"Lost And Found Box" As A School Innovation in Strengthening The Character Of Students Based On Integrity Values In Elementary School

Maisyaroh[1,*], Sri Untari[2], Tutut Chusniyah[3], Dedi Prestiadi[1], Maulana Amirul Adha[1], Nova Syafira Ariyanti[1], Bagus Rachmad Saputra[1], Endrik Mas Yulaidi[4]

[1] Faculty of Education, Universitas Negeri Malang, Indonesia
[2] Faculty of Social Science, Universitas Negeri Malang, Indonesia
[3] Faculty of Psychology, Universitas Negeri Malang, Indonesia
[4] Elementary School Laboratory Universitas Negeri Malang, Blitar City, Indonesia

*(*corresponding author*)
✉maisyaroh.fip@um.ac.id

Abstrac: Current education programs are directed at the implementation and strengthening of character education in schools. Character education is considered the right solution to solve the problems of the Indonesian nation. The purpose of this study was to determine the planning process for strengthening character education based on integrity values in schools, the implementation of the lost and found box program in schools, and the impact of implementing the lost and found box program in schools. This study used a qualitative descriptive research design with a case study approach. The data collection techniques used in this study were interviews and documentation studies. This research was conducted at Elementary School Laboratory Universitas Negeri Malang, Blitar City, with the principal as the key informant and teacher, education staff and school committee as additional informants. The results of this study shows that planning activities in the integrity value-based character education strengthening program have been divided into learning and non-learning aspects. Program planning is carried out through work meetings involving school principals, teachers, education personnel, parents, school committees, stakeholders, education experts, with the principal as the highest decision maker. The impact of implementing the "Lost and Found Box" program in schools is (1) increased honesty behavior of students, (2) students understand the concept of ownership, (3) students feel responsible for personal property and other people, and (4) school students are felt to be safer.

Keywords: Character Education, Integrity Values, School Innovation, Lost and Found Box

Introduction

Current education programs are directed at the implementation and strengthening of character education in schools. Character education is considered as the right solution to solve the nation's problems (Muassomah et al., 2020; Pasandaran et al., 2019). Problems that occur in society such as indiscipline, a culture of being late, like breaking the rules, massive corruption, disintegration of the nation due to conflicts in the name of differences in ethnicity, religion and race (SARA) are problems for education in Indonesia today (Bagir, 2013; Rachman, 2013). The implementation of the character education program itself has been regulated in the Minister of Education and Culture Regulation Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units. Where in the Regulation of the Minister of Education and Culture Number 20 of 2018, there are five main values of the priority characters of Strengthening Character Education which are carried out at the educational unit level, namely religious, nationalist, integrity, mutual cooperation, and independent values (Minister of Education and Culture Republic of Indonesia, 2018). Religious values reflect belief in one God, tolerance and love for the country. Nationalist means placing the interests of the nation and state in the interests of themselves and their groups. Integrity, an effort to make himself a person who can always be trusted in his words, actions and work, exemplary, politeness, trustworthiness, hard work, discipline, confidence, responsibility, humility, courtesy, keeping oral, gentle in speaking greetings, respect each other, especially the elder and love the truth. Mutual cooperation, reflects the act of appreciating the spirit of cooperation and working hand in hand to solve problems with solidarity, mutual help, togetherness, sharing, tolerance and kinship. Independent, not dependent on others and using energy, thoughts, time to realize hopes, dreams and ideals, hard work, creative, disciplined, courageous, not easily discouraged and learners (OECD, 2020; Onde et al., 2020).

The description of the values of character education is deemed necessary by the government to be integrated with learning and non-learning activities at the educational unit or school level (Annisa, 2018; Maunah, 2015). Implementation of Strengthening Character Education is carried out in formal, non-formal, and informal education, implementation of the Strengthening Character Education program, and funding. However, not all educational units or schools in Indonesia can implement the Strengthening Character Education program properly (Farisi, 2011; Hasanah, 2013; Mahmud, 2017). There are various obstacles in the implementation of the Strengthening Character Education program related to the conditions of schools with other schools in various regions with different conditions (Ash-shidiqqi, 2018). Aspects such as limited facilities, infrastructure, difficult access to schools, and understanding of school principals and teachers about the Strengthening Character Education program are

deemed less of a problem for the implementation of the Strengthening Character Education program (Ariyanti et al., 2020; Harsono, 2018; Sukadari et al., 2019).

Without the character of integrity instilled in students, acts of corruption, collusion and nepotism in the future will continue to occur (Kemendikbud, 2011). Integrity as a value, is a person's decision to act according to the reality, which means not manipulating a situation by lying or deceiving others for personal gain (Onde et al., 2020). Strengthening character education starts from the family environment of the family and continues to the school environment which will have an impact on community life (Pala, 2011; The Jubilee Centre for Character & Virtues, 2017). One of the innovative programs carried out at the Elementary School Laboratory of the Universitas Negeri Malang, Blitar City in instilling the character of students with integrity is through the lost and found box. The Lost and Found box is a place to collect or place lost items at school. This box is intended to train the honesty of students as well as to instill anti-corruption values so as not to take what is not their right. It is important for schools to formulate innovative programs in schools that integrate character values based on integrity values in them (OECD, 2020; Zurqoni et al., 2018). Based on these descriptions, the purpose of this study is to determine the planning process for strengthening character education programs based on integrity values in schools, the implementation of the lost and found box program in schools, and the impact of implementing the lost and found box program in schools.

METHOD

A qualitative approach is used in this research, with the research design used is a case study. This is done because the researcher wants to describe or describe the facts or circumstances in accordance with what happened (Ulfatin, 2015). The location in this research is Elementary School Laboratory, Universitas Negeri Malang, Blitar City, East Java, Indonesia. Data mining in this study used in-depth interview techniques (in dept interview), and documentation study. The key informants in this study were the principal, with teachers, education personnel and the school committee as additional informants. Another source of data from this study is relevant school documents. The data analysis technique used in this descriptive qualitative approach used the analysis of Miles and Huberman (Miles et al., 2014) starting from data reduction, data presentation, and drawing conclusions / verification. The activity of checking the validity of the data was carried out by the researcher to validate whether the data was accurate. Checking the validity of the data in this study using the credibility test,

in this study the credibility test includes triangulation, extension of observation time, increasing persistence, and adequacy of reference materials.

RESULT AND DISCUSSION

Planning Process of Strengthening Character Education Program Based on Integrity Values in Schools

Planning activities in the integrity value-based character education strengthening program have been divided into learning and non-learning aspects. The overall form of the planning program is formed in order to strengthen the character of students based on the value of integrity, good and detailed planning can make it easier for the school to achieve the expected goals in the future (Botha, 2010; Fahrilyani et al., 2019; Mustiningsih et al., 2019). Planning relates to a series of activities to be carried out in order to achieve future goals. Planning is a process of rational and systematic activities in determining all decisions, activities, or steps that will be carried out at a later date in order to achieve effective and efficient goals (Alfirevic et al., 2016; Maisyaroh et al., 2014). In a plan there are always stages in order to achieve goals that are effective and efficient in an educational institution. This stage includes a management process from planning to evaluation.

The planning of the character education strengthening program for students at Elementary School Laboratory, Universitas Negeri Malang, Blitar City, is included in the School Activity and Budget Plan (RKAS). The formulation of school program planning is oriented to the vision and mission of the school, and is tailored to the needs of students. Planning for a character education strengthening program for students at Elementary School Laboratory, Universitas Negeri Malang, Blitar City is carried out through work meetings. Work meetings conducted by the school involve various school components, starting from the principal, teachers, education personnel, parents, school committees, stakeholders, education experts, with the principal as the highest decision maker. Meetings are held through a deliberative mechanism, which is held before the new school year. This is done in order to achieve the agreed goals. The involvement of these parties is of course very important to support the success of the program of strengthening character education based on integrity values of the Laboratory of Universitas Negeri Malang, Blitar City (Jeynes, 2019; Saidek et al., 2016; Wibowo, 2013). The effectiveness of school planning must produce flexible and student-centered programs, which include learning programs, human resources, curriculum development, student activities, school finances, curriculum elaboration into teaching materials for school buildings, laboratories, libraries, and school relations with the community (Adha et

al., 2019; Bandur, 2012; Juharyanto, Bafadal, et al., 2020). Therefore, planning is said to be effective if the principal involves school members to work together in an effort to make school programs effective through collective efforts with school members to achieve predetermined goals (Anggraeni et al., 2020; Maisyaroh et al., 2019; Pratiwi et al., 2020).

The Implementation "Lost and Found Box" Program in Schools

One of the innovations at the Elementary School Laboratory Universitas Negeri Malang, Blitar City in an effort to strengthen character education based on integrity values is the provision of "lost and found boxes" in schools. The use of the "lost and found box" is a means of shaping the integrity character of students as well as being part of anti-corruption education. The Lost and Found box is a place to collect or place lost items at school. This box is intended to train the honesty of students as well as to instill anti-corruption values not to take what is not their right (Komalasari & Saripudin, 2015; Sarmini et al., 2017).

The procedure for using the "lost and found box" at school, namely, for students who find items must follow the flow by reporting them to the class teacher, students who find items take notes, check and select items, after which it is written in a special sheet containing the date the items were found, the location where the item was found, the name of the finder, and the type of item found. Then the goods are displayed in a transparent box, which is called the lost and found box. Owners of lost or left items can take by showing proof of ownership of the goods and filling in the lost and found sheet. Lost and found items are stored and displayed so that they may be taken back by the original owner.

In the United States the lost and found box is used to minimize lost items (Faller, 2016). As is well known, so far, many items are often lost or left behind, namely student stationery, drinking water bottles, food lunch boxes, hats, ties, and money. But among the various items found, several times no one took them. According to the mutual agreement, if the goods for six weeks are not taken, they will be auctioned off. Furthermore, the proceeds from the auction are used for class interests. This is the same as was done at St. Francis Xavier Elementary School in Central Phoenix, Arizona, United States, items that are not immediately taken by the owner will be used for class interests and donated to people in need (Faller, 2016). Procurement of the lost and found boxes is still considered effective in minimizing lost items and endeavoring to integrate character based on integrity values in Elementary School Laboratory, Universitas Negeri Malang, Blitar City.

The Impact of "Lost and Found Box" Program Implementation in Schools

The strengthening of a character education-based school culture can be done through modeling, spontaneous activities, routine activities, and conditioning of the school environment (Pattaro, 2016; Wiyani, 2013). School routine activities are activities carried out by students continuously and consistently at all times (Asmani, 2012; Megawangi, 2010). The lost and found box program is one of the routine activities programmed by schools in integrating activities in schools based on the character of integrity.

The impact of implementing the "Lost and Found Box" program in schools is (1) increased honesty behavior of students, (2) students understand the concept of ownership, (3) students feel responsible for personal property and other people, and (4) school students are felt to be safer, because it is rare to find items that are lost and left behind in the classroom or school environment. Some of the results of previous studies indicate that one of the indicators of the success of character building based on integrity values is that students have honest behavior and understand the concept of ownership, one of which is shown through the behavior of returning items borrowed or found in public places (Fajar, 2018; Harmanto, 2014). The efforts in strengthening character of students must be formulated through the right strategy by the school so that the possibility of successful achievement of goals can be optimized (Fahrilyani et al., 2019; Juharyanto, Sultoni, et al., 2020; Maisyaroh et al., 2020; Malihah, 2015).

CONCLUSION

One of the innovations at the Elementary School Laboratory Universitas Negeri Malang, Blitar city in an effort to strengthen character education based on integrity values is the provision of "lost and found boxes" in schools. The Lost and Found box is a place to collect or place lost items at school. Planning for a character education strengthening program for students at SD Laboratory, Universitas Negeri Malang, Blitar City is carried out through work meetings. Work meetings conducted by the school involve various school components, starting from the principal, teachers, education personnel, parents, school committees, stakeholders, education experts, with the principal as the highest decision maker. The impact of implementing the "Lost and Found Box" program in schools is (1) increased honesty behavior of students, (2) students understand the concept of ownership, (3) students feel responsible for personal property and other people, and (4) school students are felt to be safer, because it is rare to find items that are lost and left behind in the classroom or school environment.

ACKNOWLEDGMENTS

REFERENCES

Adha, M. A., Gordisona, S., Ulfatin, N., & Supriyanto, A. (2019). Analisis Komparasi Sistem Pendidikan Indonesia dan Finlandia. *Jurnal Studi Manajemen Pendidikan*, *3*(2), 145–160. https://doi.org/http://dx.doi.org/10.29240/jsmp.v3i2.110

Alfirevic, N., Burusic, J., Pavicic, J., & Relja, R. (2016). *School Effectiveness and Educational Management*. Palgrave Macmillan.

Anggraeni, S. A., Amelia, I., Wulandari, P., Oktavianingrum, R., Adha, M. A., Gunawan, R. M., & Juharyanto. (2020). The Efforts of School Principal in Improving Quality of Learning Through Non-Thematic Learning Supervision in Elementary School. *Proceedings of the 6th International Conference on Education and Technology (ICET 2020) The*, 346–350. https://doi.org/https://dx.doi.org/10.2991/assehr.k.201204.067

Annisa, F. (2018). Planting of Discipline Character Education Values in Basic School Students. *International Journal of Educational Dynamics*, *1*(1), 107–114.

Ariyanti, N. S., Adha, M. A., Sumarsono, R. B., & Sultoni, S. (2020). Strategy to Determine the Priority of Teachers' Quality Problem Using USG (Urgency, Seriousness, Growth) Matrix. *International Research-Based Education Journal*, *2*(2), 54–62. https://doi.org/10.17977/um043v2i2p54-62

Ash-shidiqqi, E. A. (2018). The Analysis of Character Education in Indonesia. *International Journal of Humanities, Art and Social Studies (IJHAS)*, *3*(4), 39–46.

Asmani, J. M. (2012). *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*. Diva PRess.

Bagir, H. (2013). Problem Pendidikan Karakter. *Kompas.Com*.

Bandur, A. (2012). School-Based Management Developments: Challenges and Impacts. *Journal of Educational Administration*, *50*(6), 845–873. https://doi.org/10.1108/09578231211264711

Botha, R. J. (2010). School effectiveness: Conceptualising divergent assessment approaches. *South African Journal of Education*, *30*(4), 605–620. https://doi.org/10.15700/saje.v30n4a391

Fahrilyani, D., Maisyaroh, M., & Kusumaningrum, D. E. (2019). Manajemen Pembinaan Karakter Peserta Didik Di Sekolah Dasar. *Jurnal Administrasi Dan Manajemen*

Pendidikan, 2(4), 204–212. https://doi.org/10.17977/um027v2i42019p204

Fajar, A. (2018). Prevention of Corruption through Anti-Corruption Education. *Advances in Social Science, Education and Humanities Research*, *251*(Acec), 650–653. https://doi.org/https://dx.doi.org/10.2991/acec-18.2018.145

Faller, K. (2016). *Schools' Lost-and-Found Boxes Filled to Bursting at End of Year*. Azcentral. https://www.azcentral.com/story/news/local/phoenix/2016/05/20/schools-lost-and-found-boxes-filled-bursting-end-year/84500828/

Farisi, M. I. (2011). Kompetensi Guru dalam Mewujudkan Pendidikan Berkarakter dan berbasis Budaya. *Jurnal Teknologi Pendidikan*, *11*(1), 23–33.

Harmanto. (2014). Pendidikan Anti Korupsi Melalui Budaya Sekolah Berbasis Nilai-Nilai Keislaman. *Islamica*, *7*(1), 100–122.

Harsono, F. H. (2018). Kendala Guru Di Daerah Terluar Menerapkan Penguatan Pendidikan Karakter. *Liputan6.Com*.

Hasanah. (2013). Implementation of Core Character Values in Higher Education. *Jurnal Pendidikan Karakter*, *3*(2), 186–195.

Jeynes, W. H. (2019). A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes. *Education and Urban Society*, *51*(1), 33–71. https://doi.org/10.1177/0013124517747681

Juharyanto, Bafadal, I., Arifin, I., Saputra, B. R., & Adha, M. A. (2020). The Use of Conventional Communication Technology as an Effective Principal Leadership Strategy in Strengthening the Role of Multi-Stakeholder's Forum for School Quality Improvement. *Elementary Education Online*, *19*(4), 1963–1973. https://doi.org/10.17051/ilkonline.2020.762773

Juharyanto, J., Sultoni, S., Arifin, I., Bafadal, I., Nurabadi, A., & Hardika, H. (2020). "Gethok Tular" as the Leadership Strategy of School Principals to Strengthen Multi-Stakeholder Forum Role in Improving the Quality of One-Roof Schools in Remote Areas in Indonesia. *SAGE Open*, *10*(2), 1–12. https://doi.org/10.1177/2158244020924374

Kemendikbud. (2011). *Pendidikan Anti Korupsi untuk Perguruan Tinggi*. Kementerian Pendidikan dan Kebudayaan RI.

Komalasari, K., & Saripudin, D. (2015). Integration of Anti-Corruption Education in School's Activities. *American Journal of Applied Scinces*, *12*(6), 445–451. https://doi.org/10.3844/ajassp.2015.445.451

Mahmud, M. (2017). *Internalisasi Nilai-Nilai Karakter Dalam Meningkatkan Kompetensi*

Kepribadian Guru Di Sekolah Menengah Pertama Islam Terpadu (SMPIT) Al-Hidayah Sumenep. UIN Maulana Malik Ibrahim.

Maisyaroh, Juharyanto, Bafadal, I., Wiyono, B. B., Adha, M. A., Saputra, B. R., & Ariyanti, N. S. (2020). Implementation of Principal Instructional Leadership in Facilitating Learning Independency Policy on 4 . 0 Industrial Era Orientation in Indonesia. *Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020) Implementation*, *487*(Ecpe), 206–211. https://doi.org/https://dx.doi.org/10.2991/assehr.k.201112.037

Maisyaroh, Mustiningsih, Kusumaningrum, D. E., & Nasih, A. M. (2019). Development of the Model of Implementation and Evaluation of the 21st Century Community Participation in the Pesantren-Based Junior High School. *International Journal of Innovation, Creativity and Change*, *5*(4sp), 599–610. https://doi.org/10.2991/icet-19.2019.144

Maisyaroh, Zulkarnain, W., Setyowati, A. J., & Mahanal, S. (2014). Masalah Guru dalam lmplementasi Kurikulum 2013 dan Kerangka Model Supervisi Pengajaran. *Jurnal Manajemen Pendidikan*, *24*(3), 213–220.

Malihah, E. (2015). An ideal Indonesian in an increasingly competitive world: Personal character and values required to realise a projected 2045 'Golden Indonesia'. In *Citizenship, Social and Economics Education*. https://doi.org/10.1177/2047173415597143

Maunah, B. (2015). Implementasi Pendidikan Karakter Dalam Pembentukan Kepribadian Holistik Peserta Didik. *Jurnal Pendidikan Karakter*, *5*(1), 90–101.

Megawangi. (2010). Pengembangan Program Pendidikan Karakter Di Sekolah: Pengalaman Sekolah Karakter. *Membangun Profesionalitas Insan Pendidikan Yang Berkarakter Dan Berbasis Budaya*, 1–8.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. Sage.

Muassomah, Abdullah, I., Istiadah, Mujahidin, A., Masnawi, N., & Sohrah. (2020). Believe in Literature: Character Education for Indonesia's Youth. *Universal Journal of Educational Research*, *8*(6), 2223–2231. https://doi.org/10.13189/ujer.2020.080605

Mustiningsih, Maisyaroh, & Kusumaningrum, D. E. (2019). Development of Planning and Organization Model of Community Participation in the Pesantren Based Junior High School. *5th International Conference on Education and Technology*, *382*(Icet), 580–583. https://doi.org/10.2991/icet-19.2019.144

OECD. (2020). *Education for Integrity*. https://nus.org.ua/wp-

content/uploads/2020/09/education-for-integrity-web.pdf

Onde, M. L. O., Aswat, H., Fitriani, B., & Sari, E. R. (2020). Integrasi Penguatan Pendidikan Karakter (PPK) Era 4.0 pada Pembelajaran Berbasis Tematik Integratif di Sekolah Dasar. *Jurnal BasicEdu*, *4*(2), 268–279.

Pala, A. (2011). The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, *3*(2), 23–32.

Pasandaran, S., Katuuk, D., & Sendouw, R. H. E. (2019). Analysis of Teacher Strategy in Developing Character Learning at School. *International Journal of Recent Technology and Engineering*, *8*(2 sp), 271–278.

Pattaro, C. (2016). Character Education: Themes and Researches. An Academic Literature Review. *Italian Journal of Sociology of Education*, *8*(1), 6–30. https://doi.org/10.14658/pupj-ijse-2016-1-2

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal.

Pratiwi, F. D., Gunawan, I., Mahardika, B. A., Nur, C., Amaliah, P. U., Adha, M. A., Lestari, S. P., & Juharyanto. (2020). Principal ' s Role in Thematic Learning Supervision That Works in Elementary School. *Proceedings of the 6th International Conference on Education and Technology (ICET 2020)*, *501*(Icet), 176–181. https://doi.org/https://dx.doi.org/10.2991/assehr.k.201204.031

Rachman, T. (2013). Pendidikan Karakter Solusi Kikis Permasalahan Bangsa ? *Republika.Co.Id*.

Saidek, A. R., Raisul Islami, & Abdoludin. (2016). Character Issues: Reality Character Problems and Solutions through Education in Indonesia. *Journal of Education and Practice*, *7*(17), 158–165.

Sarmini, Swanda, I. M., & Nadiroh, U. (2017). The Importance of Anti Corruption Education Teaching Materials for The Young Generation. *Series: Journal of Physics: Conf. Series*, *953*, 1–5. https://doi.org/10.1088/1742-6596/953/1/012167

Sukadari, Sukemi, B. M., & Sunarti. (2019). Local Socio-Cultural Wisdom as a Basis of Character Education in Primary Schools. *International Journal of Innovation, Creativity and Change*, *7*(6), 298–311.

The Jubilee Centre for Character & Virtues. (2017). *a Framework for Character Education in Schools*. University of Birmingham. https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf

Ulfatin, N. (2015). *Metode Penelitian Kualitatif di Bidang Pendidikan: Teori dan*

Aplikasinya. Media Nusa Creative.

Wibowo, A. (2013). *Manajemen Pendidikan Karakter Sekolah Konsep dan Praktik Implementasi*. Pustaka Belajar.

Wiyani, N. A. (2013). *Membumikan Pendidikan Karakter di SD*. Ar-Ruzz Media.

Zurqoni, Retnawati, H., Apino, E., & Anazifa, R. D. (2018). Impact of Character Education Implementation: A Goal-Free Evaluation. *Problems of Education in the 21st Century*, *76*(6), 2018. https://doi.org/10.33225/pec/18.76.881