

**IMPLEMENTATION OF CHARACTER EDUCATION
REINFORCEMENT PROGRAM (PPK) THROUGH STUDENT
EXCHANGE**

(The Case Study at SD Brawijaya Smart School Malang)

THESIS

Written by:

TITI NUR AFIFAH

NIM. 16140063



**ISLAMIC ELEMENTARY TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING MAULANA
MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG**

2020

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THESIS

*Presented to Faculty of Education and Teacher Training Maulana Malik Ibrahim
State Islamic University Malang In Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd)*

Written by:

TITI NUR AFIFAH

NIM. 16140063



**ISLAMIC ELEMENTARY TEACHER EDUCATION DEPARTMENT
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MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG**





2020

LEGITIMATION SHEET
IMPLEMENTATION OF CHARACTER EDUCATION
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THESIS

Written by:

Titi Nur Afifah (16140063)

Has been defended in front of the board of examiners on June 24th, 2020. and has
 been approved by the board of examiners as the requirement for the degree of
 Sarjana Pendidikan (S.Pd)

Examiners	Signature
Chair, <u>Ulfa Muhayani, M.PP</u> NIP. 19790602 2015 0 32001	: 
Secretary, <u>Dr. H. Langgeng Budianto, M.Pd</u> NIP. 19711014 2003 1 21001	: 
Advisor, <u>Dr. H. Langgeng Budianto, M.Pd</u> NIP. 19711014 2003 1 21001	: 
Main Examiner, <u>Dr. Muhammad Walid, MA</u> NIP. 19730823 200003 1 002	: 
Approved by,	

The Dean of Education and Teacher Training Faculty Maulana Malik Ibrahim, The
 State Islamic University of Malang

Dr.H. Agus Maimun, M.Pd

NIP.19651205 199403 1 003

CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare, that this thesis is originally written by Titi Nur Afifah , student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Education and Teaching Training Faculty at Maulana Malik Ibrahim, th State Islamic University of Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other Sarjana status of other Higher Tertiary Education, except those which are indicate in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 04th June 2020



Titi Nur Afifah
NIM. 16140063

APPROVAL SHEET

**IMPLEMENTATION OF CHARACTER EDUCATION
REINFORCEMENT PROGRAM (PPK) THROUGH STUDENT
EXCHANGE (The Case Study at SD Brawijaya Smart School)**

THESIS

Written by:

Titi Nur Afifah
NIM. 16140063

Malang, October, 22th 2019

Approved by,
Advisor

Dr. H. Langgeng Budianto, M.Pd
NIP.197110142003121001

Acknowledge by,
The Head of Islamic Elementary Teacher Education Department

H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

Dr. H. Langgeng Budianto, M.Pd

The Lecture of Education and Teaching Training Faculty The State Islamic University of Maulana Malik Ibrahim Malang

OFFICE MEMO OF ADVISOR

Subject : Titi Nur Afifah

Attachment : 4 (six) Exemplares

To Whom May It Concern, Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim, State Islamic University of Malang

In
Malang

Assalamu 'alaikum, wr wb

This office memo declares that Thesis originally owned by :

Name : Titi Nur Afifah

NIM : 16140063

Program : Islamic Elementary Teacher Education Department

Title of Thesis : Implementation Of Character Education Reinforcement Through
Student Exchange (The Case Study at SD Brawijaya Smart
School Malang.

is considered **acceptable** to be defended after being intensively read and regularly
consulted in the area of research content, language, and writing composition.

Wassalamu 'alaikum, wr wb

Advisor



Dr. H. Langgeng Budianto, M.Pd
NIP.197110142003121001

MOTTO

بَلَىٰ مَنْ أَسْلَمَ وَجْهَهُ لِلَّهِ وَهُوَ مُحْسِنٌ فَلَهُ أَجْرُهُ عِنْدَ رَبِّهِ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ

“Whoever surrenders to Allah is doing good, for him the reward is in the sight of his Lord and there is no concern for them and neither are they sad¹”

Based on the ayat, my motto is :

It's Not Happiness If You're The Only One Who Feels Happy



¹ Al-Qur'an, surah Al-Baqarah, Chapter 112

DEDICATION

I dedicate this thesis to myself who have done very well not to give up despite any problems, do not give up even though sometimes I often complain but you really great job.

This thesis is also dedicated to parents who have believed in everything that their little daughter is doing, providing an extraordinary opportunity to learn and see the world. Thank you so much ☺

lastly this thesis I dedicate to my friends I really know this will not be completed without your help, and hopefully this research will be a useful reference for PGMI next generation.

PREFACE



Praise be to Allah SWT The Lord of the world. the creator of everythings in this universe, who has given us the mercy and blessing, so that the writer can finish the thesis entitle *“Implementation Of Character Education Reinforcement Through Student Exchange (The Case Study at SD Brawijaya Smart School Malang)”*.

Let’s not forget to send sholawat and salam to our beloved Prophet Muhammad SAW who has guided us from the darkness to the lightness. And the writer would like to say a deeply thank you for :

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9. Big family Auqaf Al-Mesbah El-Ulum Narathiwat Thailand Foundation
Thank you for giving a very valuable experience.

Malang, 04th June, 2020

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab-Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/U/1987. Those are:

A. Letter

Huruf Arab		Huruf Latin	Huruf Arab		Huruf Latin
1	ا	Not Symbolized	15	ض	d
2	ب	b	16	ط	t
3	ت	t	17	ظ	z
4	ث	s	18	ع	'
5	ج	j	19	غ	g
6	ح	h	20	ف	f
7	خ	kh	21	ق	q
8	د	d	22	ك	k
9	ذ	z	23	ل	l
10	ر	r	24	م	m
11	ز	z	25	ن	n
12	س	s	26	و	w
13	ش	sy	27	ه	h
14	ص	s	28	ي	y

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ABSTRAK

Afifah, Titi Nur. 2016. *Implementation Of Character Education Reinforcement (PPK) Through Student Exchange (The Case Study at SD Brawijaya Smart School Malang)*. Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan. Malang, Pembimbing : Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Implementasi, Penguatan Pendidikan Karakter, Student Exchange.

Di era globalisasi ditandai dengan persaingan sangat kuat tak hanya di kancah nasional namun juga internasional. Membutuhkan SDM yang juga berkualitas tidak hanya soft skill namun juga hard skills. Oleh sebab itu pemerintahan Jokowi terdapat program PPK yang bisa diimplementasikan melalui program-program sekolah diantaranya dengan student exchange.

Tujuan dari penelitian ini adalah: (1) Untuk mengetahui bagaimana pelaksanaan program student exchange di SD Brawijaya Smart School. (2) Untuk menggambarkan implikasi dari program student exchange dalam penguatan pendidikan karakter di SD Brawijaya Smart School. (3) Untuk mengetahui karakter yang ingin dibentuk pada siswa yang mengikuti program student exchange di SD Brawijaya Smart School. Jenis penelitian ini adalah deskriptif kualitatif dan dikategorikan sebagai penelitian studi kasus. Data dalam penelitian ini dibagi menjadi dua jenis, yaitu data primer (dasar atau dari sumber daya utama) dan data sekunder (pendukung atau dari yang lain). Teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Analisis data mulai dari kompilasi, pembongkaran, pemasangan kembali dan menyusun, menafsirkan dan menyimpulkan.

Untuk mencapai hasil penelitian diatas, digunakan pendekatan kualitatif deskriptif dengan mengambil studi kasus di SD Brawijaya Smart school dengan subjek guru pendamping student exchange kepala sekolah dan siswa yang mengikuti student exchange. Pengumpulan data dilakukan dengan observasi wawancara dan dokumentasi. Analisis data dilakukan dengan pengumpulan data reduksi data, penyajian data dan penarikan kesimpulan. Keabsahan data dilakukan dengan triangulasi, member check dan penggunaan bahan referensi.

Hasil penelitian menunjukkan bahwa: (1) implementasi penguatan pendidikan karakter melalui student exchange adalah untuk menanamkan karakter karakter utama PPK di samping itu juga sebagai penyalur visi dan misi sekolah (2) dampak dari student exchange yang dirasakan paling berpengaruh oleh individu itu sendiri namun untuk lingkungan masih belum optimal (3) karakter yang ingin dibentuk dari student exchange adalah nasionalis religius, mandiri, bertanggung jawab, integritas.

ABSTRACT

Afifah, Titi Nur. 2016. *"Implementation Of Character Education Reinforcement (PPK) Through Student Exchange (The Case Study at SD Brawijaya Smart School Malang)"*. Thesis, Islamic Primary Teacher Education Program, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. H. Langgeng Budianto, M.Pd.

Keywords: Implementation, Character education reinforcement, student exchange.

Era's of globalization marked by very strong competition not only in the national arena but also internationally. Requires high quality human resources not only soft skills but also hard skills. Therefore the Jokowi's government is included in the PPK program which can be implemented through school programs between them by exchanging students.

The purpose of this study are: (1) To find out how the implementation of student exchange programs in SD Brawijaya Smart School. (2) To illustrate the implications of the student exchange program in strengthening character education in SD Brawijaya Smart School. (3) To find out the characters that want to be formed in students who take the student exchange program at SD Brawijaya Smart School. This type of research is descriptive qualitative and categorized as a case study. The data in this study are divided into two types, namely primary data (basic or from primary resources) and secondary data (supporting or from others). Data collection techniques through interviews, observation and documentation. Data analysis starts from compilation, disassembly, reassembling and compiling, interpreting and concluding.

To achieve the results of the above research, a descriptive qualitative approach was used by taking a case study in SD Brawijaya Smart school with the subject of the teacher exchange student headmaster and students participating in the student exchange. Data collection is done by interview observation and documentation. Data analysis was performed by collecting data reduction data, presenting data and drawing conclusions. Data validity is done by triangulation, member checking and use of reference material.

The research findings reveal that: (1) the implementation of strengthening character education through student exchanges is to instill the main characters of PPK as well as channeling the vision and mission of the school. (2) the impact of student exchanges felt most influential by individuals themselves but for the environment still not optimal. (3) the characters that want to be formed from student exchange are religious nationalists, independent, responsible, integrity.

مستخلص البحث

عفيفة , تيتي نور . ٢٠٢٠ ، تنفيذ تعزيز تعليم الشخصيات من خلال تبادل الطلاب (دراسة حالة في مدرسة برايجايا الذكية في مدرسة مالانج الابتدائية) أطروحة، تربية المدرس المدرسة الابتدائية، كلية علوم التربية و التعلم. جامعة مو لا نا مالك إبراهيم الإسلامية الحكومية مالانج، المشرف: الحج الدكتو لاعبيع بوديانطو الماجستير.

الكلمات الرئيسية: التنفيذ , تعزيز تعليم الشخصية , تبادل الطلاب

في عصر العولمة تميزت بالمنافسة القوية للغاية ليس فقط على الساحة الوطنية ولكن أيضًا على المستوى الدولي . يتطلب موارد بشرية عالية الجودة ليس فقط المهارات اللينة ولكن أيضا المهارات الصعبة . لذلك ، لدى حكومة جوكوي برنامج لتعزيز تعليم الشخصية يمكن تنفيذه من خلال البرامج المدرسية بما في ذلك تبادل الطلاب.

الغرض من هذه الدراسة هو: (١) لمعرفة كيفية تنفيذ برنامج تبادل الطلاب في مدرسة براوجايا الذكية بالمدرسة الابتدائية . (٢) لتوضيح آثار برنامج تبادل الطلاب في تعزيز تعليم الشخصية في مدرسة برايجايا الذكية المدرسة الابتدائية . (٣) لمعرفة الشخصية التي تريد تشكيلها في الطلاب الذين يأخذون برنامج تبادل الطلاب في مدرسة برايجايا الذكية المدرسة الابتدائية . هذا النوع من البحث نوعي ولفي ومصنف كدراسة حالة . تنقسم البيانات في هذه الدراسة إلى نوعين ، هما البيانات الأولية (الأساسية أو من الموارد الأولية) والبيانات الثانوية (الداعمة أو من الآخرين) . تقنيات جمع البيانات من خلال المقابلات والملاحظة والتوثيق . يبدأ تحليل البيانات من التجميع والتفكيك وإعادة التجميع والتجميع والتفسير والاستنتاج .

لتحقيق نتائج البحث أعلاه ، تم استخدام نهج نوعي ولفي من خلال أخذ دراسة حالة في SD مع BSS مع موضوع مدير المدرسة تبادل الطلاب والطلاب المشاركين في تبادل الطلاب .يتم جمع البيانات عن طريق مراقبة المقابلة والتوثيق .تم إجراء تحليل البيانات من خلال جمع بيانات الحد من البيانات ، وتقديم البيانات واستخلاص النتائج .يتم التحقق من صحة البيانات عن طريق التثليث وفحص الأعضاء واستخدام المواد المرجعية.

أظهرت النتائج ما يلي: (١) تنفيذ تقوية تعليم الشخصيات من خلال التبادل الطلابي هو غرس الشخصيات الرئيسية في الحزب الديمقراطي الكردستاني بالإضافة إلى توجيه رؤية ورسالة المدرسة (٢) يعتبر تأثير تبادل الطلاب هو الأكثر تأثيراً من قبل الفرد نفسه ولكن بالنسبة للبيئة لا يزال غير مثالي (٣) الشخصيات التي تريد أن يتم تشكيلها من خلال تبادل الطلاب هي القوميين المتدينين والمستقلين والمسؤولين والنزاهة .

CHAPTER I

INTRODUCTION

A. Research Context

Character development which is the embodiment of the mandate Pancasila and the Preamble the UUD 1945 is motivated by the reality of national problems that are developing at this time, such as : The inability of Pancasila values has not yet been realized the of integrated policy tools in realizing Pancasila values have shifted ethical values in the life of nation and state, waning awareness of national cultural values, national disintegration and weakening of national independence (Main Book of National Policy on National Character Development 2010-2025).

To support the realization of the ideals of character development as embodied in Pancasila and the Preamble of the UUD 1945 and to overcome the current national problems, the government has made character development one of the national development priority programs.

The enthusiasm was implicitly emphasized in the National Long-Term Development Plan (RPJPN) for 2005-2015, where character education was placed as the basis for realizing the vision of national development, the society with a noble endowment moral, ethical, cultured and based on the Pancasila philosophy².

²Pedoman pelaksanaan pendidikan karakter (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum dan Perbukuan, 2011) p.1

Education in schools only prioritizes academic achievement that only helps students become smart and smart or hard skills, and on the contrary, less attention to character education or soft skills that help them become good human beings³. This can be proven by the value of the test or the results of the exam that is the main in determining the ability of students. Even though soft skills are the main element in the implementation of character education. The world of education is expected to be a driving force for character education. Therefore Indonesian education is very much a concern of various parties. Some of the problems above show that there are failures in educational institutions in terms of growing human beings with character.

Era's of globalization very strong competition not only in the national arena but also internationally. Therefore, it requires qualified human resources not only soft skills but also hard skills. Related to this problem, the Indonesian government feels the need to prepare superior human resources through revamping the national education system.

The Republic of Indonesia Law Number 20 of 2003 concerning the National Education System is legal basis for the implementation. The law contains the mission, vision, function, and objectives of national education, as well as the national education development strategy to realize quality

³ Pratama,Enggar Dista. *Pelaksanaan Penguatan Pendidikan Karakter (PPK) Di SMK Negeri 2 Pengasih*. Unpublished thesis. Yogyakarta : FT UNY

education, relevant to the needs of the community, competitive in the global life environment.

Regarding the above problems, the Indonesian government feels the need to prepare superior human resources through revamping the national education system. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System is the legal basis for the implementation and reform of the national education system. The law contains the mission, vision, function, and objectives of national education, as well as the national education development strategy to realize quality education, relevant to the needs of the community, competitive in global life, specifically:

1. Improve the quality of education so that it has competitiveness at the national, regional and international levels.
2. Increasing the relevance of education with society needs and global challenges.
3. Helping and facilitating the development of the full potential of the nation's children from an early age to the end of life in order to realize a learning society.
4. Increasing professionalism and accountability of educational institutions as a center for civilization of knowledge, skills, experience, attitudes, and values based on national and global standards.

The quality of education to be in accordance with what is supposed and expected by the community, it is necessary to have a standard or reference, so that each school can gradually reach a predetermined standard. The reference must be national in nature and efforts to guide schools are directed towards achieving national standards. If the school has been able to reach national standards, then it can be developed to reach international standards. In other words, the national standard of education is the minimum target that must be achieved in improving the quality of education.

Strengthening character is one of the priority programs of President Joko Widodo (Jokowi) and Vice President Jusuf Kalla. In the ideals of laughter it is stated that the government will revolutionize the nation's character. The Ministry of Education and Culture implements strengthening the character of the nation's successors through the Strengthening Character Education (PPK) movement which was rolled out since 2016.

In accordance with President Joko Widodo's direction, character education at the basic education level gets a larger portion than education that teaches knowledge. For primary schools 70 percent, while for junior secondary schools 60 percent. Not only if they think (literacy), PPK encourages national education to return to pay attention to the heart (ethical and spiritual) if the taste (aesthetic), and also sports (kinesthetic).

These four dimensions of education should be able to be carried out in their entirety and all at once. Integration of intracurricular, cocurricular and extracurricular learning processes in schools can be carried out based on the

development of school culture or through collaboration with communities outside the educational environment⁴.

PPK encourages the synergy of three education centers, namely schools, families (parents), and communities (communities) in order to form an educational ecosystem. According to the Minister of Education and Culture, so far all three seem to be walking on their own, even though synergy can produce something extraordinary. It is hoped that school-based management will strengthen, where schools play a central role, and the environment can be optimized to become learning resources.

In this case, SD Brawijaya Smart School is a program that is expected to be able to advance the quality of education, and so that education in Indonesia is not left behind by other international countries. The student exchange program which is one of SD Brawijaya Smart School's programs is expected to be able to support character education strengthening programs so that with student exchange programs student character education will be implemented and grow students' hard skills and soft skills, and will also be used as tools to achieve educational goals that are in accordance expectations of the Indonesian people.

Based on interviews with the implementation of PPK in SD BSS not only through student exchanges, but at the time of learning the characters in the PPK were inserted⁵. This student exchange program is in accordance

⁴ Arie, Budhiman. 2017. *Gerakan Penguatan Karakter*.

<https://cerdasberkarakter.kemdikbud.go.id/> . accessed on December, 22nd 2019

⁵ Interview with Miss, Nafis, the teacher in SD BSS, at date December, 10th 2019

with the vision and mission of the school that students have an international outlook, therefore there is a student exchange as a forum for implementing PPK that is different from other schools.

Based on this phenomenon researchers are interested in examining how the implementation of PPK through student exchange, with the title **“Implementation Of Character Education Reinforcement Through Student Exchange (The Case Study at SD Brawijaya Smart School Malang)”**.

B. Research Focus

Based on the problems that have been explained in the context of the research above, the researcher focuses the research as follows:

1. How is the realization of student exchange in SD Brawijaya Smart School?
2. How do the impact of student exchange in character education reinforcement program (PPK) in SD Brawijaya Smart School?
3. What characters to be formed from the student exchange program ?

C. Objective of Research

Based on the question of the research, the objective of this research are:

1. To find out how the realization of student exchange programs in SD Brawijaya Smart School.
2. To describe the impact of the student exchange in character education reinforcement program (PPK) at SD Brawijaya Smart School.

3. To find out the character to be formed in students who take the student exchange program at SD Brawijaya Smart School.

D. Significance of Research

1. On the theoretical

In theoretical expected, that the student exchange program will be able to implement the of character education reinforcement for students who take part in the student exchange program.

2. On the Practical

Practically, for the next researcher this research is expected as a reference source to increase knowledge about the implementation of strengthening of character education through student exchange.

3. For the teacher

For teachers, the results of this study can be used to realize and develop character education directly, and the experiences that can be obtained by students who participate in student exchanges can share information with students who do not participate in student exchange programs.

E. Research Originality

1. Lailatul Masyrifah, *Peranan Program Student Exchange (Pertukaran Pelajar) Dalam Mendukung Program Rintisan Sekolah Bertaraf Internasional (RSBI) Di SMA Khadijah Surabaya*. This research focuses on the Student Exchange program in the Exchange of International Standard School Pilot Program (RSBI) at the Khadijah High School in Surabaya, while my research focuses on the student exchange program to support the character education improvement program.
2. Enggar Dista Pratama, *Pelaksanaan Pendidikan Karakter (PPK) Di SMK Negeri 2 Pengasih*. This research only discusses how the implementation of strengthening of character education in SMK Negeri 2 Pengasih and identifying inhibiting and supporting factors, while my research discusses the implementation of strengthening character education through student exchange.
3. Rizkya Dwi Kurnia, *Implementation Of PPK (Penguatan Pendidikan Karakter) Program At Kauman State Elementary School 1 Malang*. This study only discusses how the implementation of strengthening of character education in SD Kauman 1 Malang and identified any activities that are included in the PPK, while my research discusses the implementation of strengthening character education through student exchanges.

4. Sitti Fathimah Herdarina Darsim, *Dinamika Penyesuaian Sosial Exchange Student*. This study discusses the dynamics of student exchange adjustments ranging from what schools need to prepare for student exchange organizers to culture shock experienced by students who go abroad, while my research discusses student exchange which is a BSS Malang elementary school program.
5. Lutfiatul Maghfiroh, *Kebijakan Program Pertukaran Pelajar Dalam Memotivasi Siswa Berprestasi di Pendidikan Agama Islam di SMA Khadijah Surabaya*, this thesis discusses the policy of implementing student exchange programs at Khadijah High School, in increasing student motivation in the field of pie. This study describes the policies taken by Khodijah High School to students who take part in student exchange programs to increase student motivation. This type of research is field research, and this research results that the policy of student exchange programs in m motivates students quite well.

The originality table of this study explains that the research topics discussed have never been discussed before, by finding suitable research and looking for similarities and differences. To make it easier for researchers to make this originality table.

Tabel 1.1 Research Originality

No .	Previous Research	Equation	Difference	Research Originality
1.	Lailatul Masyrifah, <i>Peranan Program Student Exchange (Pertukaran Pelajar) Dalam Mendukung Program Rintisan Sekolah Bertaraf Internasional (RSBI) Di SMA Khadijah Surabaya.</i> Penelitian ini adalah skripsi, Uin Surabaya, 2009	Same discuss about student exchange programs	The focus of research is also about reinforcement character education	
2.	Enggar Dista Pratama, <i>Pelaksanaan Pendidikan Karakter (PPK) Di SMK Negeri 2 Pengasih.</i>	Implementatio n of character education strengthening programs in SMK	Implementatio n of student exchange through student exchange programs	This research discuss about Implem tation Of Character Education Reinforcemen t with qualitative descriptive method with case studies at SD Brawijaya Smart School
3.	Rizkya Dwi Kurnia, <i>Implementatio n Of PPK</i>	Implementatio n of character education reinforcement	Implementatio n of student exchange through	

	<i>(Penguatan Pendidikan Karakter) Program At Kauman State Elementary School 1 Malang</i>	programs in elementary schools	student exchange programs	
4.	Sitti Fathimah Herdarina Darsim, <i>Dinamika Penyesuaian Sosial Exchange Student</i>	Discussing about student exchange	Application of student exchange for character education programs	
5.	Luthfiatul Maghfiroh, <i>Kebijakan Program Pertukaran Pelajar Dalam Memotivasi Siswa Berprestasi di Pendidikan Agama Islam di SMA Khadijah Surabaya</i>	Discusses student exchange policies in motivating students	Researchers focus on student exchange policy, and this study uses field research	

Therefore, based on the table above, there are so many differences between this research and previous research, such as the method, type of research, focus of research and background of research.

F. Definition of Key Terms

The objectives of this chapter is to avoid a misunderstanding in translating the words that related with this research, so, the writer decide to make a key term, there are:

1. Implementation

According to Prana Wasta, activities carried out because of the policies that have been prepared previously include what needs are needed, who is implementing it, when it will be implemented, and when the implementation target will be completed.

2. Character Education

Character education is an education system that aims to instill certain character values to students in which there is a component of knowledge, awareness or will, and actions to carry out these values.

3. Students Exchange

Student Exchange is a collaborative program with other educational institutions by exchanging students or with other countries as partners in the field of education. In this thesis, student exchange is an activity in SD Brawijaya Smart School Malang that is studying directly to Japan.

G. Systematics of the Writing

Chapter I: In this chapter, it discusses the background of the research, why the writer chose to research on the topic. And also what is the focus of the researcher, and also explains the research objectives, as well as the significance to ensure that this research is meaningful. This chapter also discusses the originality of research to prove that this research is genuine and not plagiarized.

Chapter II: In this chapter, we discuss literature reviews about character education reinforcement and student exchange.

Chapter III: In this chapter, describes the research methods, types of research, the presence of researchers, research sites, data and data sources, data collection techniques, data analysis, and research procedures.

Chapter IV: In this chapter, discussing the explanation of data and research findings which consists of a general description of the Brawijaya Smart School SD (school profile, history, motto, vision, mission, objectives, facilities and infrastructure, academic support Activities)

Chapter V: In this cahpter, explains the data related to research, and answers the research problem statement.

Chapter VI: In this chapter, discussing conclusions and conclusions accompanied by suggestions, and finally references.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Foundation Of Thesis

1. Theory Perspectives

Perspective is a conceptual framework, a set of assumptions, values, or ideas that affect our perception, and in turn affect the way we act in a situation. Therefore, no scientist has the right to claim that his perspective is correct or valid, while other perspectives are wrong. Although a perspective may be closer to the reality in question, but basically that perspective may only capture part of that reality. No perspective can capture the entire reality that is observed, so a perspective is limited, because it only allows humans to see only one side of reality out there⁶. So, it can be concluded that the perspective is a view of a person's rationale that foundation someone's thinking.

a. Character Education

1) The Definition of Character Education

According to Ratna Megawangi (2004: 95),

"An effort to educate children to be able to make wise decisions and practice them in their daily lives, so that they can make a positive contribution to their environment"⁷.

⁶ Dedy Mulyana, 2013, *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. p. 16

⁷ Dharma Kesuma dkk. 2011. *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*. Bandung: PT Remaja Rosdakarya.

Another definition put forward by Fakry Gaffar defines character education which is a process of transforming the values of life to be developed in one's personality so that they become one in the behavior of that person's life, in that definition there are three important thought ideas namely the process of transforming values, being developed in personality, and become one in behavior⁸.

Meanwhile, according to KKBI, characters are mental, moral, or character that distinguishes one person from another. Character can also be understood as character or character. Thus, people who have character are people who have character, have personality, or character⁹.

Based on the above arguments, it can be concluded that character education is learning that leads to the strengthening and development of children's behavior as a whole based on certain values. Therefore character education cannot only be based on knowledge but must be instilled with values.

⁸ *Ibid*.p.5

⁹ Akhmad Muhaimin Azzet. 2011. *Urgensi Pendidikan Karakter di Indonesia*.Jogjakarta: Ar Ruzz Media.p.16

According to the Ministry of National Education¹⁰, the characters are: The character, character, character, or personality of a person that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting and acting. Virtues consist of a number of values, morals, and norms, such as honesty, courage to act, trustworthy, and respect for others.

Education is a conscious and systematic effort in developing the potential of students. Education is also an effort of the people and nation in preparing their young generation for the better life of the people and nation in the future¹¹. Based on that thinking, the development of cultural and character education is very strategic for the future sustainability and excellence of the nation. Development must be done through good planning, appropriate approaches, and effective learning and learning methods. In accordance with the nature of a value, cultural education and national character is a joint effort of the school, therefore it must be carried out jointly by all teachers and school leaders, through all subjects, and become an inseparable part.

¹⁰ Kementerian Pendidikan Nasional. (2010). Pengembangan Pendidikan Budaya dan Karakter Bangsa. Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum

¹¹ *Ibid*

The social and cultural environment of the Indonesian Nation is Pancasila, so cultural education and national character must be based on Pancasila values. In other words, educating the nation's culture and character is to develop Pancasila values in students through heart, brain, and physical education.

Character education has a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits (habituation) about good things in life. Character education also teaches students to be able to behave independently and develop their potential. Character education in schools should emphasize how to instill positive values in students.

Based on the understanding of character education that has been stated, it can be concluded that character education is a way to instill to students the values and norms that are expected to change the behavior and actions of students in order to be better. Character education shapes one's personality through school education whose results are seen in concrete actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on. Through character education students are expected to be able to independently improve and use their knowledge and internalize character values into daily life.

2) The purpose of character education

The functions and objectives of National Education according to UUSPN No.20 of 2003 Chapter 2 article 3:

National education functions to develop ability and forming the nation's character and culture, aiming at developing the potential of students to become human beings who believe in and religious, glorious, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Observing the function of national education, namely developing capabilities and shaping the character and civilization of the nation should provide adequate enlightenment that education must have an impact on the character of man or the nation of Indonesia. In the context of character education researchers see that the abilities that must be developed in students through schools are various abilities that will make humans a godly being.

The purpose of character education in schools, has several objectives, as follows¹²:

1.Strengthening and developing life values that are considered important and necessary so that it becomes the personality.

¹² Dharma Kesuma dkk, 2011. *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*, Bandung: PT Remaja Rosdakarya p.9.

2. Correcting student behavior that is incompatible with the values developed by the school
3. Establish connection with family and community in playing the responsibility of character education together.

b. Reinforcement Character Education

As stated in Perpres Number 87 of 2017 concerning Character Education Reinforcement, PPK is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart work, exercise, and sports with the involvement and cooperation between education units, family, and society as part of the National Mental Revolution Movement (GNRM). PPK is an effort to grow and equip the next generation to have good character, high literacy skills, and have superior competence in the 21st century that is able to think critically and analytically, creatively, communicative, and collaborative.

The PPK movement can be interpreted as an embodiment of the Mental Revolution Movement as well as an integral part of Nawacita. The PPK movement places character education as the deepest or core dimension of national education so that character education becomes the axis of the implementation of primary and secondary education. Furthermore, the KDP movement needs to integrate, deepen, expand, and at the same time harmonize various

character education programs and activities that have been carried out until now¹³.

Many education units have implemented best practices in the application of character education. The impact of this application is that there are fundamental changes in the education ecosystem and the learning process so that their achievements also increase. The PPK program wants to strengthen the formation of student character that has been carried out in many schools.

Based on some of these definitions it can be concluded that the strengthening of character education is a movement to strengthen the formation of learners' character through the harmonization of the process of heart, taste, thought, and sports with the involvement and cooperation between education units, families and communities. So the implementation is more measured and directed so that the characters produced are in accordance with the goals and functions of character education.

¹³ Kemendikbud. (2016). Konsep Dan Pedoman Penguatan Pendidikan Karakter. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia

1) Foundation of PPK

Foundation programs for strengthening character education include the following:

a) Presidential regulation

Presidential Regulation (Perpres) Number 87 Year 2017 concerning Character Education Reinforcement comes with the consideration that in the context of realizing a civilized nation through strengthening religious values, honesty, tolerance, discipline, working hard, creative, independent, democratic, curiosity, enthusiasm nationality, patriotism, caring for the environment, caring socially, and responsible, the government sees the need to strengthen character education. So based on these considerations, on September 6, 2017, President Joko Widodo signed a Presidential Regulation (Perpres) No. 87 of 2017 concerning Character Education Reinforcement.

PPK is implemented by applying Pancasila values in character education, especially covering religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peaceful, fond of reading, caring for the environment, caring socially, and responsibly, "reads Article 3 of

Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education.

b) Nawacita

Nawacita is a general term taken from Sanskrit, *Nawa* (nine) *Cita* (hopes, desires, agendas). This term refers to the vision and mission used by President Joko Widodo, which contains the agenda of the couple's government. Of the nine core essence nawacita in number 8 discusses the strengthening of character education. Revolutionizing the nation's character through the policy of restructuring the national education curriculum by prioritizing aspects of citizenship education, which places proportional aspects of education, such as teaching history of nation formation, patriotism values and patriotism, the spirit of national defense and character in the Indonesian education curriculum.

2) Values Of PPK

There are five main character values derived from Pancasila, which are the priority for the development of the PPK movement; namely religious, nationalism, integrity, independence and mutual cooperation. Each value does not stand and develop individually, but interact with one another, develops dynamically and forms personal wholeness.

1) Religious

Reflecting faith in God Almighty which is manifested in the behavior of implementing religious teachings and beliefs that are embraced, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship. The implementation of religious character values is shown in the attitude of

peace, tolerance, respect for differences in religion and belief, firmness, self-confidence, cooperation between religions and beliefs, anti-harassment. and violence, friendship, sincerity, not forcing the will, loving the environment, protecting small and outcasts.

2) Nationalist

Ways of thinking, behaving, and acting that show loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political. The nationalist attitude is shown through the appreciation of the nation's own culture, preserving the nation's cultural wealth, willing to sacrifice, excel and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion.

3) Integrity

Values that underlie behavior that is based on efforts to make themselves as people who can always be trusted in the words, actions, and work, have a commitment and loyalty to human values and morals. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth, and is able to show examples.

4) Independent

Attitude and behavior do not depend on others and use all energy, thoughts, time to realize hopes, dreams and ideals. Independent students have a good work ethic, strong, fighting, professional, creative, courage, and become lifelong learners.

According to Muhammad Mustari in the family, Mandiri is a trait that must be formed by parents in building children's personalities. Independent children are children who are actively creative, independent, competent, and spontaneous¹⁴.

¹⁴ Mustari Muhammad. 2014. *Nilai Karakter Refleksi Untuk Pendidikan*. Jakarta: PT Rajagrafindo. P.77

5) Mutual Cooperation

The act of appreciating the spirit of cooperation and work together to get through problems, establish communication and friendship, provide assistance / help to people in need. It is expected that students can show respect for others, can work together, be inclusive, be able to commit to joint decisions, deliberation and consensus, please help, have empathy and a sense of solidarity, anti-discrimination, anti-violence, and voluntary attitudes.

The five main characters of PPK are not standing and developing independently but rather interacting values, which are developed dynamically and form a unity. The main values of each character education starts from each school and develops values both contextually and universally¹⁵.

Of the five character values can not develop one by one. The five main values interact and develop dynamically. Religious values as a reflection of faith and devotion to God Almighty are fully realized in the form of worship in accordance with their respective religions and beliefs and in the form of life between humans as groups, communities,

¹⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Konsep dan Pedoman Penguatan Pendidikan Karakter*. (Jakarta: Kemendikbud). p. 7-10

and nations. In life as a society and nation religious values are meant to underlie and merge in the main values of nationalism, independence, mutual cooperation, and integrity. Likewise if nationalist main values are used as a starting point for the cultivation of character values, these values must be developed based on the values of faith and piety which grow along with other values¹⁶.

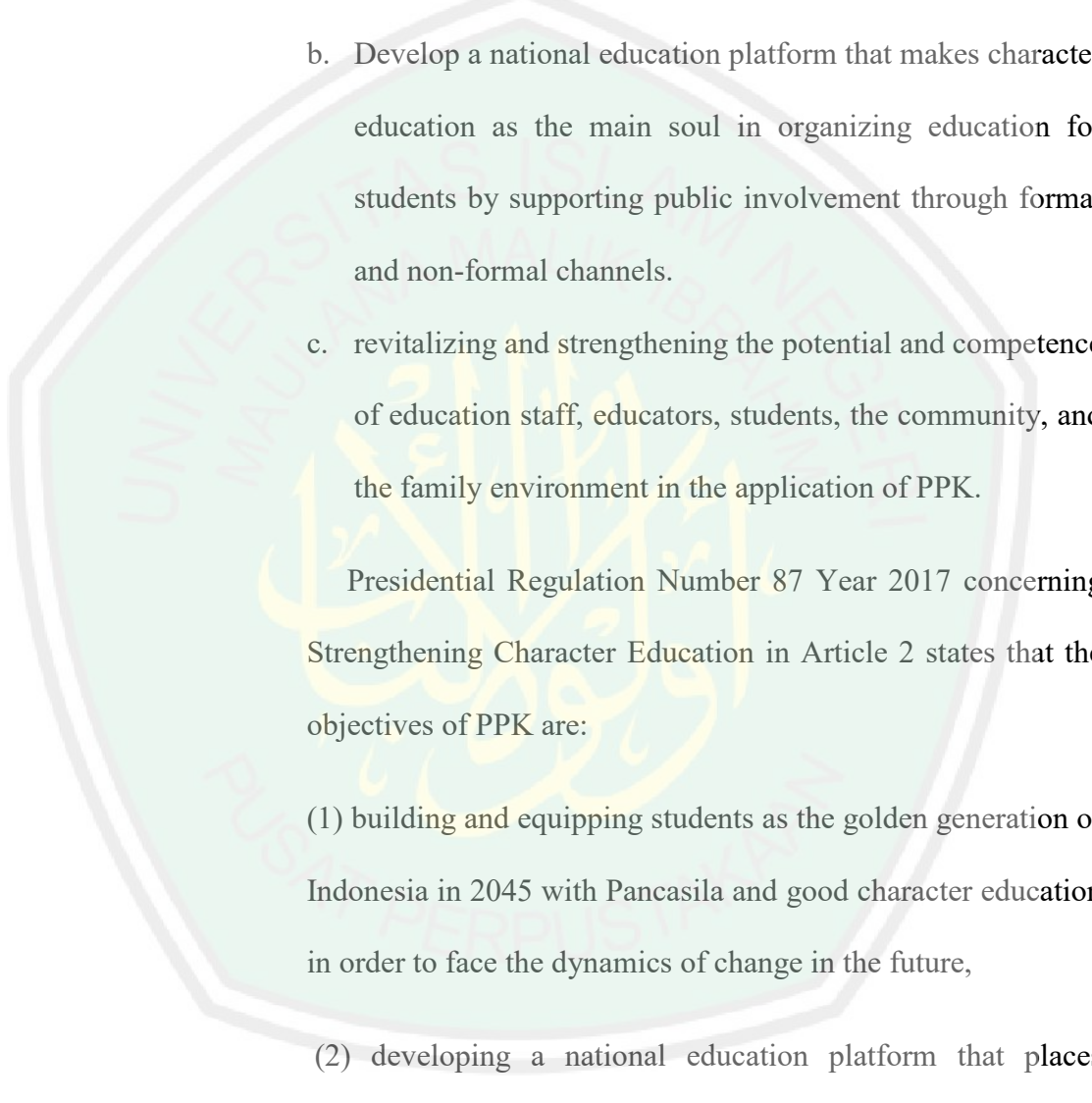
In its implementation PPK must be carried out by all levels of education starting from elementary school to high school. Elementary school which is an not escape must carry out strengthening of character education. It is intended that the competencies of graduates are not only hard skills, but also soft skills. And of the five characters in the student exchange program already covers these five aspects, so students who take part in student exchange learn to apply the five PPK characters.

3) The Purpose Of PPK

Character education is believed to be an important aspect in improving the quality of human resources because character to define the progress of the nation. Among the objectives of PPK are¹⁷:

¹⁶ Kemendikbud. (2016). *Panduan Penilaian Penguatan Pendidikan Karakter*. Jakarta: Kemendikbud

¹⁷ Agus Zainal. 2012. *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*. Jogjakarta:Ar-Ruzz Media. p.22.

- 
- a. Building and equipping students as the golden generation of 2045 by implanted the soul of Pancasila and becoming a person who has the character to face changes and increasingly complex challenges in the future.
 - b. Develop a national education platform that makes character education as the main soul in organizing education for students by supporting public involvement through formal and non-formal channels.
 - c. revitalizing and strengthening the potential and competence of education staff, educators, students, the community, and the family environment in the application of PPK.

Presidential Regulation Number 87 Year 2017 concerning Strengthening Character Education in Article 2 states that the objectives of PPK are:

- (1) building and equipping students as the golden generation of Indonesia in 2045 with Pancasila and good character education in order to face the dynamics of change in the future,
- (2) developing a national education platform that places character education as the main soul in organizing education for students with support for public involvement through formal, non-formal and informal education, taking into account the diversity of Indonesian culture, and

(3) revitalizing and strengthening the potential and competence of educators, education personnel, students, communities, and family environment in implementing PPK.

Based on some of the opinions above it can be concluded that the purpose of strengthening character education has a very important role in shaping the behavior of students. Strengthening and developing the goals of character education has the meaning that education is not just intellectual but also puts character education as the main soul. Therefore, the aim of strengthening character education has a goal of rectifying a variety of negative student behaviors into positive ones. Strengthening character education has the ultimate goal of how students can behave according to the values contained in Pancasila

4) Implementation Of PPK

PPK is a formal education program carried out in integrated activities which include¹⁸ :

a) Intraculicular

Intraculicular is a learning activity to fulfill the learning load in the curriculum in accordance with the provisions of the legislation. PPK in intraculicular activities

¹⁸ Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 about Pendidikan Karakter. Jakarta. 2017. p.5

is to strengthen character values through the strengthening of learning materials, learning methods in accordance with the curriculum based on content laws¹⁹.

b) Kokurikuler

Kokurikuler is an activity carried out to deepen strengthening, and intracurricular enrichment activities. the organization of PPK in co-curricular activities is the strengthening of character values carried out for the deepening and enrichment of intracurricular activities in accordance with the curriculum content²⁰.

c) Extracurricular

Extracurricular activities are non-formal activities conducted by school or university students, generally outside the standard curriculum study hours. These activities exist at every level of education from elementary school to university. Extracurricular activities are intended so that students can develop their personality, talents, and abilities in various fields outside the academic field. This activity was held independently from the school and the students themselves to initiate activities outside school hours²¹

¹⁹ *Ibid*.p.6.

²⁰ *Ibid*.p.7.

²¹ *Ibid*.p.7

c.Student Exchange

1. Definition Of Student Exchange

In the English dictionary student means student, student, or student, while exchange is defined as exchange or exchange, so student exchange can be interpreted as student exchange. In SD Brawijaya Smart School, partnerships with other schools are a means of achieving school programs. Partnerships are forged in terms of sharing information and knowledge. Schools can increase their role and function in the era of globalization, it is necessary to establish and improve cooperative relationships with other schools, both at home and abroad.

The partnership must indeed continue to be expanded not only with domestic schools but also with foreign schools. Partnering with foreign schools, International Standard Schools are expected to be able to get graduates (graduates) in foreign and domestic tertiary institutions.

2. The Purpose Of Student Exchange

The Ministry of National Education continues to promote student exchange programs, given the importance of this

program. The objectives of the students exchange program include²²:

- a. Improve the ability to use foreign languages, by joining exchanges, then your opportunity to learn foreign languages is wider. There is no more effective way to learn a foreign language than you live and communicate with people who use the language as a daily language.
- b. Students have global insights, English language skills, communication and information technology while still having a national personality.
- c. Finding even felt something very different from in Indonesia. There are various differences that you will feel when abroad.
- d. Independent, overcoming everything by yourself, starting from arranging a place to stay, personal schedule, financial flow, conflict with yourself or others, and much more.
- e. Self Development or Upgrade, doing that exchange means that you have to stay several weeks to several months in other countries. That may not be an easy ally for some people. One of the challenges that you will find

²² Tim Inspira Book.2015."Jamu Exchange Ke Luar Negeri".Accessed from: https://www.academia.edu/9760372/Laporan_Student_Exchange_2013_UIN_SUKA

is culture shock. Culture Shock is a person's feelings and circumstances when facing different social and cultural environmental conditions.

All of that must be faced alone by adjusting everything to the country that you are visiting. This will make you more resilient to fight every obstacle that comes. After returning to the exchange program, you will definitely develop into a better person than before. In addition you will also be more appreciative of any differences that exist and see it with a broader perspective on the surrounding environment.

- f. Establish Friendship or Relationships between Countries, Many things you will get when you start making friends with people from other countries. Starting from differences in cultural, religious, social, and much more.

Besides that, it is also possible that you will learn about other countries' cultures. For example, learn dance or art from other countries. other countries. Show the strengths of Indonesia, such as its rich cultural and natural attractions.

d. Relationship Between Character Education Reinforcement Programs And Student Exchange

The school is a formal educational institution, where the community entrusts their children to obtain knowledge, education and skills. The condition of one school is certainly different from the others. Similarly, the quality and human resources. However the conditions of a school certainly always hope and strive to improve the quality of school education respectively.

Giving broad autonomy to schools means the government gives trust to schools to take care of themselves. Thus the school can actively, dynamically and planned work to improve the quality education through the management of its resources. By organizing activities that advance student resources.

Student exchange activities (exchange of students) is an effort of the school to establish cooperation with international standard schools abroad and to add insight and education to teachers and students. Schools can increase their role and function in the era of globalization, so it is deemed necessary to establish and improve cooperative relationships with other schools, both at home and abroad. With the occurrence of relationships between schools, cooperation can be carried out in support of improving the quality of schools.

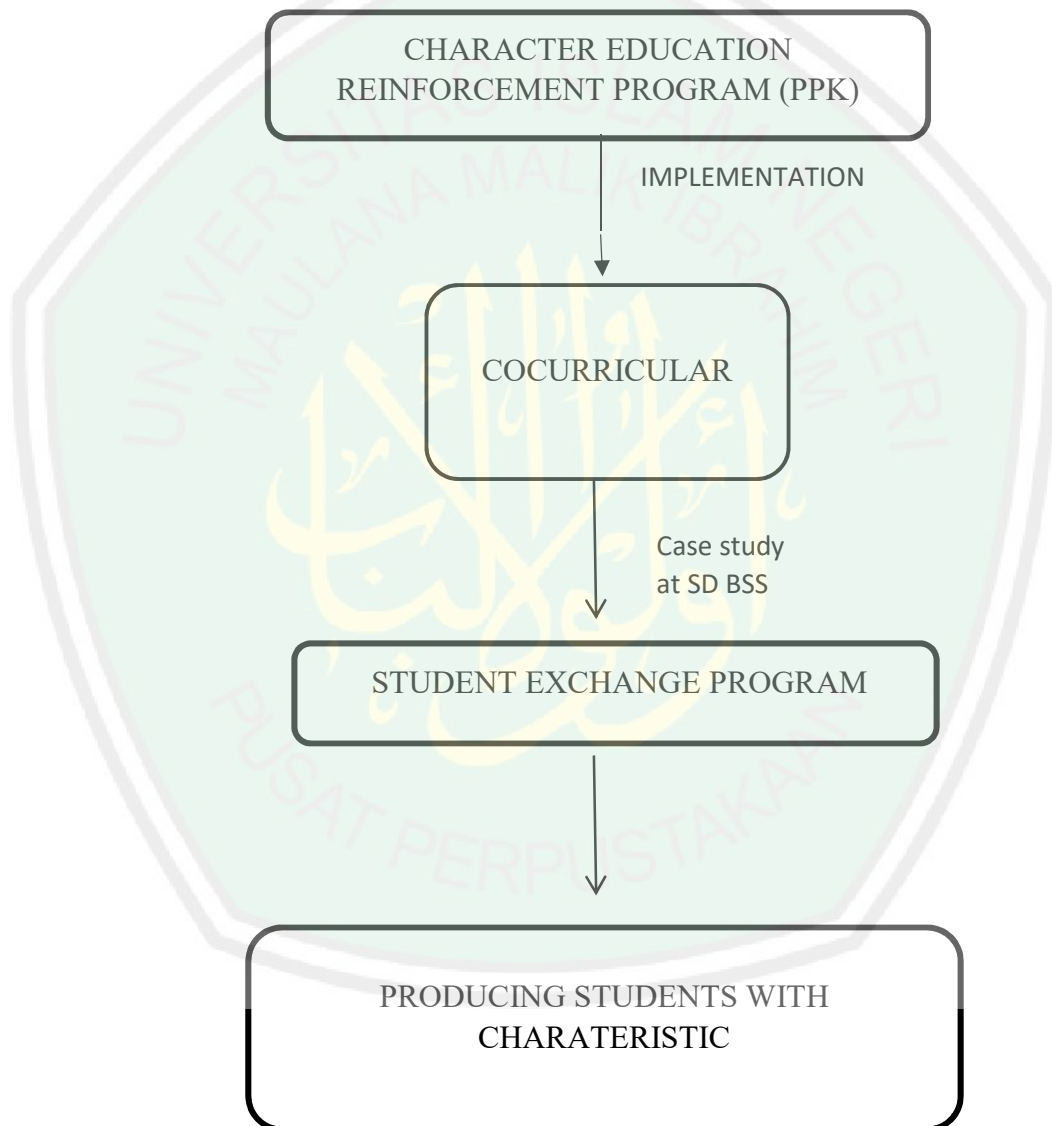
In the student exchange activities held by SD Brawijaya Smart School there are objectives to be achieved, such as planting deeper character and extensive knowledge experience. This activity is supported by President Jokowi's Nawacita agenda. In the eighth point which discusses the teaching of the values of patriotism, patriotism and manners.

Therefore, the character education strengthening program (PPK) is implemented in the student exchange program held by SD Brwajiya Smart School. There is a close relationship between PPK and student exchange programs. And these two programs are interrelated with one another.

An efforts like this are made so that schools become superior, innovative and creative schools that are based on faith and piety and technological science. In international standard schools, chemistry with other schools is a means of achieving student exchange programs. Partnerships are forged in terms of sharing information and knowledge.

B. Framework Of Thinking

PPK and student exchange are two different programs, PPK is a government program that is implemented through student exchange and is a superior program in SD BSS, and through this program produces excellent graduates.



CHAPTER III

RESEARCH METHOD

A. Approach and Type of the Research

This study used descriptive qualitative method. So, researchers only describe real cases that occur in the field. How the character of students who take student exchange programs. And this type of research is a case study.

The reason why choosing this approach is because the research wants to know and clearly illustrate how the student exchange process starts from recruitment, details of activities, and how to implement character education. Next, the researcher wanted to find out whether the values of PKK were embedded in children who took part in student exchanges. among these ppk values are religious, nationalist, mutual cooperation, independence and integrity.

According to Dr. Wahid Murni, said that

“...metode penelitian kualitatif merupakan suatu cara yang digunakan untuk menjawab masalah penelitian yang berkaitan dengan data berupa narasi yang bersumber dari aktivitas wawancara, pengamatan, pengalihan dokumen”²³.

Moreover, according to Prof. Dr. Mudjia Rahardjo, M.Si, case studies is :

“...suatu kegiatan ilmiah yang dilakukan secara intensif, terinci dan mendalam terhadap suatu peristiwa atau program supaya mengetahui peristiwa tersebut secara mendalam”²⁴.

²³ Wahid Murni. 2017. *Pemaparan Metode Penelitian Kualitatif*. Malang.p. 1

²⁴ Mudjia Rahardjo.2017 *Studi Kasus Dalam Penelitian Kualitatif: Konsep dan Prosedurnya*, Malang.p.3

Based on the arguments above, we know that in this study we will describe everything related to research from any data, such as interview data, observation and documentation. and the reason why choose the case studies causes to explore about implemenation PPK through student exchange clearly and deeply.

B. Researcher Attendance

Qualitative research is research that impress the observations of researchers, so humans as instruments. Even in qualitative research, the researcher's position becomes the key instrument²⁵. The presence of researchers in the field is optimally important in capturing meaning as well as data collection tools. Therefore in this qualitative study the researcher plunged directly into the field without being able to be represented by anyone. With that there are advantages for researchers because they know firsthand the problems that occur in the field.

As an information, the attendance of the research in qualitative method is very important cause of during the research, the researcher will analyze all data directly. Moreover, the method of this research is qualitative with case studies, the researcher will observe how the teacher teach in the science class and both of the teacher and researcher will make a good collaboration till this research finished well.

²⁵Sugiyono.2008.“*Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*”. Bandung: Alfabeta. p.223

C. Location of the Research

The location of this research was is in on Jl. Cipayung No. 8, Ketawang Gede, Lowokwaru, Malang East Java Province. The object of the related research then is about the implementation of the education strengthening program through the student exchange program. The objects to be examined are students who take part in student exchanges, and the accompanying teacher and school principal by interview, as one form of receiving data. The research location was chosen because SD BSS is a school that holds a student exchange program every year. Researchers are interested in discussing places related to this school, which are very good to be accepted in this school. researchers are interested in how the process of implementing character education through student exchange programs, because usually the implementation of PPK is only through the daily lives of students.

D. Data Resources

Data is information which must be obtained inn the research as the basis of study dexcription or analysis or conclusion of the research. Data is the information or material that can be relied upon for research (analysis or conclusion), for that type of data sould be disclosed in section²⁶. The data in this study will be divided by two types, namely primary data (basic or from primary resources) and secondary data (supporting or from others).

²⁶ Wahid Murni.2008. *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan*. Malang:UM Press.p.41

1. Primary data obtained from interviews and abilities that reflect science process skills and secondary data obtained from documents, objects, drawings, etc. Which can be used to complete primary data. Primary data is data obtained directly by researchers (first hand) or research informants. Primary data include: Words and actions of people observed or interviewed or research informants are the main data sources.
2. Secondary data is data obtained by researchers from existing sources or data collected by others, not the researchers themselves. This data is usually derived from other studies conducted by institutions and others. Secondary data such as recordings, photographs, field notes, and others.

E. Technique for Collecting Data

Data collection techniques are the most important step in research, because the main purpose of research is to get data. without knowing data collection techniques, the researcher will not get data that meets the research standards. in qualitative research data collection is done in a natural setting (natural conditions), primary data sources, and data collection techniques more on participatory observation (participant observation), in-depth interviews and documentation²⁷.

There are the technique for collecting data in this research, are :

²⁷ Sugiyono. 2008 .*“Metodologi Penelitian Kuantitatif, Kualitatif ,dan R&D”*. Bandung: Alfabeta.

1. Interview

From this technique, the researcher know the object's explanation about the student exchange. The researcher use structured interviews and qualitative interview. The structures interviews means that the researcher doing interview with a script. Meanwhile, the qualitative interview, it's look like a sudden interview, no script and usually the researcher have a good relation with informant²⁸.

Tabel 3.1 Informant and Interview Theme

NO.	Informant	Interview Theme
1.	Student	a. Bagaimana proses ananda mengikuti program student exchange ini? b. Kegiatan apa saja yang dilakukan ananda ketika di Jepang? c. Berapa hari ananda mengikuti program student exchange ke Jepang? d. Setelah pulang ke tanah air apakah ananda merasakan perbedaan karakter sebelum dan sesudah mengikuti program student exchange?
2.	Teacher	a. Bagaimana proses seleksi siswa yang mengikuti program student exchange? b. Bagaimana kegiatan siswa selama di Jepang? c. Dari prprogram student exchange ini karakter apa yang ingin ditanamkan kepada siswa? d. Bagaimana cara pengimplementasian karakter-karakter PPK dalam program student exchange?

²⁸ Robert K Yin, Qualitative Research From Start To Finish, (New York : TheGuilford Press, 2011) p. 133

3.	Headmaster	<ul style="list-style-type: none"> a. Apakah student exchange sudah masuk kedalam kurikulum di SD BSS? b. Bagaimana persyaratan atau klasifikasi siswa yang mengikuti program student exchange? c. Mengapa SD BSS memilih Jepang sebagai negara tujuan student exchange? d. Apa sajakah tujuan dari diadakannya tujuan program student exchange ini? e. Karakter apa yang ingin ditanamkan kepada siswa melalui program student exchange? f. Apakah student exchange efektif untuk mengimplementasikan nilai-nilai dari PPK?
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2. Observation

It is because a qualitative method, the researcher must observe everything that happen during the researcher running. Observing can be an invaluable way of collecting data because what you see with your own eyes and perceive with your own senses is not filtered by what others might have (self-) reported to you or what the author of some document might have seen. Data collected from this technique are:

1. Are the values obtained in Student Exchange applied.
2. How do students exchange program applied their character.
3. How impact student exchange program to SD BSS.

3. Documentation

Nowdays, when we talk and observe about something and without show an evidence it can be hoax. So, to make sure that the research is reliable, the researcher will attach a documentation.

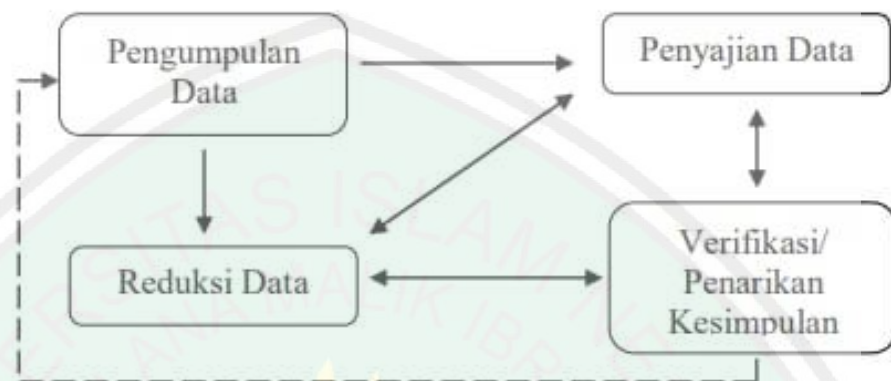
Many documents can be useful simply by the nature of the details the contain. These include picture, some titles, and organizations, and the specific language used in mottos, slogans, mission statements, and other communications. Data collected, included:

1. Photos of process selected student exchange.
2. photo of student activities on student exchange.
3. video of student activities in student exchange.
4. teacher activities while assisting students in student exchange.
5. implementing PPK grades in schools.
6. Plan schedule student activities while in japan.

F. Data Analyze

In the qualitative research, data analyze during the research running. At the same time, although analyzing qualitative research does not follow any cookbook, neither is it totally undisciplined. In this study the researchers used the Miles and Huberman technique model, activities in qualitative data analysis were carried out interactively and continued to continue

thoroughly. So that the data is saturated, the activities carried out as follows²⁹:



a. Data Reduction

Researchers conducted data reduction by making summaries and summaries obtained such as efforts made by schools in shaping the character of students how the implementation of student exchange and the implementation of KDP in schools. data reduction as a form of analysis to classify tight data selection, making a summary and summary of data points that have been reduced will provide a clear picture.

²⁹ Moleong, Lexy J. 2014. *Metode Penelitian Kualitatif, Edisi Revisi*. Bandung: PT. Remaja Rosdakarya. p 248.

b. Data Presentation

After reducing the data, the next step is to display the data or present the data points in this activity. The researcher describes the reduced data regarding the perception and understanding of the implementation of KDP through student exchange in SD BSS in the form of sentences or narratives.

c. Make Conclusions

The third step in analyzing qualitative data according to miles and huberman is drawing conclusions and verification. in this activity, the researcher conducts a review of the field notes so that the researcher can draw conclusions from the data obtained.

G. Data Validity Techniques

After all data has been collected, the researcher re-checks the data obtained from the results of interviews, observations, and documentation. Thus the data obtained from researchers can be tested for its validity and can be justified. There are three types of data validity criteria in qualitative research, namely a) triangulation, b) membercheck, c) using reference³⁰.

a. **Triangulation**

Triangulation in the testing of credibility is defined as checking data from various sources in various ways, and at various times. in the field the researcher interviewed the principal about the implementation of PPK through student exchange, at other times the researcher interviewed the

³⁰ Sugiono. 2010. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. P.273.

student exchange companion teacher about the same thing as well as the students who took part in the student exchange.

b. Membercheck

Member check is the process of checking the data obtained by the researcher to the point data giver after the researcher has recapitulated the results of the interview in writing, then the comma data provider will check whether the data found is in accordance with what is intended by the data giver or not if the data found is agreed by the data provider then the data is valid, so that it is increasingly credible or trusted. but if the data found by researchers with various interpretations that are not agreed upon by the data provider, the researcher needs to have a discussion with the data giver and if the difference is then the researcher must change his findings, and must adjust to what provided by the point data provider so the purpose of the member check is so that the information obtained and will be used in writing the report in accordance with what is meant by the data source or informant.

c. Reference

The use of reference material here is that there is a support to prove the data that has been found by the researcher. It is very necessary to support the credibility of the data that has been discovered by researchers so that it becomes more reliable.

H. Reserach Procedure

The research procedure in this study consists of four stages which will be explained as follows:

1. Pre-field stage, is the initial orientation phase before the research is conducted. This stage the researcher made the first observation to SD BSS to determine the focus of the study and to simply search for brief information to proceed to the proposal writing stage and also the researchers took care of the actual research permits both from the school as well as from the faculties to expedite the research process.
2. The research implementation phase, is the next stage after the pre-field stage is carried out. After the pre-field stage is arranged what will be needed at the time of field research, then after everything is ready related to the object of observation, interviews, and also documentation. Researchers began to be directly involved in the research process and began to explore the data needed in research related to the observation of SD BSS interviewing the accompanying teacher who took part in and student exchange students and interviewed students who took part in student exchange and intreviewes headmaster school BSS. The research will conduct for three months, from December, 4th 2019 till February 28th 2020.
3. Data analysis stage, is the stage of managing and organizing data that has been obtained in the previous field through observation, interviews,

and also documentation, then interpreted in accordance with the formulation of the problem to be studied.

4. The stage of writing a research report is the last stage after going through the analysis of data acquisition from the field. Here the researcher tries to write a report in accordance with the results of the analysis of the acquisition of processed field data and then presents the data in a descriptive.



CHAPTER IV

DATA EXPLANATION AND RESEARCH FINDINGS

A. DATA EXPLANATION

1. Object Description

a. Profile SD Brawijaya Smart School Malang

SD Brawijaya Smart School Malang was established in 1987 which was once named SD Dharma Wanita Brawijaya University. This elementary school is located on Jalan Cipayung No. 8 Ketawanggede Sub-District, Lowokwaru District, Malang City, East Java. SD Brawijaya Smart School is one of the elementary schools which is located quite strategically, which is located in an urban area as well as an education area.

SD Brawijaya Smart School underwent a change of name, in 2010. After the brawijaya foundation began establishing brawijaya high school, at that time the elementary school which was originally called SD Dharma Wanita Unibraw was changed to SD Brawijaya Smart School. Then a junior high school and a kindergarten were built in the same place, so that there was a TK-SD-SMP and SMA Brawijaya Smart School which was sheltered by Brawijaya University. In 2009 this elementary school still received Accreditation B and only in 2010 the Brawijaya Smart School SD accreditation changed to A. In 2010 the administrative arrangement and depiction of infrastructure began to be promoted to form a better school.

The vision and mission of the school with special characteristics that emphasize the character education of *imtaq* and *imtek* students with adequate infrastructure so as to make the learning process better in accordance with the objectives of SD Brawijaya Smart School.

The number of educators and teaching staffs that have met the criteria with a very qualified quality. In addition, currently SD Brawijaya Smart School has used the 2013 curriculum with full day school activities.

b. Vision and Mission and Objectives of SD Brawijaya Smart School

1. Vision

Making Educational Institutions that produce graduates of religious, nationalist, and international level of knowledge.

2. Mission

- Organizing innovative and creative learning by utilizing technology
- Organizing character education based on God Almighty and the constitution
- Organizing activities that synergize with international insight

3. Objectives Of SD Brawijaya Smart School

- As a tool to anticipate the development and dynamics of community needs and demands.
- As a guideline in carrying out activities or actions within a certain period of time.
- As a guide in allocating and utilizing resources efficiently.

- As a tool to realize the vision and mission of SD Brawijaya Smart Schools.
- As a means to maintain the sustainable development of SD Brawijaya Smart Schools.
- As a tool to assess the performance of SD Brawijaya Smart School.

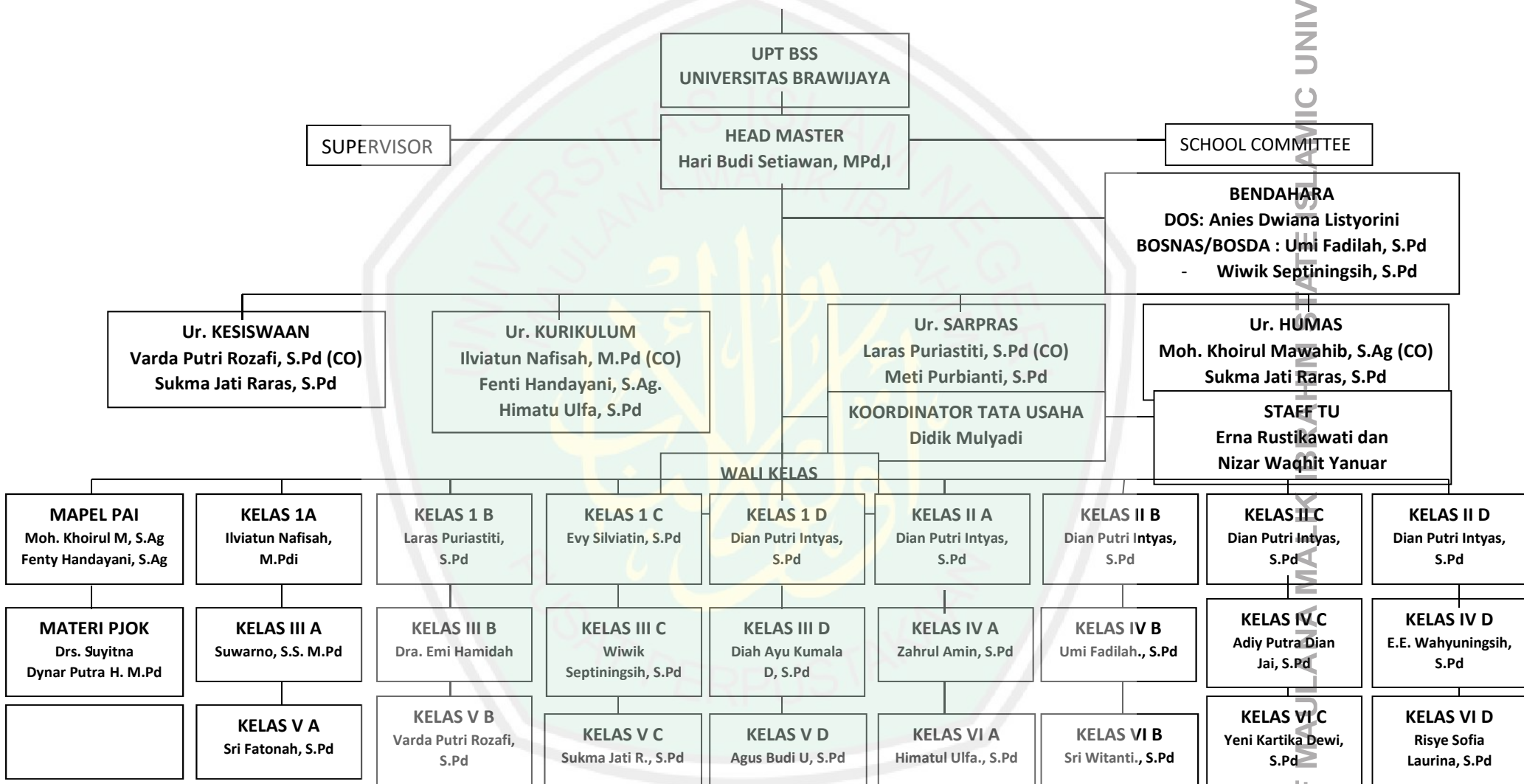
c. Resources Support Schools

Table 4.1 School Identity Table

School Name	: SD Brawijaya Smart School
NSS	: 102056104032
National School Principal Number	: 20533896
Adress	: Jl. Cipayung No. 8, Ketawang Gede, Lowokwaru, Malang
Postal Code	: 65145
Telephone	: (0341) 564390
Acreditation	: A
School Establishment Number	: No. 16 TGL : 05-8-1995
Certificate Issuer	: Kanwil Depdikbud Propinsi Jawa Timur
Building Status	: Milik Universitas Brawijaya
Area of School Land	: ± 2940 M2
Organizer Name	: UPT BSS UB

ORGANIZATIONAL STRUCTURE

SD BRAWIJAYA SMART SCHOOL



d. Curriculum

SD BSS (Brawijaya Smart School) integrated school is present in the midst of the community to provide the best solution for generations with education that fosters students' self potential which includes spiritual, social, mindset, and physical aspects in an optimal and balanced manner. IQ Intelligence, EQ, and SQ will be integrated in a learning environment, both at school, home / family, and the community in a balanced and proportional manner.

The pattern of education that we have developed also integrates aspects of discipline, devotion, intelligence, and complete independence. This will become a symbol of spiritual character for our graduates. BSS SD is an elementary school under the auspices of Universitas Brawijaya (UB) Malang. The location of the school is in the UB campus area. A beautiful, safe and comfortable environment for students is one of our pride. Structurally, SD BSS is fostered by UPT BSS which is determined by the UB rector to oversee Children Center, SD BSS, BSS Middle School, BSS High School, and Football School Ball (SSB). The curriculum used The curriculum we have applied is the 2013 curriculum, the Regular Class uses the K-13 curriculums The Model Class uses the K-13 and curriculum in collaboration with Rexam Malaysia.

e. Learning System

- Carry out active, innovative, creative, effective, and fun learning (PAIKEM) Joyfull learning by utilizing IT-based resources.
- Learning is fun, learning to know, learning to do, learning to be, learning to life together.
- Class I-III learning while playing.
- Study thoroughly in school.
- Homework / assignments that are fun and not burdensome.

f. Extracurricular and Featured Programs

Extracurricular activities

- Scouts (mandatory for classes I-VI)
- Choir / vocational vocals
- Dance
- Al-Marawis
- Drawing
- Animation
- Robotic
- The art of reading the Qur'an
- KIR
- Olympic Class
- Let's Speaking English
- Swimming
- Journalism

- Karate
- Futsal
- Theater

Featured Programs

1. Formation of religious spiritual character

- Through Smart Al-Qur'an learning in the morning, students are educated to be happy and skilled at reading the Qur'an through the Umami method.
- Amz's juz memorization program which aims to graduate the 30th year juvenile school BSS
- Daily prayer learning
- Learning duha prayer for classes I-VI
- Dhuhr prayer in congregation
- Giving greetings when meeting school residents

2. The formation of student characters

- Grow high interest in learning, reading and writing
- Happy to take the initiative and work
- Grow a high interest for responsibility
- Independent
- Mandatory scouts
- Able to communicate in English (according to level)
- Have readiness to enter the next level of education

3. Character of caring and empathy for others

- Be ready and willing to help friends and others
- Enjoy charity and philanthropy
- Love the environment by promoting clean Saturday

4. Talent and Interest Development

BSS a place for students to channel their interests and talents through extracurricular activities. Through extracurricular activities, students are guided and directed to participate in various competitions.

Collaborate with Zee's milk to look for students' talents

g. Character Education Activities at SD BSS

1. Learning Activities with the UMMI Method as an inculcation of students' religious character.



Picture 4.1 the activity of studying the cultivation of religious character³¹.

³¹ School Documentation

2. Everyday Prayer activities carried out by students to instill religious character.



Picture 4.2 Duha prayer activities every morning³².

3. Introduction of Traditional Games teaches children not to forget the typical Indonesian game, and instills a sense of nationalism.



Picture 4.3 students are introduced to traditional toys for to know the culture of their country³³.

³² School Documentation

³³ Documentation on, 28 February 2020

4. Visits of foreign students Visit by Mrs.Fay Cloud students from the University of Southern Queensland - Australia to teach and introduce their villages.



Picture 4.4 visits from foreign teaching staff to increase students' global insights³⁴.

5. Scout activities for every children to be independent and work together in groups, Scouts are required for all and one of the PPK implementation activities.



Picture 4.5 scout activities compulsory BSS students³⁵.

³⁴ School Documentation

³⁵ *Ibid.*

B. RESEARCH FINDINGS

1. Implementation of Student Exchange in SD BSS

Learning services adhere to the four pillars of education launched by UNESCO, namely: learning to know, learning to do, learning to be, and learning to live together. Learning to know leads to the transfer of knowledge, while learning to do endeavors learning to lead to experiences that have a stronger acceptance for doing so. Learning to be a learning experience gives full experience because of the opportunity to be responsible as a person. Learning to live together is an application of the ability to manage themselves carefully, agile in getting along but still being responsible. The indicator is being able to live side by side in harmony with other citizens as social beings³⁶.

From the results of research in the field shows that student exchange is a manifestation of the vision and mission of the school, as stated by Mr. Wawan as the Headmaster of the BSS Elementary School³⁷:

"student exchange adalah salah satu misi kami yakni Menyelenggarakan kegiatan yang bersinergi dengan wawasan internasional, sehingga bagaimana caranya siswa mendapat pengetahuan internasional yang cukup karena kita tau kalo lewat di kelas saja tidak cukup oleh karena itu pihak yayasan mencoba pada tahun 2017 program student exchange ternyata peminat banyak dan berjalan sampai sekarang dan insyallah akan menjadi program setiap tahun".

³⁶ Ukim komarudin. 2015. Sekilas tentang Student Exchange. (Online). (<https://www.kompasiana.com/ukimkomarudin/551abde9a333118f23b65a00/sekilas-tentang-student-exchange>), accessed on 03 February 2020.

³⁷ Interview with Mr. Wawan the headmaster in SD BSS, at date 20 December 2019

Next the researcher conducted an interview with others teachers, to find out the validity of the data obtained from Mr. Wawan. Researchers conducted interviews with Ms. Nafis as a student exchange companion. Ms. Nafis as a student exchange companion teacher stated³⁸:

"student exchange pertama kali di adakan pada tahun 2018, awalnya tidak ada tes dikiranya Cuma sedikit yang minat ternyata ada 30 orang sehingga kita adakan tes. Student exchange ini tidak hanya sd mbak tapi dengan smp bss juga, dan pertama kali ini cobanya ke jepang yang paling ditekankan ini adalah budaya dan karakternya. Karena kita pergi ke jepang biar tidak hanya senang-senang tapi juga belajar”.

Based on observations and interviews conducted, researchers found that the first student exchange at BSS Elementary School in 2018, in the previous year 2017 the headmaster first went on a field study to Japan to ascertain what students would do following the student exchange program. In 2018 there were 30 students who applied for student exchange so the school held a test to get seven students who left for Japan.

Table 4.2 names of students who take part in student exchanges 2018 ³⁹:

No.	Students Name
1.	Sybilla Nararya Sugito
2.	M. Humam Isma
3.	M.Reyhan Rahma
4.	Attala M. Farrel
5.	Maya Indah

³⁸ Interview with Miss.Nafis the teacher in SD BSS, at date 2 February 2020.

³⁹ Observation in SD BSS, at date 11 December 2019.

6.	Kaenura Adjani
7.	Jovinantya

Table 4.3 names of students who take part in student exchanges 2019⁴⁰:

No.	Students Name
1.	Aryasatya Brahma Persada Isma
2.	Thalita Anindya
3.	Javier Dzakwan
4.	Aisayah Nurani Qolbi
5.	Aesar Keanu Aulayain
6.	Arco Wildhanu Omary
7.	Amayra Khairany
8.	Neo Nell Fatanza Putra

a. Process of Departure and Preparation of Student Exchanges

In the process of school selection in collaboration with IIMS (International Institute Of Multicultural Studies). Chaired by Mr.Ota at the beginning of cooperation with UB students, Mr. Ota cooperates with the school foundation what if student exchange is applied to students. Initially there was no test because the school thought it would be a little interested and also the high cost of going to Japan. for 2018 14 million rupiah and for 2019 19 million rupiah. To the surprise of the school, apparently there were about 30 children who took part in the selection process and finally the selection process took place.

⁴⁰ Ibid.

Students must be independent because there the teacher only directs, is entirely the student's decision. Because when in Japan there are locations where students are not with the teacher but with a host family, and students' independence is needed and able to handle their own problems, therefore the criteria sought are students who are independent, and who can participate in class selection 4,5,6 only. because it was felt that the high class was able to take responsibility for him and not bother other people, so the school chose the high class to depart student exchange to Japan. Student criteria that take part in student exchange are⁴¹:

- Independent
- financially capable
- academically capable

Students are academically capable because before leaving students will be provided with the basics of Japanese for 14 days, and students are required to be able to master the basics because Japanese society has a concept if you want to come to Japan not those who adjust but we adjust. Therefore the school emphasizes on students who are able to academically and receive learning material well.

⁴¹ Interview with Miss,Nafis, the teacher in SD BSS, at date December, 10th 2019

Students are financially able, because the cost to Japan requires no small cost and there is no scholarship program for schools. So that all student exchange costs are borne by the students' guardians themselves, therefore students must be prepared financially. Before leaving students who will participate are selected first, as explained by Coco students who take part in the student exchange said⁴²:

“Pertamanya nulis formulir dulu, habis itu dikumpulin di wali kelas. Terus besoknya dikasih ulangan kayak tes. Yang daftar banyak tapi yang di ituin Cuma 8.”

To strengthen the data the researchers interviewed other students who took part in student exchange students, a student named Sibyl said⁴³:

“Ada tes gitu, sebelum berangkat juga dikasih pembekalan dasar-dasar bahasa Jepang berapa hari ya 14 kalo gasalah. Dikasih pembekalan kakak-kakak noyumi”.

Based on interviews with students who took part in student exchange researchers concluded that the process of student exchange at BSS went through a selection process and not all students could participate. The quota provided is only 8-9 students. not all are chosen because in order to effectively codify students because there are only two participating teachers, students are expected to be able to take responsibility for themselves.

⁴² Interview with Coco student in SD BSS, at date 11 December 2019.

⁴³ Interview with Sibyl student in SD BSS, at date 11 December 2019.

Before departure there was a one-month debriefing process, they learned basic Japanese to be able to communicate with Japanese even if it was only basic.



Picture 4.6 Debriefing students and learning Japanese⁴⁴.

Regarding student exchange student funds, all costs ranging from preparation to return are financed privately by students' student parents. For student exchange at BSS not through scholarships but purely money from student guardians. Based on an interview with a student exchange student named Aisyah said⁴⁵:

“semua uang sendiri mulai dari visa paspornya, uang jajan nya juga sendiri”.

To clarify the researchers asked the same thing to the student exchange companion mother Ms. Nafis said⁴⁶:

⁴⁴ School Documentation

⁴⁵ Interview with Aisyah student in SD BSS, at date 11 December 2019.

⁴⁶ Interview with Miss.Nafis the teacher in SD BSS, at date 2 February 2020.

“Untuk akomodasi 100% uang siswa mbak tapi kita yang menguruskan mereka terima bersih saja, untuk guru-gurunya bayar setengah. Untuk siswa memang murni uang pribadi tapi untuk yang menguruskan dokumen pihak sekolahnya mbak”.

After conducting interviews from various sources researchers can retrieve information that, student exchange at SD BSS is not a scholarship and all costs are borne by the student's student guardians. Before the test, the school circulated that there would be a student exchange program for those who were interested in taking the test, but if not, the school would not be required. The large amount of costs incurred did not encourage students to explore the world and curiosity caused many students to register for student exchange programs even with private funds.

b. Student Activities During Student Exchange in Japan

As long as students in Japan carry out activities that have been previously planned, they not only visit tourist sites but also visit places that educate and increase their knowledge. So that a trip to Japan does not become a waste and is able to produce something for personal, school and environment.

Based on interviews with students who took part in the student exchange, they explained in outline where they were while in Japan. ranging from activities to places visited⁴⁷.

Students on August 8, 2019 departed from Juanda Airport to Japan and transit in Singapore, students gathered at school and were transported using school vehicles to Surabaya's Juanda Airport. students are expected to bring items as needed, and carry bags as needed. there are some students who are directly taken to the airport by their parents, but many also use school buses to get to the airport. based on an interview with Amayra saying that⁴⁸:

“ke bandaranya naik mobil sekolah kak, aku juga naik mobil ada juga yang langsung ketemu di bandara dianter langsung sama orang tua terserah kita”



Picture 4.7 students gather together in front of the school for heading to the airport

⁴⁷ Observation in SD BSS, at date 11 December 2019

⁴⁸ Interview with Amayra student in SD BSS, at date 11 December 2019.

Indonesia trip to Japan takes a long time, based on an interview with a student named Aisha stated⁴⁹:"Basically from the airport at 5 pm, then it goes to Singapore Tarnsit. From Surabaya to Singapore 2 hours and then from Singapore to Japan 6 to 7 hours.Their trip to Japan takes at least one day because they must first transit in Singapore, this trasit time takes at least seven to eight hours.After arriving in Japan they were picked up by a team from Mr.Ota.



Picture 4.8 students arrive in Japan and get ready for the first destination⁵⁰.

⁴⁹ Interview with Aisyah student in SD BSS, at date 11 December 2019.

⁵⁰ School Documentation, On 01 September 2019.

One week of student exchange to Japan includes the trip, so they are not full in Japan for one week because of the travel distance. but this does not make them lost their curiosity as evidenced in 2019 student exchange enthusiasts are increasing.

After going to the airport they were invited to walk and eat Japanese food, then travel to an Indonesian school in Japan, and they were welcomed by Japanese Indonesian school students. they were well received and there were even performances from Japanese students, BSS elementary school students also performed performances singing national songs. to remind Japanese students of Indonesia.



Picture 4.9 Japanese student performance

To welcome BSS students⁵¹.

⁵¹ School Documentation On 01 September 2019.

The second day they had children, they were Japanese children. and then they were invited to play Japanese children's toys. they were invited to sew and play Japanese cards. they are expected to dare to interact directly with Japanese children. they are very happy with the arrival of Indonesian children, because they add friends and new knowledge. BSS elementary school students are also very happy to be able to learn traditional Japanese games directly from their people, and learn to sew their names. in Japan elementary students are already good at sewing because sewing is included in their learning.



Picture 4.10 Student exchange students meet with Manapal children⁵².

They were taught to play cards with Manapal and after that were taught to sew their own names, because in Japan sewing included in learning.

⁵² School Documentation. On 31th Agustus 2018.

They are taught step by step in sewing, Manapal children also tell stories of their daily activities and learning. they told me that sewing to organize things was their learning. Courtesy and manners are also very applied in Japanese learning.



Picture 4.11 Japanese children teach how to play traditional Japanese cards⁵³.



Picture 4.12 Japanese children teach students and teachers to sew their spelling names⁵⁴.

⁵³ School Documentation. On 31th Agustus 2018.

⁵⁴ School Documentation. On 31th Agustus 2018.

The data is supported by the results of an interview with Ms. Nafis as a student exchange companion said⁵⁵:

“kalau di sini tuh ya Mbak penjahit kan hanya masuk sebagai kegiatan keputrian atau yang meluangkan waktu saja, tapi kalau di sana itu ya termasuk pelajaran yang diajarkan sehari-hari jadinya kalau ada bajunya yang robek mereka itu langsung tanggap dan bisa menjahit atau memperbaiki sendiri. Di sana juga diajari bagaimana cara melipat yang benar, melipat selimut yang kayak gitu jadi di ke saringannya itu rapi. Kan kalau di sini hanya di selingan saja tapi kalau di sana itu menjadi pelajaran inti”.

Based on the results of observations and interviews supported by the data above, the researchers concluded that learning in Japan is very different from in Indonesia. Many things students learn during student exchange, they learn how to be disciplined, neat, and have good manners.

They also learn skills, such as sewing, playing Japanese cards. Sewing is one of the kinesthetic abilities that each must have. because sewing is a basic skill that is rarely taught at school, it is hoped that after returning from Japan students who take part in student exchanges can teach their friends who still cannot sew. So that elementary BSS students do not depend entirely on their parents, at least if there are loose buttons they can fix it themselves.

⁵⁵ Interview with Miss.Nafis the teacher in SD BSS, at date 2 February 2020.

On the third day they went to the homestay to meet foster parents. At this home stay they parted ways with the teacher and lived with native Japanese. During their homestay they learned a lot of Japanese culture and characters themselves. during the two-day homestay they were not in the same house with the teacher, but they were different houses and each house had two children. These two children consisted of one child in elementary school and one junior high school in BSS. most of the students are new to BSS Middle School students, and get acquainted because of this student exchange program. The data above was obtained through an interview with Mr.Wawan who stated⁵⁶:

“Jadi di sana itu mereka ada di homestay nya 2 hari, dalam satu keluarga itu terdapat 2 anak kalau rame-rame nanti tidak kondusif 2 anak ini ada anak SD BSS dan 1 anak SMP BSS. di sana juga itu ya nggak sama gurunya tapi ya caranya ya nggak jauh tapi ya beda rumah.”



Picture 4.13 Students meet Japanese people and stay two days in their homes⁵⁷.

⁵⁶ Interview with Mr. Wawan the headmaster in SD BSS, at date 20 December 2019

⁵⁷ School Documentation. On 13 Desember 2019.

On the fourth day they visited the Indonesian Embassy in Tokyo, Japan. They met with representatives of Indonesia in Japan, they gained a lot of knowledge and the Indonesian Embassy gave advice about the Japanese people who were very respectful when someone spoke. Based on interviews with Ms. Nafis stated⁵⁸:

“Jadi di sana itu ada kebiasaan yang sangat berbeda dengan Indonesia, di sana itu kalau ada orang berbicara kalau tidak ingin mendengarkan ya tidur daripada mengganggu yang lainnya yang mendengarkan, Jadi di sana itu siswa dikasih wejangan-wejangan gitu mbak.”



Picture 4.14 Students visit the Indonesian Embassy in Tokyo, Japan⁵⁹.

⁵⁸Interview with Miss, Nafis, the teacher in SD BSS, at date December, 10th 2019.

⁵⁹ School Documentation. On 30 Agustus 2018.

On the fifth day they visited the Miraikan technology museum in Tokyo Japan. Miraikan is a national museum of emerging science and innovation, a science museum located in Odaiba, Tokyo. the exhibition at this museum is centered on the latest technology related to human life in the future where visitors can also come in direct contact with the latest scientific technology in Japan's pride at the museum⁶⁰. Based on interviews with Mrs. Nafis stated⁶¹:

“jadi itu kita juga ke museum miraikan di sana itu anak-anak itu bisa tahu bagaimana teknologi di Jepang yang dikembangkan itu seperti apa, mereka itu bisa belajar langsung jadi di sana itu teknologinya sangat maju bahkan 20 tahun ke depan sudah ada prediksi bagaimana teknologi itu seperti apa. Dan itu musimnya bisa di dimainkan oleh pengunjung biasanya kan museum kan tidak boleh disentuh ini boleh”

The student exchange process does not escape from good collaboration between schools and the Japanese side. in the process of student exchange there are already staff who take care of students who take part in student exchanges. There are Indonesian staff studying in Japan and there are also native Japanese students, this makes it easy for students to explore Japan. many helped to make this program run smoothly, here are the IIMS staff who helped the realization of the student exchange program at SD BSS.

⁶⁰ <https://www.miraikan.jst.go.jp/en/> (Online). Accessed on 1th, March 2020 at 21.14.

⁶¹ Interview with Miss.Nafis the teacher in SD BSS, at date 2 February 2020.



Picture 4.15 IIMS staff who helped realize the student exchange program⁶².

2. Student Exchange in Implementation of PPK

a. Implementation of Character Education Reinforcement in SD BSS.

The Ministry of Education and Culture (Kemendikbud) issues school policies five days a week and eight hours of study in one day starting in the 2017/2018 school year. This was stated in Minister of Education and Culture (Permendikbud) Regulation No. 23 of 2017 concerning School Days. "This five-day school is a part of the

⁶² School Documentation. On 13th Desember 2019.

Character Building Strengthening (PPK) program in which there are three activities, namely intracurricular, co-curricular and extracurricular activities⁶³.

Hamid said that intracurricular activities are learning activities as they have been carried out. Then co-curricular activities are activities that strengthen activities Intracurricular activities, such as visits to museums or other educational sites, and finally extracurricular activities are activities that are more interested in students' interests and self-development, such as sports, arts, or religious activities.

Based on the speech above, the activity was carried out while still referring to the five main values of the priority characteristics of PPK, namely religious, nationalist, mutual cooperation, independence and integrity. According to him, one example of the simple application of PPK in schools is by involving students to maintain classroom cleanliness and the school environment. "Students are involved by making a schedule of alternately cleaning the class and mutual cooperation. Thus, the character values of mutual cooperation have been inserted in learning at school," Arie said. Strengthening character education is expected to foster students with critical thinking, creative character, and be able to

⁶³ Speech Director General of Primary and Secondary Education of the Ministry of Education and Culture, Hamid Muhammad. On July 14, 2019. Accessed from <http://smansalo.sch.id> on February 17, 2020.

communicate and collaborate, who are able to compete in the 21st century.

The actualization of PPK in BSS is not only through student exchanges, many activities carried out by BSS to implement character education for their students. Student exchange is one of the excellent programs from BSS to implement PPK and also as a place to channel their mission. Based on interviews with Ms. Nafis said that⁶⁴:

“PPK ini sudah kami terapkan dari berdirinya sekolah ini mbak, PPK tidak hanya lewat student exchange. Di dalam pembelajaran juga sudah kami terapkan nilai-nilai karakter, dalam keseharian budaya sekolah kita juga ada nilai-nilai PPK. Student exchange ini adalah salah satu program saja ya walaupun dampaknya untuk seluruh siswa masih kurang namun untuk individu itu sendiri sangat berpengaruh.”

To affirm the data the researcher interviewed the principal, Mr. Wawan, said⁶⁵:

“Kalau efektif masih belum 100% mbak, wong yang berangkat dengan yang tidak berangkat banyak yang tidak berangkat. PPK juga tidak di implementasikan lewat student exchange saja kan, namun saya berusaha student exchange menjadi program yang ada setiap tahunnya. Karena ini juga salah satu realisasi dari visi misi kita mbak”.

⁶⁴ Interview with Miss, Nafis, the teacher in SD BSS, at date December, 10th 2019.

⁶⁵ Interview with Mr. Wawan the headmaster in SD BSS, at date 20 December 2019

Based on interviews with informants, good planning must be accompanied by a strong commitment from all parties both schools, teachers, employees, students, and parents of students. So that the application of PPK through student exchange can work well, the school made several efforts including trying to establish good communication with fellow teachers and parents of students. To establish good communication for each other if there are deficiencies in the student exchange program, supervision and evaluation is needed so that the PPK activities in schools run well, especially in the student exchange program so that in the future this program becomes a program that has a large impact on the environment not only for a small part only.

The PPK process is planned based on guidelines developed by the Ministry of Education and Culture through the National Mental Revolution Movement (GNRM). The following are the steps taken in implementing PPK in SD BSS⁶⁶:

- 1. Determine the main values of character education reinforcement (PPK).**

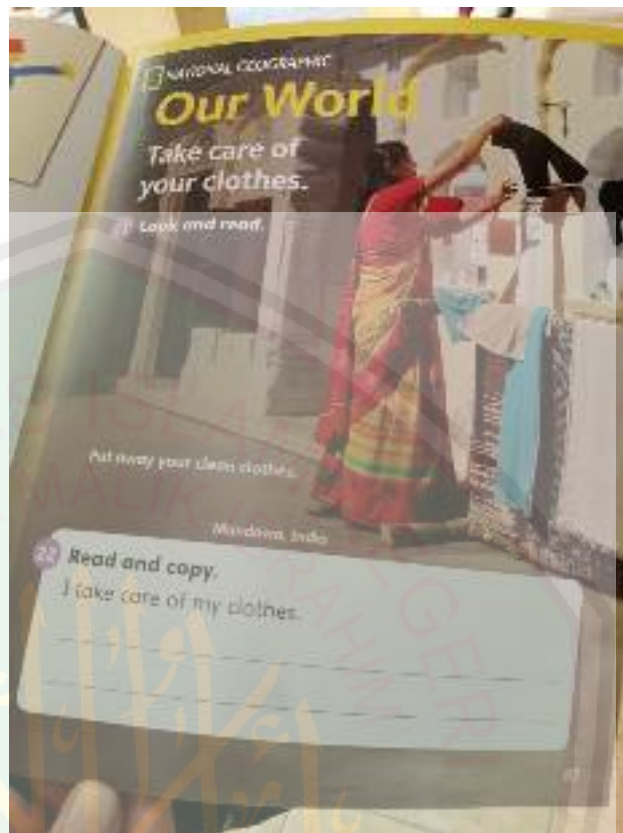
PPK is an educational program in schools that instills the habits that exist in the school culture to strengthen character education that has been implemented through habits by adjusting the philosophy of Pancasila. Based on observations and

⁶⁶ PPK Module for school headmaster school 2017 (P:3)

documentation, it was shown that the subjects stated that PPK was implemented since the founding of SD BSS, and continued from the program of President Joko Widodo. Based on interviews with Mr. Wawan as the principal of BSS Elementary School as follows⁶⁷:

“PPK itu memang kita terapkan mulai berdirinya sekolah ini mbak, kita selipkan di pembelajarannya sudah ada karakter yang ditanamkan hanya saja student exchange ini merupakan program baru untuk menunjang pendidikan karakter di sekolah. Laiinya student exchange juga banyak di kegiatan-kegiatan sekolah gak hanya student exchange saja”.

⁶⁷ Interview with Mr. Wawan the headmaster in SD BSS, at date 25 february 2020.



Picture 4.16 textbooks that contain PPK values, one example of caring for clothing includes a reflection of the value of integrity⁶⁸.

Based on the results of the PPK research aims to instill the values of the nation's character building massively and effectively through the implementation of the main values of the National Movement Mental Revolution (religious, nationalist, independent, mutual cooperation and integrity) which will be the focus of learning, habituation, and culture so that national character education can truly change the

⁶⁸ Documentation. On 25 February 2020.

behavior, ways of thinking and ways of acting for the whole of the Indonesian nation to be better and have integrity.

Each learning process involves a particular subject or theme that is being implemented, the learning method used by the teacher, as well as classroom management. In the course of organizing the teaching and learning process in the classroom the teacher has free opportunities to develop student character. The teacher can choose a part of the subject or the theme of the lesson to be integrated with student character development. The chosen learning method can also be a medium for character development. When managing a class the teacher has the opportunity to develop character through action and speech during the learning process.

2. Arrange Daily / Weekly Schedules

Daily or weekly schedules are made to strengthen the main values of PPK implementation. Based on the results of observations at SD BSS, the school has made a lesson schedule where the lessons have outlined the main values of the implementation of PPK, which is done every day. They also have Koranic activities to strengthen religious values. The weekly schedule for PPK has also been applied, namely applying nationalist values and integrity. Performed with all students from

grade one and grade six carrying out the activities of the flag ceremony, and singing Indonesian Raya songs.

In applying the value of discipline and integrity every day before the start hours of learning all students line up in front of the class and check neatness and greetings with the teacher keals, and will be followed by lessons that have been integrated with the characters. For the religious value, all students in grades 1-6 take part in smart Qur'an activities before starting academic lessons, to learn to read the Qur'an smoothly. And also for the inculcation of the religious character of all students before starting the lesson reading prayer and Asmaul Husna. The value of mutual cooperation is also applied in SD BSS, many of the science projects that are done in groups prove that they must work together to get good results. In SD BSS there is also a Boy Scout activity which teaches them the values of mutual cooperation, in class the students also help each other in cleaning up this dirty class. This is an application of the value of mutual cooperation in students' daily lives⁶⁹.

⁶⁹ Observation in SD BSS, at 25 February 2020.

In SD BSS has been carrying out PPK with five school days, which is very well applied on the sidelines of class activities and learning. PPK actualization is not only through programs that run in schools, but there are student exchanges that are relevant to the vision and mission. And this student exchange is a superior program from SD BSS for students to have international knowledge, the school strives fully for students to have international knowledge that can be applied in daily life.

In implementing PPK, schools have their respective schedules in their implementation. Every two weeks all students take part in the flag ceremony, the ceremony is held in two weeks because the field of ceremonies alternates with SMP BSS. If there is a ceremony, there is no smart Qur'an program, focused on the ceremony in the ceremony where students learn nationalist characters by singing the Indonesia Raya song, respecting the flag, not being rowdy during the ceremony. After the ceremony, students return to class and pray and continue learning.

If there is no ceremony then students will have a smart Qur'an activity at 07.15 to 07.45, this activity contains students who learn to read the Koran and each child is placed in a class that matches their ability to read the Qur'an. This activity also uses special methods so that students read the Koran properly

and correctly. After the smart quran activity students line up in front of the class then salim with the teacher to continue praying and start learning.

Based on the theories found in the field The main footing that must be used as a foundation in implementing character education is a universal moral value that can be extracted from religion. Even so, there are some basic character values agreed by experts to be taught to students. Ie, love for God Almighty and His creation, responsibility, honesty, respect and courtesy, compassion, caring, able to work together, confident, creative, willing to work hard, never give up, just, and have a leadership attitude, both , humble, tolerance, love peace and love of unity. In other words, in an effort to implement character education, teachers must try to foster these values through a real exemplary spirit, not just teaching and discourse.

3. Learning design with curriculum 2013

Designing the 2013 curriculum requires the integration of PPK values and the values of the school's vision and mission, school goals, school motto, excellent programs, educational calendar, syllabus and lesson plans (RPP).The curriculum development at BSS already contains the main PPK values that are applied in the learning. In BSS, all RPPs have used the PPK element in them even though, student exchange is not yet

included in the student RPP. But the values of attitudes that can be obtained during student exchange students are conveyed through learning and daily habituation. Based on the results of interviews with the principal of BSS elementary school Mr. Wawan as follows⁷⁰:

“Student exchange itu masuk kurikulum kita mbak sudahan, tapi ya program baru dampaknya masih belum terasa, kita mengusahakan student exchange ini untuk penyampaian visi misi sekolah walaupun tidak semua kami berusaha semua mendapat dampak dari student exchange, lewat pembelajaran juga sudah ada PPK namun student exchange program unggulannya”.

Based on the above interview that in the implementation of the RPP has been integrated with the values of PPK, and the main values of PPK are applied there are five values namely Religious, Nationalist, Independent, Mutual Cooperation, Integrity. The BSS curriculum emphasizes PPK, so it is very supportive in habituating good character building through the steps of learning.

⁷⁰ Interview with Mr. Wawan the headmaster in SD BSS, at date 20 December 2019

4. Evaluation of School Rules

Efforts to implement PPK can be in the form of school rules. One example of a student must have permission if he is absent due to illness or other needs, related to discipline must also be applied such as cheating or being late to class. Based on observations and interviews SD BSS already has an order that refers to PPK.

Make an agreement to formulate school rules and procedures for learning designed by the school, including the School Principal, Waka Curriculum, teachers and staff. Rules that are designed are then disseminated to students so that all students know and there is no reason to violate because they do not know.

BSS Elementary School has rules in the school when learning starts School rules covering student obligations. The students' obligations include, among others, before the bell rings, wearing clean and neat school uniforms. Participating in pre-learning activities namely smart Qur'an in accordance with their respective classes. Line up before entering class and salim with the learning teacher before entering class, be in the school environment when resting and permit the teacher if you want to leave the school environment. Permission when not entering class and carrying permission from parents if not entering school.

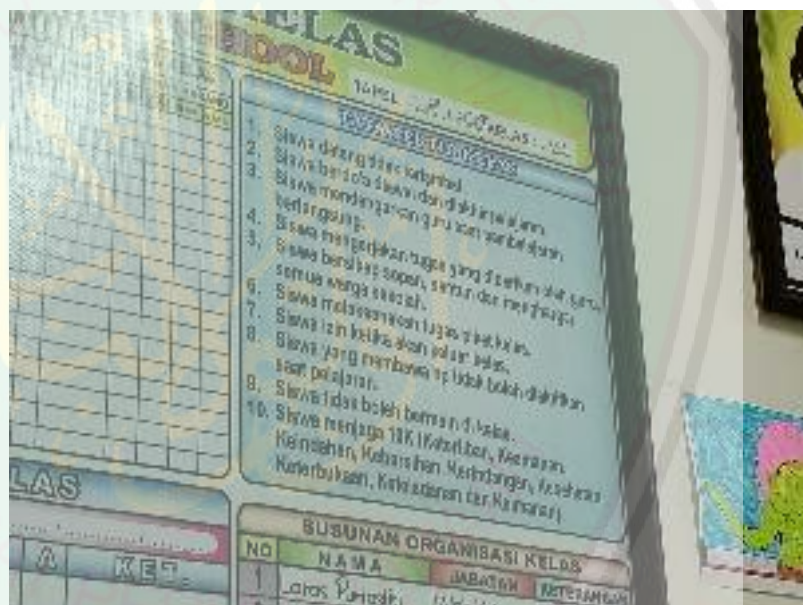
Maintain the good name of the family and the good name of the school, and respect the principal, teachers, staff and friends. Maintaining cleanliness, security, family and the shade of the school environment.

Prohibition in school rules that contains all prohibitions made by students in schools such as prohibited from playing games that are dangerous or damaging to shared facilities, interfere with other classes that are learning, take items that do not belong to him (steal), damage and correct school facilities, bring a book / reading that smells of pornography, or violence. Wearing too much jewelry and carrying sharp objects to school.

Sanctions in SD BSS code of conduct namely: if intentionally or unintentionally violating the rules will be given sanctions in the form of: one-time violation will be given a reprimand or verbal warning, the second violation will be written in the code of conduct, if it violates three times it will be called a person parents and can be suspended, if the violation is included in the qualifications of severe sanctions it will immediately call the parents of guardians of students and students can be suspended.

The rules that have been designed have been approved by all students and school residents, and have been implemented in SD

BSS in the hope of increasing the character of students and students knowing their responsibilities and how to obey applicable laws. In BSS the rules are put in the classroom using boards so that students always remember and know the consequences if they break them, the authority to give points to students is also the homeroom teacher itself. However, if a serious violation will be followed up by the disciplinary teacher.



Picture 4.17 Rules in each class, posted on the corner wall of each class⁷¹.

b. Implementation of PPK through student exchange

⁷¹ Documentation. On 25 February 2020.

Basically in this era of globalization, many school activities have implemented character-based school programs. Because of the easy access to information and technology, SD BSS utilizes international-based programs that aim to introduce characters to their students.

This student exchange activity starts in 2018, but in 2017 the school principal has conducted a survey to Japan to ensure activities and shelter for students. This student exchange process is not a program that can be realized if there is no collaboration between the school, students and student guardians. Because of the many preparations and costs that are not insignificant, student exchanges need maturity in their implementation.

Realizing the above, how serious the demands of the mandate of student exchange are. In order to maintain quality so that these activities remain on the expected path, each student exchange organizer must at least carry out the following procedures:

First, pre departure orientation (orientation before departure). What was done in this activity was emphasized seriously regarding the intended departure, regulation and achievement goals. Holding to these three things, orientation is expected to equip participants so that they reach physical and psychological prime condition. Based on interviews with Mrs. Nafis stated⁷²:

⁷² Interview with Miss, Nafis, the teacher in SD BSS, at date December, 10th 2019.

“Kalo dari tahap seleksi kita memang mencari yang mampu financial mbak karena bukan beasiswa biayanya juga gasedikit siswanya juga mampu dan mandiri”.

From the interview with Ms. Nafis, it can be concluded that this student exchange must be prepared before departure such as the physical condition of the student, financially capable, and the student is able to be independent without his parents.

Second, On going experience (when implementing student exchange; in other regions or countries). In this phase each participant looks after himself with a full sense of responsibility. He is not only as an individual, but also as a community that represents the school, even the nation. He not only must not be sick, but more than that, that is not to hurt others, especially other nations. He not only loves himself, but he also loves the group by taking care of the heart, feeling, so that it remains compact to maintain both physical and mental integrity. He also loved a new friend, a new nation he knew as he loved his old friends by keeping their feelings. Of course this can be done well if each participant holds fast to everything that has been seriously studied in the pre-departure orientation.

Based on interviews conducted by researchers to the principal of BSS Elementary School Mr. Wawan said⁷³:

"kegiatan selama 7 hari di Jepang tidak hanya berorientasi ke wisata bahkan wisatanya di bisa dibilang sedikit Mbak yang dominan itu mengenal budaya Jepang jadi kita ada di homestay yang bersama orang tua angkat dan ada juga di museum

⁷³ Interview with Mr. Wawan the headmaster in SD BSS, at date 25 February 2020

miraikan museum teknologi Jepang jadi kita tidak ke tempat wisata yang dominan agar tidak sia-sia biaya dan waktu yang kita keluarkan".

From the results of the interview above the researcher can conclude that the activities of students while in Japan are not only traveling but students also learn about Japanese culture. This student exchange activity can also instill character to students PPK characters are strongly instilled through student exchange activities, because activities during in Japan are not only oriented towards tourism but students are invited to learn and and know the character of the Japanese themselves. Based on interviews with Arco as students who take part in student exchanges. Their activities while in Japan are⁷⁴:

On the first day they headed to the airport on a one-day trip to Japan, after arriving in Japan they headed to the Indonesian Embassy in Tokyo then they headed for an Indonesian school in Tokyo where they met with native Indonesian students studying in Tokyo using the Indonesian curriculum namely k13. While at the Indonesian Embassy they were welcomed by the Indonesian ambassador they also received good reception from Tokyo elementary school students.

On the second day they arrived with children where pal, the foreign children ie Japanese children they were taught to play

⁷⁴ Based information from observation and interview

traditional Japanese they were also taught to sew and play original Japanese cards. When playing with children where pal they should not be afraid to speak Japanese or English because before departure students get debriefing for 1 month by the school to learn basic Japanese such as introductions, they are implanted with bold characters to interact directly with Japanese people and they introduce themselves to children using Japanese they have gained during the 1 month of training in school.

On their third day in Japan they are escorted to their adoptive parents, that is, they head to the homestay. Each homestay has two children, one junior high school student, one junior high school student. This aims to make the children understand firsthand the life and character of the native Japanese population from birth in Japan, this Japanese person was chosen directly by Mr. Ota as chairman of the IIMS as long as at their homestay they were not with the teacher so they were with their adoptive parents. They learn a lot of characters such as bathing with coins when the coins run out they have to stop bathing so they shouldn't be lingering in the bathroom, if you want to use AC they insert coins if the coins run out then the AC will automatically turn off.

On their fourth day at the Miraikan Technology Museum in Tokyo, Japan, they learned a lot about Japanese technology in this museum. They were able to try the tools themselves in the museum.

in this museum of miracles the technology of the next 10 years the next 20 years has been predicted and displayed in the museums of miracles so students know what technology will develop in their time.

Third, Post Arrival Orientation. This phase is the most important step. If the army before departing is burned with enthusiasm, the soldiers returning from the war must be returned to their original condition. It will be the case with student exchange participants like soldiers returning from war. Ananda who had just returned from another country usually tended to be annoyed with all the deficiencies that exist in his country because he had just been spoiled with experience and various facilities in a new country he knew.

Everyday life tends to be furious, which ends with comparing the conditions now faced with the situation of the new country that is loved. In fact, if left unchecked, this condition can get worse because students will tend to hate their own country.

Based on interviews with Mr. Wawan as the headmaster of BSS Elementary School said⁷⁵:

“ya setelah pulang itu ada evaluasi Mbak evaluasi bersama wali siswa yang siswanya mengikuti student exchange pada tahun itu. waktu itu kita evaluasinya bukan di kelas tapi di restoran gitu sambil santai-santai jadi ke depannya itu apa yang ingin ditambahkan apa gimana, namun untuk 2020 ini masih tidak ada student exchange karena virus Corona itu Mbak kita tidak mau mengambil resiko murid-murid kita dan banyak wali siswa yang tidak setuju juga, dan dari pihak Mr.Otanya juga tidak berani memasukkan orang luar negeri ke Jepang. karena di Jepang banyak yang terinfeksi dari virus Corona tapi untuk 2021 kita sudah merencanakan untuk student exchange kembali karena student exchange ini adalah program tahunan SD BSS yang sebagai wadah visi dan misi kami”.

Based on the interview above the researcher can conclude that after the student exchange activity there is an evaluation activity this evaluation activity aims to see the shortcomings of this year's student exchange program so that it can be corrected the following year. This evaluation is also useful for schools so that in the future they can improve the programs that have been implemented in SD BSS, and for student exchange programs it might also add countries not only Japan. These programs will make SD BSS more superior as a superior school in Malang, even on a national scale. This student exchange program requires collaboration between student teachers and student guardians. If this collaboration is not harmonious, this program cannot run, so the school is very maintaining

⁷⁵ Interview with Mr. Wawan the headmaster in SD BSS, at date 25 February 2020

communication with students and guardians of students and informs everything about the excellent programs of SD Brawijaya smart school.

From the implementation of student exchange, we can see that SD BSS applies PPK in a good way. This student exchange is very useful for students because they learn five PPK characters directly and not only theory, this student exchange is not only a superior program for PPK implementation but as a forum for their vision and mission. As their vision "makes educational institutions that produce graduates of nationalist religious character and have an international level of knowledge". And one of their missions is to carry out character education based on the almighty God and the constitution. from this student exchange program the school not only channels PPK but also forms a real program of their vision and mission.

The implementation of PPK through student exchange can also be felt by students who do not participate in this program, because the characters acquired by students in schools and exchanges are also applied in their daily lives. This can be seen from the many pictures

of characters in the school environment, these pictures are a reminder that students always have these characters.



Picture 4.18 PPK grades are displayed in every corner of the school⁷⁶.

The characters that are instilled by students through student exchanges are also felt by students who do not take part in student exchanges, such as the character of the responsibility of students who take part in student exchange must be accountable to themselves, luggage and know their responsibilities as student exchange students. Also students who do not take part in student exchange must have a responsible attitude. they must be responsible to themselves, their obligations as students and children when at home, and know the responsibilities when doing wrong must be able to solve the problem.

⁷⁶ Documentation. On 25 Februari 2020.

This character of responsibility is applied to students who take part in student exchanges and those who do not take part in student exchanges, as shown above. Every student has rules at home that they must obey and implement. their responsibilities are not limited to school but also at home and in the community, it is hoped that students who take part in student exchanges give examples because they have seen firsthand how Japanese characters and culture.

Tolerance must also be had by SD BSS students, because SD BSS is not a special Christian or Islamic school but a school that accepts all religions. so students must be able to have an attitude of tolerance to create a beautiful and harmonious school, harmony between students must also be maintained and owned by each student so that there is no racial or gender discrimination in schools.

3. Character formed through student exchange

Presidential Regulation number 87 of 2017 concerning strengthening of character education has been issued. Strengthening character education (PPK) is part of the national mental revolution

movement (GNRM) which has been mandated in nawacita number 8. The implementation of PPK within the scope of the ministry of education and culture has been regulated in the minister of education and culture regulation number 20 of 2018 concerning strengthening character education in units formal education .

The PPK program aside from being a continuation and continuation of the national character education national movement, 2010 was also an integral part of nawacita. the PPK movement places character values as a dimension in education that civilizes and demonstrates education practitioners as the main values are interrelated characters to form a network of values that need to be developed as a priority for the PPK movement.

SD BSS also applies character values through student exchanges including: 1) religious; 2) nationalist; 3) independent; 4) mutual cooperation; 5) integrity. various strategies implemented by schools as a reinforcement of business character education are also carried out through student exchange programs. The following values are embedded through student exchange based on observations and interviews of researchers.

a) Religious

Strengthening character education has several main values, one of which is religious character, religious character reflects the faith in God Almighty, which is manifested in the behavior of carrying out

religious teachings and beliefs. respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and and other beliefs, living in harmony and peace with followers of other religions⁷⁷.

Religious values which include peace, tolerance, respect for differences and religious beliefs, firmness, confidence in cooperation between followers of religion and beliefs, anti-bullying and violence, friendship sincerity, not forcing the will, loving the environment, protecting the small and excluded from some behavior that has been mentioned is behavior that is included in religious values. SD BSS has applied the religious character values seen from culture such as, still praying even though they are on a plane, and they continue to pray even though it is difficult to find bathrooms for ablution facilities. Based on interviews with Mr. Wawan the headmaster of BSS said⁷⁸:

“ya waktu jalan-jalan di taman itu waktunya salat ashar waktu itu ya ada toilet tapi ya darurat gimana ya mbak soalnya anak-anak nggak bisa wudhu di wastafel jadi ya kita ya tayamum, walaupun ada air keadaan darurat dan di Jepang tidak boleh kamar mandinya ini lantainya ini basah jadi ya terpaksa kita tayamum seperti itu Mbak, kita sholatnya juga di kayak gudang bukan musholla kita gelar koran buat alas”.

Based on interviews with the principal, the researcher concluded that, student exchange strongly instills religious value

⁷⁷ Kemendikbud RI. Konsep dan Pedoman Penguatan Pendidikan Karakter. Jakarta: 2017. P.45.

⁷⁸ Interview with Mr. Wawan the headmaster in SD BSS, at date 25 February 2020

especially as Japan is an Islamic minority country so students learn firsthand how to become Muslims in the minority. they must uphold the tolerance around them, and must maintain their faith by keeping their prayers even though it is not easy to find a prayer room in Japan. BSS Elementary School teachers also gave excellent examples to their students and taught them how to tayamum prayers in vehicles to make prayers to make it easier for them while traveling.

Religious values are not only applied to student exchanges, but in daily life students also apply religious values in their activities. Every day students have a program to recite according to their abilities, and before starting the lesson students also pray and read Asmaul Husna. so the value obtained from student exchange is also applied to daily student activities.

b) Nationalist

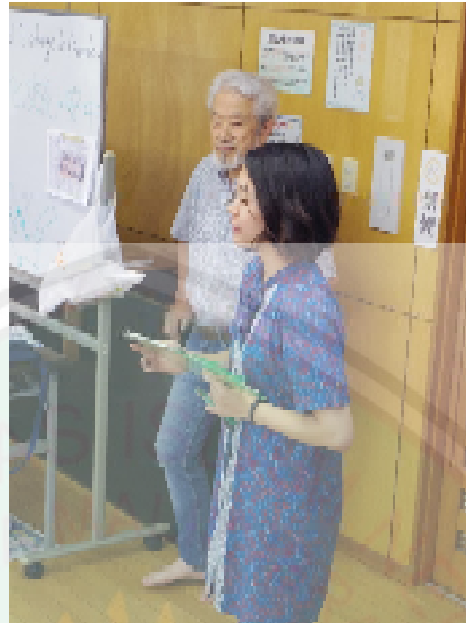
The value of nationalism character is a way of thinking and acting that shows loyalty and high respect for the language of the physical environment, socio-economic culture and national politics,

placing the interests of the nation and the state above the interests of the group⁷⁹.

From the above definition according to the Ministry of Education and Culture in his book the concepts and guidelines for strengthening character education, that nationalist character is someone who is concerned with the nation and state rather than self-interest which includes preserving the nation's cultural riches willing to sacrifice, loving the motherland preserving the environment in law and discipline and respecting diversity tribal culture and religion.

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⁷⁹ Kemendikbud RI. Konsep dan Pedoman Penguatan Pendidikan Karakter. Jakarta: 2017. P.09.



Picture 4.19
about Japan⁸⁰

IIMS explains

In everyday life when at school also instilled nationalist values, like them once every 2 weeks there is a flag ceremony. In learning they also get nationalist values such as learning Pancasila and other supporting nationalist values activities.

c) Independent

Independent character values are attitudes and behaviors that do not depend on others and use all the energy of the mind, time to realize hopes, dreams and ideals.

⁸⁰ School Documentation. On 01 September 2018

According to the Ministry of Education and Culture in the concept of books and guidelines for strengthening character education, the value of independent character is someone who has high hard work, tough when faced with something, has a fighting spirit of someone who is creative and thinks and acts, has courage and becomes a learner for someone else that is a person independent⁸¹.

In student exchanges conducted by BSS students are expected to be independent and responsible for themselves, because the main requirement for students to be selected as student exchange participants is to be independent. because in Japan the teacher is not with them for 24 hours, all their needs are to take care of themselves such as carrying a suitcase and taking their own food. When they are with their adopted families, they are also required to be independent because they have different houses and buildings with their teachers, plus each family only has two children. Children are required to be independent and know their obligations as student exchange participants, must not be late when there are activities and be able to place themselves when in the forum.

⁸¹ Kemendikbud RI. Konsep dan Pedoman Penguatan Pendidikan Karakter. Jakarta: 2017. P.09.



Picture 4.20 students take their own food and must know the portion of the meal⁸².

d) Mutual Cooperation

The character values of mutual cooperation reflect the act of appreciating the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance or help to people in need.

mutual cooperation character values which include cooperation, inclusive, commitment to joint decisions, consensus agreement, help-help, solidarity, four, and anti-discrimination, as well as voluntary attitudes.

⁸² *Ibid*

In applying the character values of mutual cooperation on student exchanges to Japan students are also instilled in mutual cooperation, because they are there without parents so they work hand in hand when friends have trouble. When they are there they are taught to embroider when there are friends who cannot , they teach their friends who can't. When friends find it difficult to carry their bags to help, when eating there are people who don't know how to do it if there are friends who know they set an example for their friends.



Picture 4.21 students help students who are struggling⁸³.

Mutual cooperation character is not only taught to students who take student exchange all BSS students are also taught mutual cooperation character, on observation on February 25, 2020 researchers found that when there were flag raisers there were

⁸³ Documentation school. On 01 Sepetember 2018

friends who could not pair plans, then the initiative of two friends paired the plan . this is a real implementation of the mutual cooperation character taught by the school.



Picture 4.22 students help friends who have trouble wearing a badge⁸⁴.

⁸⁴ Documentation on, 25 February 2020.

e) Integrity

According to the Ministry of Education and Culture in the book of concepts and guidelines for strengthening character education, the value of character integrity is the underlying value of behavior based on efforts to make oneself a person who can always be trusted in the words of action and work, having commitment and loyalty to human and moral values (moral integrity)⁸⁵.

What is meant by the value of integrity is an individual who has a fair, honest attitude, is responsible, has an exemplary spirit, and respects individual dignity according to the Ministry of Education and Culture in the concept book and guidelines for strengthening character education.

At the student exchange to Japan yesterday the students went through stages to be able to leave for Japan, they were required to have integrity with their choices. Before leaving they also completed a series of tests, and they were required to be responsible for their choices. but when researchers observed and interviewed several students who took part in student exchanges, many of them took part in student exchanges because of parental demands. but they are not at all burdened and feel happy because they learn new things from student exchange, as stated by Aisyah who said.

⁸⁵ Kemendikbud RI. Konsep dan Pedoman Penguatan Pendidikan Karakter. Jakarta: 2017. P.09.

At first it was told by Mama but I also wanted to do it, so I just took the test, maybe passed, I also didn't feel burdened with this student exchange, just enjoy it. Of the five values in strengthening character education implemented in SD BSS, the five values have an impact both for school residents and students. That a more positive attitude is in accordance with PPK values.

Judging from the main value of strengthening the character education that has been strived and strived to be implemented in SD BSS es and in five days the school has a significant impact on school residents, especially on students, these impacts can be seen when in learning and the impact when students behave.

CHAPTER V

DISCUSSION

A. Answer The Research Problem

In this chapter V , the researcher will present a review of the discussion about the formation of student character through student exchange at SD BSS. the discussion in this section as already confirmed in the analysis technique, this study uses descriptive qualitative analysis of the data obtained through interviews, observations, and documentation from the parties that are the source of the data needed. in this study the researchers focused on the implementation of student exchange programs in shaping the character of students, how the implementation of student exchanges, and the impact felt by students who took part in student exchange and its impact on schools.

The following researchers will present a discussion of the results of research related to the focus of research that has been previously formulated:

1. The implementation of student exchange at SD Brawijaya Smart School

Based on the results of research conducted by researchers can retrieve information about the implementation of student exchange at SD BSS through the foundation's collaboration with IIMMS. The beginning of the student exchange was formed because of the motivation of Mr. Ota to create world peace, thus establishing a cooperative relationship with the school to introduce Japanese culture.

The implementation of the student exchange was first held in 2018, at first the schools predicted that there would be only a few student exchanges. But when the school made a circular that there was a student exchange program the response of the student guardians was very positive, so there were 30 more students who registered for the student exchange program. The IIMMS cannot accept all students who register because there are too many and it will be very difficult to condition their students later, finally the school will hold a selection for those who want to join the student exchange to Japan.

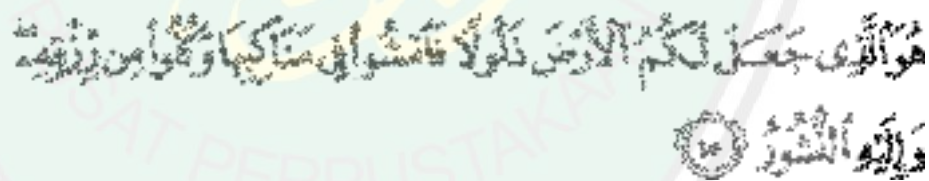
After selecting students who will take part in student exchanges, 8 students who pass the test are selected, after they have gone through the selection process for one month they are provided with the basics of Japanese so they can introduce and communicate with Japanese people. Because the system in Japan does not want to learn English or the language of the country of origin of the guest if you want to visit Japan then you must be able to at least the basics of Japanese, the school establishes cooperation with Japanese language tutoring institutions so that students are able to at least introduce themselves in Japanese.

Until now student exchange has become part of the curriculum of SD BSS, and has made the student exchange program the flagship program of the school. This program was created at the same time to channel the vision and mission of the school.

And a form of appreciation for the learning services launched by UNESCO: namely learning to know learning to do learning to be and learning to live together. When students take part in student exchanges, students learn to know learn to do and learn to be and learn directly to live together. this learning is strived to lead to stronger experiences so that it is in accordance with what students get through student exchange.

The implementation of the student exchange to Japan for 1 week is included in the trip, the trip from Indonesia to Japan takes approximately 11 hours of travel from Japan to Indonesia and is 11 hours, so they are effective in Japan for 5 days. for 5 days there they visited places that were felt to be able to cultivate the characters who wanted to be applied in student exchange.

Student exchange has a strong meaning that is also related to Allah's command to his servants who call for travel, as Surat *Al Mulk* 67:15.



The meaning is : "It is He Who made the earth easy for you, so walk in all directions and eat some of His sustenance. And only to Him are you (returned after) resurrected ".

Based on the above verse explains that, student exchange is also a suggestion that was ordered by God for us to travel to know the conditions around us. So that we know how good character is like in a simple sense that character education is what positive things the teacher does and influences the character of the students he teaches. according to myth, character education is a conscious and earnest effort of a teacher to teach values to his students⁸⁶.

From the results of the discussion above, the researchers concluded that the implementation of student exchange was in accordance with the above theory, and student exchange in SD BSS was not just a walk but there was a character implanted in the students.

2. The Impact of Student Exchanges in Reinforcement Character Education Program in SD Brawijaya Smart School

The implementation of character education in SD BSS is carried out not only through student exchanges, but also through other excellent programs. The first is to apply PPK values in learning, in each learning there is a PPK values interlude taught. based on observations researchers found in student learning books there are character values instilled in students, so this teaches students unconsciously to characterize as taught.

The second is to set a daily or weekly schedule based on the main PPK values, according to observations the researchers found that the

⁸⁶ Muchlas Samani dan Hariyanto. 2014. Pendidikan Karakter. Bandung: Pt Remaja Rosdakarya. P.43

implementation of PPK is done every time. As an example of religious values that are fostered every day at SD BSS, every day students do the Smart Quran program that is learning the lessons in accordance with the abilities of each student. And also pray and read Asmaul Husna every day. Another weekly schedule is the flag ceremony, the ceremony is held every 2 weeks due to having to take turns using the school grounds. other weekly schedules namely Scouts they are taught to have integrity and be able to take responsibility for themselves. so the practice of PPK values is not only based on theory in learning but also in real student action every day.

The third is the PPK values taught at BSS through designing the 2013 curriculum, based on observations the researchers found that the RPP SD BSS already used the 2013 curriculum which was integrated with PPK values. These values are used as a reference for teachers in delivering character education materials in class. So students know how to character well.

The fourth is the evaluation of school rules, based on observations the researchers found that the discipline in SD BSS already refers to PPK values. Just as the discipline that teaches must be on time to come to school teaches discipline to students, there are also rules that require students to be polite and respect all school members. This is the application of the character of integrity, students must be polite to people who are older than him. so it can be concluded that the evaluation of school rules in SD BSS already refers to the values of character education.

In accordance with the objectives of character education in schools, has several objectives, as follows⁸⁷:

1. Strengthening and developing life values that are considered important and necessary so that it becomes the personality or ownership of students as unique as the values developed
2. Correcting student behavior that is incompatible with the values developed by the school
3. Establish a harmonious connection with family and community in playing the responsibility of character education together.

In the process of implementing character education carried out at SD BSS is in accordance with the above theory where in its implementation, the school has facilitated teachers and students to develop and instill the values of character education. Researchers can also conclude that student exchange has an effect, although not large, also influences the planting of character values in BSS. because student exchange is relevant to the vision and mission of the school. So in implementing the values of character education in schools, there are some that are affected by student exchange.

However, the implementation of character education strengthening programs is very applied in SD BSS although the PPK program is not fully implemented through student exchange, although student exchange does not play a major role in the cultivation of student character, the school assesses

⁸⁷ Dharma Kesmuma dkk, 2011, Pendidikan Karakter Kajian Teori dan Praktik di Sekolah, Bandung: PT Remaja Rosdakarya P.9.

student exchange as relevant to the vision and mission of the school and helps BSS students have skills the basis for becoming a whole person. Because student exchange teaches them to be independent, responsible, with integrity, and nationalist. So that student exchange becomes a program that is carried out every year and will be the flagship program of SD BSS.

PPK is a formal education program that can be carried out in activities namely, Kokurikuler is an activity carried out to deepen strengthening, and intracurricular enrichment activities. the organizing of PPK in co-curricular activities is the strengthening of character values carried out for the deepening and enrichment of intracurricular activities in accordance with the curriculum content⁸⁸.

Based on the theory above, student exchange is already an actualization of the PPK program through co-curricular activities, this co-curricular activity is an activity carried out to deepen the strengthening and intracurricular enrichment activities outside of cleavage hours. So that the student exchange fulfills the PPK application program criteria which are included in the curricular, although SD BSS also apply the implementation of PPK through intracurricular and extracurricular activities, to highlight their vision and mission, the school makes a student exchange program for PPK implementation.

⁸⁸ Peraturan Presiden Republik Indonesia Nomor 87 Tahun 2017 about Pendidikan Karakter, Jakarta, 2017, p.5.

From the results of the discussion above, the researchers concluded that in the implementation of the PPK student exchange had an impact on the implementation of PPK in SD BSS. However student exchange has only had a slight impact on schools, but it has a very significant impact on individuals who take part in student exchange programs. So schools make student exchange a permanent program and become a superior program which is at the same time the application of the vision and mission of SD BSS schools.

3. The Characters Are Formed Through Student Exchange Programs for Students of SD Brawijaya Smart School

In the student exchange process there are values that will be instilled in students, there are five main characters that are embedded through student exchange, which include:

a. Religious

Religious character is an obedient attitude and behavior in carrying out the teachings of the religion it adopts tolerant of the implementation of other worship, and living harmoniously with followers of other religions⁸⁹.

Schools are said to have succeeded in shaping religious character if they meet the success indicators of religious character education,

⁸⁹ Zubaedi, 2012. *Desain pendidikan karakter: Konsepsinya dan Aplikasinya dalam lembaga pendidikan*. Jakarta: Kencana. P.74-76.

including: greeting, praying before and after learning, carrying out religious worship, celebrating religious holidays.

Students who take part in the student exchange of religious characters are also strongly instilled in their students, this is in accordance with an interview with Ms. Nafis who said they must keep praying in congregation when prayer time comes. one of the student speakers who participated in Aisyah's student exchange also said the same thing, even when they were on the plane they prayed with sitting and tayamum conditions.

When they were going to eat together they also prayed according to their respective religions, incidentally elementary students of BSS who joined the student exchange were all Muslims. So they pray and pray in accordance with the religion of Islam, this is one step to instill religious values in the student exchange program.

b. Nationalist

Ways of thinking, behaving, and acting that show loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests.

During the student exchange process carried out in the last 2 years, students always perform and bring Indonesian culture. This activity is carried out to instill nationalist character in students who take part in

student exchanges, so that it will increase their love for the country of Indonesia.

On the results of observations with the principal also got the following results, one of the things that the students got was grateful to be able to live in Indonesia. So this adds to the nationalist character of students.

c. Integrity

Values that underlie behavior based on efforts to make themselves as people who can always be trusted in words, actions, and work, have a commitment and loyalty to human values and morals. In the process of student exchange to Japan students take full responsibility for their luggage, they are also required to be independent and maintain the integrity of their country. This data is supported by interviews with sibyl and aisyah who say that when student exchange teachers only accompany even when buying souvenirs they also independently choose themselves. This is a character of integrity that can be obtained through the student exchange program to train students to be fully human and can always be relied on at any time.

d. Independent

Attitudes and behaviors do not depend on others and use all energy, thoughts, time to realize hopes, dreams and ideals. Independent students have a good work ethic, resilient, struggling, professional, creative, courage, and become lifelong learners. At the time of the independent student exchange process without parents, even in Japan they had a

different stay with the teacher. They are independent of living with adoptive parents they have just met, and must adapt to Japanese culture. Independent is also an aspect that schools consider in choosing their students to take part in this student exchange, so it is common for students to take part in independent student exchanges.

e. Mutual Cooperation

The act of appreciating the spirit of cooperation and working together to solve joint problems, establish communication and friendship, provide assistance / help to people in need.. In the process and exchange to Japan they were taught the character of mutual cooperation, because they left for Japan not alone but together. so this character is very necessary when doing student exchange, when there are friends who have difficulty carrying a bag then the initiative to help him. In the process of student exchange activities there are also values obtained, which is when learning to embroider names there are students who cannot, students who can teach their friends. Therefore mutual cooperation is a character that is obtained by students through this student exchange program.

Table 5.1 The formation of student character through habituation in SD BSS Malang

Character Value	Description	Content Values in Activities
Religious	Religious character is an obedient attitude and behavior in carrying out the teachings of the religion it adopts tolerant of the implementation of	-The prayer is still carried out even in the vehicle -Before eating pray first - Prioritize praying in congregation

	other worship, and living harmoniously with followers of other religions	- Respect other religions when praying
Nasionalist	Ways of thinking, behaving, and acting that show loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above self and group interests.	- Wear batik when in Japan - Presenting regional culture when in Indonesian schools in Japan -Don't leave Indonesian customs when in Japan
Integrity	Values that underlie behavior based on efforts to make themselves as people who can always be trusted in words, actions, and work, have a commitment and loyalty to human values and morals.	- Dare to interact directly with Japanese people -Help her friend when someone needs help -Become herself when living with Japanese
Mandiri	Attitudes and behaviors do not depend on others and use all energy, thoughts, time to realize hopes, dreams and ideals.	-Bring items according to their ability to carry them -Dare to live with adoptive parents without ateacher - Take care of suitcases, clothes, own food
Gotong Royong	The act of appreciating the spirit of cooperation and working together to solve joint problems, establish communication and friendship, provide assistance / help to people in need.	-Help his friend when there is trouble - Share food or drinks when you buy food - Do not leave the group when active

Based on the above table, the researchers draw the conclusion that in the implementation of strengthening of character education in student exchange is in harmony with existing theories. The impact felt by schools with the existence of student exchanges is a channeling of vision and mission. but for the impact of student exchange in PPK is still lacking, because student exchange the greatest impact is felt by individuals who directly participate in student exchange.



CHAPTER VI

CLOSING

A. Conclusion

From the research conducted by researchers under the title **Implementation Of Character Education Reinforcement Through Student Exchange (The Case Study at SD Brawijaya Smart School Malang)**, Based on the data obtained it can be concluded that the application of strengthening character education through student exchange can affect students and schools.

1. The implementation of student exchange at SD BSS began in 2018, this student license is a foundation collaboration with IIMS. This student exchange is conducted for 7 days with the destination country of Japan, for students who can take part in this student exchange are grades 4 5 and 6.
2. The implementation of student exchange is carried out with the selection stage first, students are given a circular by the school and those interested can participate in the selection. The priority requirements for student exchanges are students who are independent and financially capable, after students have passed the student selection process equipped with basic Japanese for 1 month.
3. This student exchange is the actualization of the school's vision and mission, and the impact of this student exchange is to make students have character and become human beings with an international perspective, for the impact of schools is less felt because not all students take student exchange.
4. The characters formed from this student exchange are religious, nationalist, independent, integrity, and mutual cooperation. This character is inculcated to

students when attending student exchanges, and has an international insight into the realization of the school's vision and mission.

B. Suggestion

Regarding the implementation of the PPK program through student exchanges to Japan in SD BSS, the researchers suggest:

1. For Teachers, the student exchange companion is expected to be a capable and multitasking teacher, because there are 8 students participating in the student exchange program. And the teacher who accompanied the student exchange should also be provided with basic Japanese as well as their students.
2. For Students, students are more exploring what they have gained while in Japan, taking seriously the activities that have been planned during the student exchange to form the expected character.
3. For Headmaster, adding students who take part in student exchanges so that the impact on the school is not just for individuals.

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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

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Kepada
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di
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Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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NIM : 16140063
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Ganjil - 2019/2020
Judul Skripsi : Implementation of Character Education Reinforcement Program (PPK) Through Student Exchange (Case study of SD Brawijaya Smart School)
Lama Penelitian : Desember 2019 sampai dengan Februari 2020 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan
H. Agus Maimun, M.Pd
NIP. 19650817 199003 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



UNIVERSITAS ISLAM NEGERI
MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana Nomor 50 Telepon (0341) 552398
Website: www.iain-malang.ac.id Faksimile (0341) 552398

BUKTI KONSULTASI SKRIPSI

Nama : Titi Nur Afifah
NIM : 16140063
Judul : Implementation Of Character Education Reinforcement
Through Student Exchange (The Case Study at SD
Brasajaya Smart School Malang)
Dosen Pembimbing : Dr. H. Langgeng Budianto, M.Pd
NIP : 197110142003121001

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NIP. 19760803 200604 1 001

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Jurusan : **Pendidikan Guru Madrasah Ibtidaiyah (PGMI)**
Judul Skripsi : **Implementation Of Character Education Reinforcement Program (PPK) Through Student Exchange (The Case Study at SD Brawijaya Smart School)**

Maka selaku responden, kamu berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

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Hari Budi Setiawan, M.Pd.I

SURAT KETERANGAN *MEMBER CHCECK*

Dengan ini, saya menyatakan melakukan membercheck data hasil penelitian melalui wawancara, observasi, dokumentasi baik deri segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut dibawah ini:

Nama : **Titi Nur Afifah**
NIM : **16140063**
Jurusan : **Pendidikan Guru Madrasah Ibtidaiyah (PGMI)**
Judul Skripsi : **Implementation Of Character Education Reinforcement Program (PPK) Through Student Exchange (The Case Study at SD Brawijaya Smart School)**

Maka selaku responden, kamu berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Ilviatun Nafisah, M.Pd.I

SURAT KETERANGAN *MEMBER CHECK*

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Mengetahui

Arco Wildhanu Omary

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Mengetahui

Aisyah Nurani Qolbi

SURAT KETERANGAN *MEMBER CHECK*

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Mengetahui

Amayra Khairany

SURAT KETERANGAN *MEMBER CHECK*

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Student Exchange (The Case Study at SD
Brawijaya Smart School)

Maka selaku responden, kamu berpendapat bahwa data tersebut sudah sesuai tanpa ada manipulasi. Demikian, dimaklumi adanya.

Mengetahui

Sybilla Nararya Sugito

Interview Guidelines

A. Interview with student

- e. Bagaimana proses ananda mengikuti program student exchange ini?
- f. Kegiatan apa saja yang dilakukan ananda ketika di Jepang?
- g. Berapa hari ananda mengikuti program student exchange ke Jepang?
- h. Setelah pulang ke tanah air apakah ananda merasakan perbedaan karakter sebelum dan sesudah mengikuti program student exchange?

B. Interview with teacher

- e. Bagaimana proses seleksi siswa yang mengikuti program student exchange?
- f. Bagaimana kegiatan siswa selama di Jepang?
- g. Dari prprogram student exchange ini karakter apa yang ingin ditanamkan kepada siswa?
- h. Bagaimana cara pengimplementasian karakter-karakter PPK dalam program student exchange?

C. Interview with headmaster

- g. Apakah student exchange sudah masuk kedalam kurikulum di SD BSS?
- h. Bagaimana persyaratan atau klasifikasi siswa yang mengikuti program student exchange?
- i. Mengapa SD BSS memilih Jepang sebagai negara tujuan student exchange?
- j. Apa sajakah tujuan dari diadakannya tujuan program student exchange ini?
- k. Karakter apa yang ingin ditanamkan kepada siswa melalui program student exchange?
- l. Apakah student exchange efektif untuk mengimplementasikan nilai-nilai dari PPK?

Interview Transcript With the Headmaster

No	Question	Answer
1.	Apakah student exchange sudah masuk kedalam kurikulum di SD BSS?	Jadi student exchange di BSS ini dimulainya 2018, tapi 2017 itu saya sudah melakukan studi ke Jepang. Dan di sana saya bertemu dengan mr.ota dan mendiskusikan program ini, kalau dipikir-pikir lagi ya program ini termasuk aktualisasi dari visi dan misi sekolah sehingga yang sudah masuk dalam program unggulan BSS. Jadi ini sudah termasuk program tahunan yang dilaksanakan di sekolah ini jadi yang sudah termasuk.
2.	Bagaimana persyaratan atau klarifikasi siswa yang mengikuti student exchange?	Yang pertama itu ya mampu finansial si Mbak karena ini bukan beasiswa, ini 100% uang dari wali murid. Nah setelah itu mandiri karena di sana kan mereka tidak dengan orang tua.
3.	Mengapa SD BSS memilih Jepang sebagai negara tujuan student exchange?	Ya kan kita tahu sendiri orang Jepang itu disiplin, racing yang diharapkan siswa bisa meniru karakter orang Jepang ya walaupun sebentar kan bisa membekas di ingatan siswa
4.	Karakter apa yang ingin ditanamkan kepada siswa melalui program student exchange?	Karakter yang ada di PPK itu mbak yang 5 itu tapi yang paling utama ya mandiri dan menjadikan sesuatu menjadi manusia yang seutuhnya itu si yang utama
5.	Apakah student exchange efektif untuk mengimplementasikan nilai-nilai PPK	Kalau dinilai efektif 100% yang masih belum soalnya dampaknya itu masih belum ke lingkungan sekitarnya hanya di individunya saja. Dan kita tahu bahwa siswanya itu nggak semuanya berangkat jadi kalau di kata efektif yang masih belum optimal gitu aja

6.	Faktor penunjang dan penghambat saat melakukan student exchange ini apa saja?	<p>Kalau faktor penunjang nya itu punya wali murid karena 100% biayanya dari wali murid mereka itu openmaint bahwa dengan sedan ekstensi ini akan mendatangkan pengalaman-pengalaman baru untuk anak saya jadi seperti itu jadi banyak sekali wali murid yang mendukung program ini, yang kedua itu dari yayasan karena misro tanya ini adalah orang yang sangat berpengaruh di Jepang jadinya itu kayak di mudah kan mbak hal-hal yang kayak pengurusan visa atau penginapan itu sangat mudah sekali Dan ini menjadi faktor penunjang untuk melaksanakan program ini.</p> <p>untuk faktor penghambatnya mungkin terlalu pendek itu ya mbak ya waktunya karena kan jauh juga kita juga enggak bisa lama-lama untuk dan negaranya orang dengan membawa anak yang masih kecil gitu ya kan salah satu faktor penghambat. ya sama sumberdayanya sih kan di sini itu gurunya juga masih belajar bahasa Jepang enggak ada yang sudah lancar banget juga enggak ada</p>
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Interview Transcript With the Teacher

No	Question	Answer
1.	Apakah student exchange sudah masuk kedalam kurikulum di SD BSS?	Ya hanya masuk di program unggulan saja kalau masuk ke pelajaran ya belum, ini juga program baru ya Mbak kita baru merintis dari tahun 2018 jadi kami masih membenahi di sana sini untuk ke depannya bisa melakukan kegiatan ini dengan baik.
2.	Bagaimana persyaratan atau klarifikasi siswa yang mengikuti student exchange?	Kalau persyaratan khusus juga nggak ada ya mbak, kita juga nggak memilih yang mumpuni di bidang akademik karena sebelum berangkat juga dibekali, Ya yang utama ya apa ya mandiri itu karena di sana itu kan nggak sama orang tua nanti takutnya dia rewel nyari orang tua kan susah ya mandiri itu sih mbak
3.	Mengapa SD BSS memilih Jepang sebagai negara tujuan student exchange?	Untuk kedamaian dunia kali ya Mbak karena kan kita tahu bahwa Jepang itu pernah menjajah Indonesia, nah ini itu kayak mencegah bahwa agar kita tidak balas dendam karena sudah mempunyai keluarga di sana ya jadi tidak akan menyerang Jepang kayak gitu untuk perdamaian dunia. kan nanti anak mikirnya ada saudara di sana kan nanti tidak ada pikiran untuk menyerang atau membalas dendam ke Jepang.
4.	Karakter apa yang ingin ditanamkan kepada siswa melalui program student exchange?	kalau yang paling utama ya mandiri itu tadi si mbak karena kan jauh dari orang tua nakal karakter-karakter lain kita juga menanamkan kayak nasionalis mereka juga di sana menampilkan budaya Indonesia religius juga mereka diajari salat ketika di kendaraan ketika

		keadaan darurat integritas juga mereka percaya diri saat berkenalan dengan orang Jepang mereka juga bertanggung jawab atas diri mereka sendiri
5.	Apakah student exchange efektif untuk mengimplementasikan nilai-nilai PPK	Kalau menurut saya sih masih belum optimal ya Mbak karena yang ikutan juga tidak ada separuhnya siswa tapi ya kalau untuk penyaluran visi misi ya sangat bagus karena kan termasuk visi misi kita untuk mencetak lulusan yang berwawasan internasional.



Interview Transcript With the Students

No	Question	Answer
1.	Bagaimana proses ananda mengikuti proses student exchange ini?	Awalnya itu ada undangan dari sekolah terus tak kasihkan Mama sama mama disuruh nyoba seleksi stan dan exchange abis itu tes kemudian dibekali selama 1 bulan bahasa Jepang
2.	Kegiatan apa saja yang dilakukan di Jepang?	Waktu di Jepang itu hari pertama ke sekolah Indonesia di Tokyo kemudian ke anak mana pal anak mana pacarnya itu ngasih materi gitu tentang menjahit habis itu ke homestay, sempet juga ke museum miraikan
3.	Berapa hari anada mengikuti program student exchange?	Kalau sama perjalanannya itu 7 hari kalau di sana nya itu 5 harian, soalnya lama di perjalanan kan juga harus transit juga di Singapura
4.	Setelah pulang ke tanah air apakah ananda merasakan perbedaan karakter sebelum dan sesudah mengikuti student exchange?	Kerasa kalau biasanya kemana-mana sama Mama sekarang udah berani sendiri sekarang juga nggak buang sampah sembarangan lagi

Observation Guidelines

1. Observe directly the condition and environment of SD BSS.
2. Observe activities that have PPK elements.
3. Observe directly the implementation of the character education strengthening program in SD BSS.

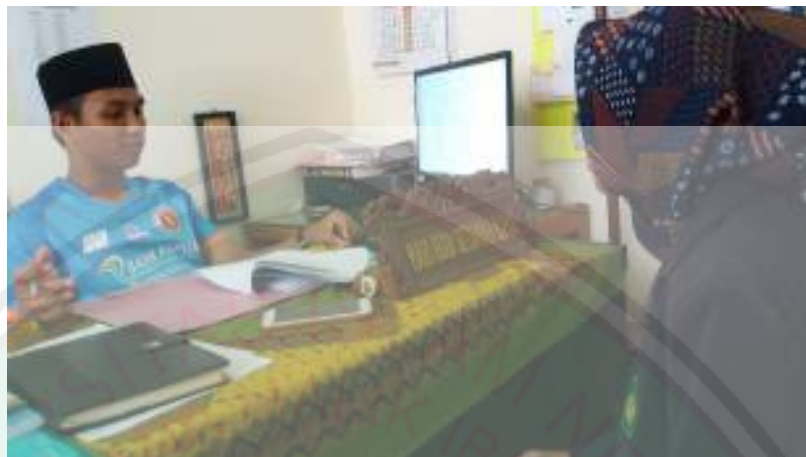


Documentation Guidelines

1. Documentation about preparation for student exchange departures.
2. Documentation about activities during student exchange in Japan.
3. Documentation about the implementation of PPK in SD BSS.



Attachment Documentation



Interview with the headmaster of SD BSS Malang on December 20, 2019 in the headmaster's office.



Interview with Miss. Nafis teacher of SD BSS Malang on February 20, 2020 in the class.



Interview with Sibyl and Aisyah students who took part in Student Exchange on 11 December 2019.



Interview with Amyra and Arco students who took part in Student Exchange on 11 December 2019.



Mr. Ota and his wife,
Mr. Ota the chairman of IIMS



Adoptive parents of one
of the,
students in Japan



Learning and playing
with Manapal



The presentation of
souvenirs from SD BSS
Malang



Students who were selected student exchange to Japan in 2018



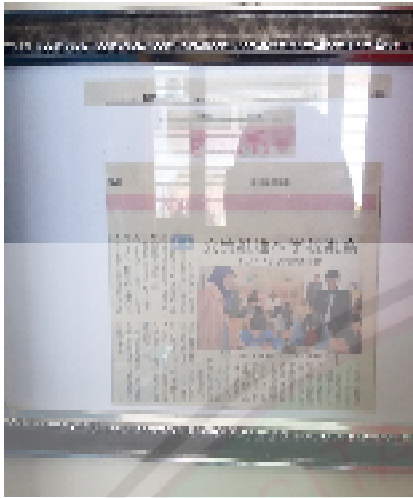
Visit the museum Miraikan in Tokyo



Speech of the BSS headmaster at an Indonesian elementary school in Tokyo



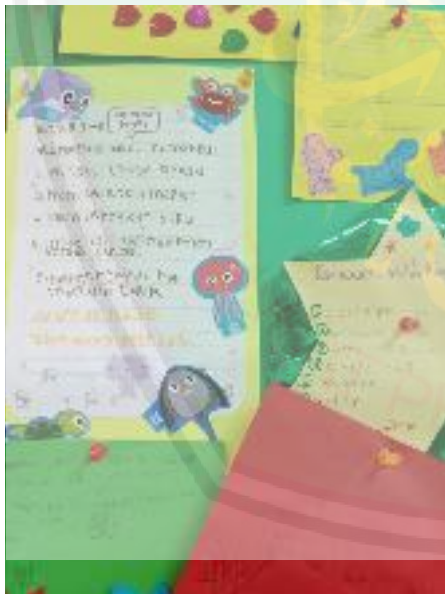
BSS student exchange entered the local newspaper news in Japan



BSS student exchange program entered Surabaya local media news



Implementation of PPK values



Learning that teaches character at home



Student rules teach discipline character

CURRICULUM VITAE

Author's Identity

Name : Titi Nur Afifah
NIM : 16140063
Date of Birth : 25th, July 1998
Faculty : Education And Teacher Training
Departement : Islamic Elementary Teacher Education
Entrance year : 2016
Address : Mbunder rt14/rw05 Ampeldento Karangploso Malang
Contact Person : 085330665690
Email : titiafifah78@gmail.com



Formal Education

2003-2004 : RA.RA Kartini Ampeldento
2004-2010 : MI. Mifathul Ulum
2010-2013 : Mts Negeri Batu
2013-2016 : MAN Kota Batu
2016-2020 : UIN Maulana Malik Ibrahim Malang

Malang, 04th June 2020

Titi Nur Afifah
NIM. 16140063

