is to build positive characters such as critical, democratic, independent and other positive competencies [11]

2. **Model Theory of Planned Behavior As strengthening behavioral education for the younger generation as agents of change, it can improve prevention of Corruption Prevention at Taruna Akterlis High School Medan**

    The word character comes from the Greek charassein, which means to engrave (painting, drawing), such as people who paint paper, carve stone or metal. Rooted from such an understanding, character is then interpreted as a special sign or feature, and therefore gives birth to a view that character is an individual pattern of behavior, a person's moral state. After passing through the childhood stage, a person has character, a predictable way that a person's character is related to the behavior that is around him (Kevin Ryan, 1999: 5).

Williams & Schnaps (1999) define character education as:

"any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible".

The meaning of character education is the various efforts made by school personnel, even those carried out together with parents and community members, to help children and adolescents to become or have a caring, opinionated, and responsible nature.

Furthermore, Williams (2000) explained that the meaning of the notion of character education was originally used by the National Commission on Character Education (in America) as an umbrella term covering various approaches, philosophies, and programs. Problem solving, decision making, conflict resolution are important aspects of moral character development. Therefore, character education should provide opportunities for students to experience these traits directly.

Seven Reasons for the Need Character Education

According to Lickona, there are seven reasons why character education should be delivered:

1. It is the best way to ensure that children (students) have a good personality in their lives;
2. Is a way to improve academic achievement;
3. Some students cannot form a strong character for themselves in other places;
4. Prepare students to respect others and can live in a diverse society;
5. Departing from the root problems related to moral-social problems, such as impoliteness, dishonesty, violence, violations of sexual activities, and a low work ethic (learning);
6. Is the best preparation for behavior in the workplace; and
7. Teaching cultural values is part of the work of civilization.

HOW TO EDUCATE ASPECT OF CHARACTER IN SMA PLUS TAM MEDAN

Education does not only function as a medium to develop abilities, but also functions to shape the character and civilization of a dignified nation. From this, actually character education cannot be left behind in the functioning of education. Therefore, as a function inherent in the existence of national education to shape the character and civilization of the nation, character education is a manifestation of that role. For this reason, character education is the duty of all parties involved in the educational effort (educators).

In general, character education materials are described by Berkowitz, Battistich, and Bier (2008:442) who report that character education materials are very broad. From the results of his research, it is explained that there are at least 25 variables that can be used as

character education materials. However, of the 25 most frequently reported and significant variables, only 10 are:

1. Sexual behavior

2. Knowledge of character (Character knowledge)

3. Understanding of social morals

4. Problem solving skills

5. Emotional competence

6. Relationships with other people (Relationships)

7. Feelings of attachment to school (Attachment to school)

8. Academic achievement

9. Communication competence

10. Attitudes toward teachers.

Otten (2000) states that character education is integrated into the entire school community as a strategy to help remind students to deal with conflict, keep students alert in the educational environment, and reinvest in the community to participate actively as citizens.

The Role of the Counselor / Coach in Character Education at the SMA Plus Tam Medan School

If character education is held at SMA PLUA TAM, the school counselor/builder will be the pioneer and coordinator of the program at the same time. This is because school counselors are specifically tasked with helping students develop social awareness and mental health problems, thus school counselors must be very familiar with character education programs.

School counselors must be able to involve all stakeholders (students, subject teachers, parents, school principals) in the success of the program implementation. Starting from the basic service program in the form of a guidance curriculum design that contains material on character education, such as cooperation, diversity, honesty, dealing with anxiety, helping others, friendship, learning methods, conflict management, prevention of drug use, and so on. Individual planning programs include the ability to make choices, make decisions, and so on. Responsive service programs which include individual counseling activities, group counseling. Thus regarding character education, character education is so important in this country, for that teachers, counselors, lecturers and parents should always instill character in

their students. Especially for school counselors in Indonesia, either directly or indirectly, they are obliged to organize service programs with nuances of character education values.

The United Nations through the UNESCO (*United Nations, Educational, Scientific and Cultural Organization*) which is engaged in education, knowledge and culture has declared four pillars of education, namely: (1) *learning to know* (learning to gain knowledge), (2) *learning to do* (learn to gain skills), (3) *learning to be* (learn to be oneself, to be someone who is useful), and (4) *learning to live together* (learn to be able to live in a global society). The four pillars synergistically shape and build the mindset of education in Indonesia. Character formation is shown by the third pillar of *learning to be* (learning to be oneself, to be someone who is useful), and the fourth pillar of *learning to live* together (learning to be able to live in a global society). UNESCO emphasizes the importance of character education so as to include it as a pillar of education throughout the world.

In line with UNESCO, the development of Indonesia's national education is based on the paradigm of building a complete Indonesian person as stated in the curriculum objectives. The objectives of the 2013 revised 2016 curriculum include four competencies, namely (1) spiritual attitude competencies, (2) social attitudes, (3) knowledge, and (4) skills. These competencies are achieved through intracurricular, cocurricular, and/or extracurricular learning processes. The formulation of the Spiritual Attitude Competence is "Appreciating and living the teachings of the religion he adheres to". The formulation of Social Attitude Competence is, "Showing honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of association and existence". These two competencies will shape the character of students and can be achieved through *indirect teaching*, namely exemplary, habituation, and school culture by taking into account the characteristics of the subjects as well as the needs and conditions of students. The current condition where children have to learn from home does not allow teachers to build the character of students directly or through *indirect teaching* like in school. Unfortunately, character education in the form of honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, etc. through distance learning is currently considered minimal by parents even though distance learning is facilitated by adequate technology.

CHARATER EDUCATION IN SMA PLUS TAM MEDAN

One of the famous teachings of the father of Indonesian Education, Ki Hajar Dewantara is "Everyone becomes a teacher, every house becomes a school." Integrating his teachings with the objectives of 2013 curriculum, we can at least take two lessons. First, that every older family member must be able to teach spiritual, social, knowledge and skills attitudes. Second, every home should be a place for every family member, especially children, to gain spiritual, social, knowledge and skills attitudes for a meaningful life in the future. This spiritual and social attitude will shape the character of students. According to the Big Indonesian Dictionary character or character is an inner trait that affects all thoughts, behavior, character, and character possessed by humans or other living creatures. Acquiring good knowledge, skills, and character does not always have to rely on classrooms through teachers who officially teach at schools, but should be obtained from parents and adults at home and around them (*community based education*).

Anwar Makarim issued Circular Letter Number 4 of 2020 regarding the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. Regarding learning from home. The Minister of Education and Culture emphasized that online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. The Minister of Education and Culture recommends that regions that have been studying from home should ensure that teachers also teach from home to maintain the safety of teachers.

The Minister of Education and Culture in the contents of Circular Number 4 of 2020 also stated that online/distance learning was focused on increasing students' understanding of the corona virus and Covid-19 outbreak. The learning activities and tasks may vary between students, according to their respective interests and conditions, including in terms of access gaps/learning facilities at home. Evidence or learning activity products are given qualitative and useful feedback from the teacher, without being required to give quantitative scores/values. Although many schools implement learning from home, it does not mean that teachers only give work to students, but also interact and communicate to help students in doing their tasks. Teachers still need to interact and communicate with their students even though not from inside the classroom.

To this day the classroom is still seen as true education by most Indonesians. People still think that classrooms are real schools and that online classes are *less effective*. People don't think that online classes can help in their children's education, though, nowadays there are many *start-ups* that are engaged in online education. We assume that classroom closures have an impact on teachers, students and parents everywhere. If previously there were many schools that had used technology in learning, then in this unusual condition, all schools in Indonesia were forced to apply technology in teaching and learning process. Even though technology is not fully able to help the process of learning remotely become easier to implement. There are many obstacles faced by students in using technology in the distance learning process, especially for students and teachers who live in remote areas, those who live in remote areas, coupled with economic conditions that do not allow parents of students to have access to HP *smartphone* and have to buy internet quota to access the internet every day. Leaving aside the limitations above, this article would like to convey that there are obstacles that cannot be reached by technology more than that, that technology cannot touch one of the cores of education, namely character education. When education has to implement distance learning, when students have to learn from home, when teachers have to teach from home, then who is responsible for student character education?

The Qur'an itself explains a lot about Islamic education as in Surah Al Lukman verse 13 which means: "*And (remember) when Luqman said to his son, when he taught him a lesson, O my son! Do not associate partners with Allah, indeed associating partners with (Allah) is a great injustice*.

In the verse above, it is explained that the education that is most emphasized is character education carried out by parents from home, because education from parents is the first education obtained by a child before receiving education from outside such as schools or madrasas. And the verse explains to all parties, including parents, that parents as adults who are at home and as students' first teachers, must be prohibited from doing things that are not in accordance with religious teachings. Besides that, in the next paragraph it openly explains to all parties the basic principles of very strong character education material consisting of issues of faith, worship, social, and science which will later shape the character of a child to be a provision for the child. Besides that, in the demands of future changes, it is important to be equipped with physical, mental abilities, the formation of good morality, all of which are wrapped in ethics.

The research that the author did with the number of respondents as many as 100 parents of SMA Plus Tam students showed that parents of students agreed to say that they could not fully carry out character education for their children without the help of teachers. Parents believe that teachers really help them in shaping and building the character of their children. They feel that the presence of teachers in building children's character is very much needed. Without the participation of teachers, parents cannot optimally shape and build the character of their children

Information :

From the results of the first interview, it shows that out of 40 respondents, 92.1% (… respondents) stated that parents cannot build their children's character optimally without the participation of teachers.

In the second interview, it showed that out of 40 respondents, 88.2% (….. respondents) stated that children's character cannot be built at home and in the child's environment without the participation of school.

In the third interview, 98.3% of 20 respondents (…. respondents) stated that as long as children learn from home, the teacher's role in building the character of students is still very necessary.

Even though teachers have to teach from a distance, parents still strongly believe that character education under the guidance of teachers is still needed for the creation of national education goals according to the mandate of the 1945 Constitution. The following sample control sheet (2 for children, 2 for parents) can help: become an alternative for teachers in guarding character education for students while they study from home.

In character education, Thomas Lickona (1992) emphasizes the importance of three components of good character that are globally agreed upon, namely *moral knowing* or having knowledge of morals and ethics in society, *moral feeling*, namely having feelings that are in accordance with morals, and *moral action*, namely doing actions. actions that are in accordance with moral values. These three characters apply globally throughout the world by human nature. To achieve these three characters, three places of education work simultaneously, namely home, school, and community.

The house must return to being *a school of love or baitii jannatii*. The house under the responsibility of father and mother becomes a place for planting a strong character. Parents must be able to provide a sense of security for children so that they feel close and make their

parents the first *role model*. The number of teenagers who idolize artists or other people they meet on social media or television is one of the negative impacts due to the lack of maximum role of parents as their *role models* at home. According to Megawangi (2003) some of the mistakes of parents in educating their children are (1) Parents do not show their affection both verbally and physically, (2) lack of time for their children, (3) being rude to children both verbally and physically. , (4) forcing children to be smart too early, (5) not instilling good and strong character in their children.

Character education through distance schools when students are *school from home* can still be monitored and controlled by the teachers. One of them is by providing a character control sheet. There are many positive characters that can be developed by teachers according to the core competencies of the 2013 curriculum, such as being religious, honest, disciplined, responsible, caring, tolerant, cooperative, polite, confident, etc. Teachers can develop control sheets to give to students and parents. The control sheet was assessed by the teacher, after which the teacher gave feedback. The teacher then strengthens the characters that are already good and changes the characters that are still not suitable. Teachers can also give awards (*prizes*) to students who excel at least by *congratulating* students in the WA group of students, and giving punishment (*punishment*) through private WA channels so that their good name is maintained and children do not feel humiliated in front of their friends. . Students can also be congratulated if they do their assignments on time and are punished if they are late for assignments as a form of instilling disciplined character. When there is news that a student cannot do an assignment because he does not have an internet quota, the teacher can invite his classmates to transfer credit as a form of instilling empathy and caring characters. Teachers and homeroom teachers must always control every word written by students in the children's WA group as a form of planting polite and polite characters in speaking and being responsible for all their words and actions.

Character education during this *learn from home* period must be monitored and supervised by the teacher. According to Arifin (2003), the responsibility for character education is in our hands together in order to realize the development of national education based on the paradigm of building a complete Indonesian human being. Namely Indonesian people who have faith, piety, noble character and noble character, have the capacity to think and intellectual power to master science, and have the skills and skills for a superior Indonesia.

Character education is something that is currently emphasized in education in Indonesia. So, in me, various questions arise about character education. Among them, why do you need character education? Can "character" be educated? What characters need to be educated? How to educate aspects of character effectively? How to measure the success of a character education? Who should do character education?

These questions were again reinforced by the policy that made character education a "program" of national education in Indonesia, especially in the Ministry of National Education of the United Indonesia Cabinet II. "Character education" is not new in Indonesia's national education system. To answer all about character education, let's discuss one by one.

Why do you need character education at SMA PLUS TAM?

There are several naming nomenclatures to refer to the study of character building of students, depending on the aspect of emphasis. Among the commonly known ones are: Moral Education, Values Education, Religious Education, Character Education, and Character Education itself. Each naming is sometimes used inter-exchanging, for example character education is also a value education or religious education itself (Kirschenbaum, 2000). Throughout its history, throughout the world, education has essentially two goals, namely helping people to be smart and smart, and helping them become good human beings. Making humans intelligent and smart, may be easy to do, but making humans to be good and wise people seems much more difficult or even very difficult. Thus, it is very reasonable to say that moral problems are acute problems or chronic diseases that accompany human life anytime and anywhere.

This fact about the acuteness of moral problem then places the importance of implementing character education. Our reference as religious people (Islam for example) related to moral problems and the importance of character education can be seen from the moral case that has befallen both of us.

As an academic study, character education, of course, needs to include academic scientific requirements such as in content, approach and method of study. In a number of developed countries, such as the United States, there are centers for the study of character education (*Character Education Partnership; International Center for Character Education*). Character education develops with a multidisciplinary study approach: psychology, moral philosophy/ethics, law, literature/humanities.

As an aspect of personality, character is a reflection of the whole personality of a person: mentality, attitude and behavior. This kind of character education is more appropriate as character education. Learning about manners, manners, and customs, makes this kind of character education more emphasis on actual behaviors about how a person can be called a good or bad personality based on contextual and cultural norms.

The decline in moral quality in Indonesian human life today, especially among students, demands the implementation of character education. Schools are required to play their roles and responsibilities to instill and develop good values and help students shape and build their character with good values. Character education is directed at emphasizing certain values – such as respect, responsibility, honesty, caring, and fairness – and helping students to understand, pay attention to, and apply these values in their own lives.

SMA Plus Taruna Akterlis Medan (SMAPTAM) promotes character education which is increasingly needed in the community. In terms of encouraging character education, the cadets are prepared with the cadet system education. Youth education in question is education that directs cadets to be more polite, disciplined, caring, loyal, ready to compete and innovate.

The national curriculum is deemed necessary, there must be additions or extracurriculars to perfect activities in the formation of cadet character. In this case, at SMA Plus Taruna Akterlis Medan (SMAPTAM) various types of extracurriculars are presented, including;

No	Extracurricular Type	Weekly Training	Advisor	Information
1	Cadets	2 times	Pelda Sukasto	
2	IT Club	2 times	Syahputra, M.Kom	
3	English Club	2 times	Riza Yuanna, S.Pd	
4	English Morning	6 times	Ramadhaniar, S.Pd	
5	PASKIBRA	2 times	M. Fahri T.	
6	BSA (Basic Skil Aviation)	2 times	Diana, A.Md	
7	PMR	1 times	Irsan Daeng	
8	Marcing Band	2 times	Rusdian, S.Pd.I	
9	Sport Club	2 times	David Susilo, S.Pd	

10	Taekwondo	2 times	Handiki S, S.Skom	
11	SMAPTAM Care		Panitia	Held Semester
12	TAPALA		Panitia	
13	Hunting Tourist		Sulinda, M.Hum	

The beginning of the establishment of SMA Plus Taruna Akterlis Medan (SMAPTAM) in 2019 with 14 students, 9 teachers and 5 education staff/staff. However, in 2020 the number of students will be 61 people, teachers will be 13 and staff / education staff will be 8 people. And in 2021 the number of students will be 125 people, 18 teachers and staff / education staff will be 12 people.

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Based on the description above, the Theory of Planned Behavior is expected. The final result is expected that individual TAMA SMA students in Medan City have a great possibility to adopt a behavior, namely character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to become a country free from corruption .

CONCLUSION

The Theory Of Planned Behavior Model As Strengthening Agent Of Change Behavioral Education For The Young Generation As An Effort To Prevent Corruption. The success of this model can be revealed through Theory of Planned Behavior. The end result is expected that individuals/students have a great possibility to adopt a behavior that is character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to be a country free from corruption .

Application of Theory of Planned Behavior. The final result is expected that individual students of SMA TAMA in Medan City have a great possibility to adopt a behavior that is character building including honesty, discipline, hard work. If the individual/young generation has a positive attitude towards this behavior, then in this case the whole of the young generation who are close and related to this behavior will be able to do well and as an agent of change make the younger generation an asset of the nation to change a country that is there is a lot of corruption to become a country free from corruption .

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