Patterns of Character Education for Vocational School Students through Non-Academic Programs: Paradigm and Implementation

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Abstract. Some Indonesian students, including vocational school students, often perform negative behavior. This study aims to reveal the good practice of character education patterns through non-academic activities in a vocational school in Palembang, South Sumatera, Indonesia. This study uses an explanatory case study method that explains a phenomenon in depth and detail. The study data are obtained through interviews, observation, and documentation. There are 11 informants involved in this study. They are the vice head of the school for student affairs, the supervisor of extracurricular activities, the head of school administration, the coordinator of the counseling guidance unit, Islamic spiritual advisors, teachers, and five students. The research procedure includes data collection, data reduction, data presentation, and conclusions. The result of this study indicates that to shape student character, schools should not only conduct this through learning activities but also design well-planned non-academic activities. The pattern of non-academic character education is implemented through two activities. The first is habituation activities including a routine smiling day program, operasi semut (ant operations), reading Al-Qur'an, flag-raising ceremony, and short-term Islamic boarding schools. The second is doing extracurricular activities including scouting, choir, dance and drama, scientific creativity club, etc. These non-academic activities have a positive impact on the formation of students' positive character. Students are accustomed to practicing religious values such as honest, tolerant, disciplined, hard-working, creative, independent, democratic, curios, homeland-loving, communicative, peace-loving, environmentally caring, socially caring, and responsible in daily activities. Further research is

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required to test the effectiveness of this non-academic approach to character education in other schools.

Keywords: character education; non-academic programs; paradigm and implementation; patterns; vocational schools

1. Introduction
The vocational high school (Sekolah Menengah Kejuruan) is one of the levels of formal education in Indonesia. The purpose of education at this level is to prepare students, and especially to prepare them to work in certain fields (Pambudi & Harjanto, 2020). Therefore, at this type of school, students can choose various majors or fields of study that are suitable to their interests and the skills they want to develop.

A vocational high school is more unique than other Indonesian high school types. The number of male students is greater than female students. For example, the number of students in South Sumatra in the academic year of 2020-2021 is 125,183 with 72,661 (58.04%) males and 52,522 (41.96%) females (Kemendikbud, 2021). In the same year, SMK Negeri 2 Palembang consists of 85% male students and 15% female students. This condition becomes a challenge for the school in educating students, especially in the aspect of good character.

This male dominance at SMK N 2 Palembang causes the intensity of character education to be higher than in other general schools because male students tend to perform more negative actions than female students (Amin, 2018). This finding is also supported by previous research which shows that boys display more aggressiveness, compared to girls with a ratio of 5:1 (Guvendir, 2015; Lee, et al., 2015; Yani & Retnowuni, 2019; Hutomo & Ariati, 2017). Some of the negative behaviors done by male students are brawls, smoking, and even drug abuse (Evren, 2014; Reyes, et al., 2014; Wardhani et al., 2017).

SMK Negeri 2 Palembang designs and creates a non-academic program in the form of character education to anticipate negative deportment among students. The result of the initial interviews with the principal shows that the program aims to shape the students' good character. The school intends to train the students to have a good personality, social skills, empathy for others, self-confidence, tolerance, loyalty in friendship, patience, sincerity, and creativity. The character education programs of SMK Negeri 2 Palembang are carried out through non-academic activities such as habituation activities for disciplined behavior and extracurricular activities such as scouting, spiritual development, et cetera. These programs have proven to be effective in shaping students' good character and minimizing their negative behavior. Due to the importance and values of this good practice, this study aims to describe the patterns of student character education comprehensively through non-academic activities at SMK Negeri 2 Palembang, South Sumatera, Indonesia

2. Literature Review

Schools have a prominent role in the development of character education (Mahmud & Manda, 2016). The proactive role of schools in shaping the character of students is very much needed in addition to the role of parents and the social environment (Sugiarti et al., 2022; Pala, 2011). In addition, character education is one of the goals of education (Shields, 2011). Therefore, the character of students can be formed through programmed activities in schools (Smith, 2013). At their schools, students receive education through academic activities (learning activities) and non-academic activities (extracurricular and routine activities).

Character education is a programmed effort to build student's positive attitudes and behavior (Aquami, et al., 2020; Fadhilah & Nurahman, 2021; Frasandy, et al., 2022; Pane & Patriana, 2016). Character education, through both academic and non-academic programs, facilitates students in improving their achievements in terms of knowledge, skills, and behavior or character. Through character education, students are expected to have positive values including religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, nationalist, homeland-loving, appreciative, academically good, friendly, peace-loving, bookish, environmentally caring, socially caring, and responsible (Wahid & Pamungkas, 2019).

The formation of student character through academic activities is carried out by integrating character values in intra-curricular and co-curricular activities. In intracurricular activities, character values are integrated into teaching materials, learning processes, and the curriculum (Birhan et al., 2021; Saputro & Murdiono, 2020; Pradana et al., 2020). In co-curricular activities, character values are integrated into material deepening activities. In addition, the integration of character values in learning can also be performed on models, strategies, and learning methods (Kim, 2015; Lidyasari, 2014; Ucus, 2015).

The formation of student character through non-academic activities is character education that is integrated into extracurricular activities and routine activities. Extracurricular activities are carried out through educational activities outside of subjects to help the development of students that matches their needs, potential, talents, and interests through activities that are specifically organized by competent and authorized educators and education personnel in schools (Siregar et al., 2020; Farb & Matjasko, 2012). Extracurricular activities can be a facility to develop children's non-cognitive skills (Carolan, 2018; Nitu, 2011). In extracurricular activities, character values can be integrated through activities to expand interests and talents in student organizations, scouting, religious activities, and others.

Character education can be applied through various methods. Character education can be applied through three methods. The first is the knowing method, that is, providing knowledge about the importance of practicing positive character values. Through this method, character education can be packaged through the delivery of information at every opportunity and can be integrated into learning. The second is the practice method, that is, the direct practice of

character values. The last is the habituation method, that is, continuous and routine practice of character values in daily activities (Asnawan, 2020; Rijal et al., 2023; Roseth, 2015).

Previous research shows that there are several patterns of character education through academic and non-academic programs such as through the implementation of local wisdom-based learning models (Anggraini & Kusniarti, 2017), contextual learning (Rahmawati et al., 2019), the provision of role models, interventions, consistent habituation, and reinforcement (Zurqoni et al., 2018), and through traditional games (Hafina et al., 2022). This research reveal another approach to implementing character education in SMK.

3. Methodology
This study uses a qualitative approach with an explanatory case study method that aims to explain the phenomenon in depth (Zainal, 2017). This study is conducted to describe the facts regarding the patterns of character education through non-academic activities at SMK Negeri 2 Palembang, South Sumatra, Indonesia. To test the validity of the data, the researcher conducts repeated interviews, does intensive observations in the field, and confirms the data from the interviews, the observation data, and research documents as well.

Participants
The researcher directly selects representative informants who are considered to know much about the research problem. This is intended to obtain accurate and informative data. Eleven people become the informants. They are the vice principal of student affairs (informant 1), the coordinator of the counseling guidance unit (informant 2), supervisor of extracurricular activities (informant 3), head of administration (informant 4), spiritual advisor (informant 5), teachers (informant 6), and five students (informants 7, 8, 9, 10, 11).

Table 1. Informants and Obtained data

Informants	Obtained Data
Vice principal of student affairs	School policy on patterns of character education in school.
Coordinator of the counseling guidance unit	Counseling programs and activities for students in school.
Supervisor of extracurricular activities	Character education through extracurricular activities.
Head of administration	Character education program in school.
Spiritual advisor	Character education through religious activities.
Teachers	The role of the teacher in building the character of students.
Five students	Students' response regarding character education in schools. Student character in the aspect of paradigm, attitude, and behavior.

Data Collection Methods
In the first step, the researcher conducts a qualitative document analysis, that is, conducting a study on school work program documents, school activity reports, students' non-academic reports, student counseling guidance documents, and student work programs (Castleberry & Nolen, 2018; Chu & Ke, 2017). Then, the researcher conducts in-depth interviews with the informants to clarify the documents (Goodel et al., 2016; Roshenthal, 2016). After that, the researcher conducts observations on students' activities upon their arrival at school, during rest time, and in extracurricular activities. Observations are carried out naturally. The researcher plays the role of a participant and observer (Moen & Middlethon, 2015). The researcher is also involved in several extracurricular activities. However, in extracurricular activities, the researcher's role is just as an observer in other activities.

Data Analysis Procedures
The data obtained were analyzed using the data triangulation method which combines data from interviews, observations, and documentation (Miles & Huberman, 2018; Moon et al., 2019). The researcher recorded, summarized, classified, analyzed, and interpreted the data in depth, presenting the obtained data in a narrative form, and concluded each of the research data that were related to the patterns of student character development through non-academic activity programs at SMK Negeri 2 Palembang.

4. Findings
The research findings reveal that there are two patterns of character education implemented by the school; a habituation program involving extrinsic motivation and is initiated by the school, and an extracurricular program involving intrinsic motivation and is based on students' hobbies and interests. Both approaches can be categorized into non-academic programs.

Program Planning
The character education program at SMK Negeri 2 Palembang is under the supervision of the vice principal of student affairs who supervises several fields, as shown in Figure 1.
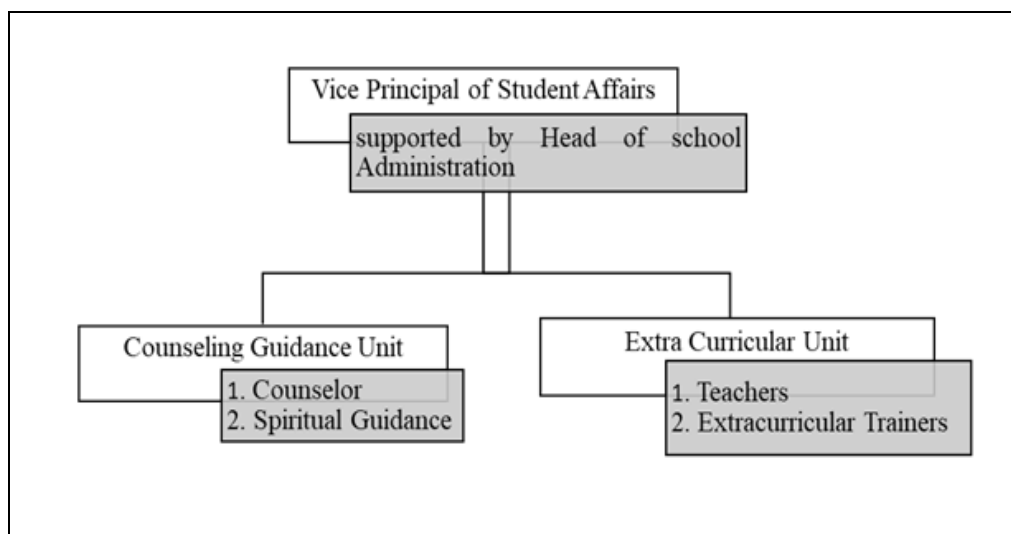
Figure 1: Organizational structure of the program and their responsibilities

Both the habituation program and the extracurricular program have been carefully designed and well prepared. The researcher found the concept and design of the systematic program in school documents. According to the vice principal of student affairs, who is the person in charge of the program, these two activities are considered to have a positive impact on student's mental development.

> "*In addition to cognitive abilities, character building becomes one of the main goals in the educational process in schools. Character education cannot be successfully done only through learning activities, but also must be carried out in non-academic activities through special disciplined development activities and by optimizing extracurricular activities (informant 1).*

Each unit is obliged to make a program for one academic year in consultation with the vice principal of student affairs and make a report to the principal. The program for each unit is shown in table 1.

Table 2: The Patterns of Character Education at SMK Negeri 2 Palembang

Units	Program	Description
Counseling	Daily program	The daily program is considered the most influential media in instilling students' discipline. This daily activity is a program designed and agreed upon by all the stakeholders. The daily program focuses on three main activities. The first is the smiling day program. It is carried out by doing "saluting, smiling, and greeting" activities. This program aims to help students accustomed to doing positive habits in building good relations with others (hablun min annas). The second is "ant operation" program. This activity is intended to build students' positive habits of keeping the environment clean. This activity is a manifestation of establishing good relations with the surroundings and nature (hablum ma'al alam). The third is reading Al Qur'an.

		This activity aims to draw students closer to God, The Almighty (hablum minal Allah).
	Weekly program	The weekly program is carried out by performing flag-raising ceremonies every Monday and on certain national days. This activity aims to familiarize students with neatness, discipline, and responsibility. This activity has been scheduled for each academic year. All classes are ensured to get their turn to become flag-raising ceremony officers. This activity is used to instill several values such as trust, gratitude, and love for the homeland.
	Annual program	Character education intended to train students' mentality is also carried out through an annual routine program. The program is a short-term Islamic boarding school. This activity is carried out in the Islamic month of Ramadan. These activities include congregational prayers, tadarus (reciting Al Qur'an), Islamic preaching (tausiyah), breaking the fast together, and cooperation in cleaning the mosque and school areas. On the closing day, the school holds various religious competitions such as adzan (the Islamic call to prayer), Al Qur'an recitation, iqamah (the shorter version of adzan), an Islamic preaching competition, and so on. Through this activity, students are accustomed to practicing religious values, responsibility, and caring for the environment.
	Incidental program	The incidental program can be in the form of sudden inspections that are intended to supervise and track classes at certain hours to check students' conditions and activities. If students commit violations such as wearing their uniform improperly or skipping flag-raising ceremonies, they can be immediately reprimanded and advised. This activity is a form of routine evaluation of the implementation of character education programs.
Extracurricular Activities	Weekly routine program	There are many extracurricular activities offered by the school. Some of them, such as scouting, are mandatory for all students, especially those who are in their first year. Other extracurricular activities are choir, dance and drama, scientific creativity club, debate, band, marching band, Islamic spirituality club, futsal, basketball, wall magazine, badminton, volleyball, martial art, karate, and clean and green club. These programmed activities are carried out routinely every Monday, Thursday, and Saturday after the end of learning hours, or around 3:00-5:00 pm local time. Every extracurricular is fostered and guided by teachers as competent trainers or mentors in their field. Some of the extracurricular activities also involve trainers or mentors who are outsiders. However, they must have certificates of expertise in their fields.

Program Implementation
1. *Habituation Activities and Mental Discipline Building*

Mental building activity for the students of SMK Negeri 2 Palembang is carried out through daily programs such as the smiling day program and reading Al-Qur'an, weekly programs such as the flag-raising ceremony on Mondays, and the annual program such as short-term Islamic boarding school as stated by informant 2, the head of the discipline of the counseling Guidance Unit.

> "*Human character likes to change, including the students' and ours. Schools are responsible for creating programs that facilitate teachers and students to maintain their faith in God. In the daily program, we create the smiling day program. It aims to help students and teachers to be accustomed to smiling to everyone they meet. The program starts earlier before classes begin around 06.30 in the morning. All students must be at the school at that time and do "saluting, smiling, and greetings". In the program, all students who pass the school gate must greet all the teachers, especially the counseling guidance teachers, who are ready to welcome students in front of the gate. After that, students automatically carry out the "ant operation movement". In the program, students do the cleaning in the school environment or in their workshops. After that, students enter the class at 07.00. After the class captain leads the prayer, the students read Al Qur'an (tadarus). In the weekly program, we do mental discipline training by performing a flag-raising ceremony every Monday morning. All students must gather at the schoolyard before 07.00. In the annual program, we have prepared a short-term Islamic boarding school program that is in the month of Ramadan." (Informant 2)*

The counseling guidance unit assisted by several counselors and Islamic religious advisors leads the implementation of the habituation program. Counselors and religious coaches are selected from teachers who have an educational background and expertise in counseling and religion. They work on a scheduled basis and in their respective task areas, as stated by the vice head of student affairs. In implementing students' discipline effectively and efficiently, the school divides tasks among several people. Those who are in charge of doing their tasks have the responsibility of conducting scheduled coaching based on certain classes.

> "*We fully support school policies in disciplining students. All related needs will be facilitated. In the habituation and discipline section, six people serve as counselors. They are given scheduled assignments to carry out coaching in classes. Consulting services can be carried out in classrooms, offices, or spaces outside classrooms. The counseling services provided are very flexible. It means students can consult whenever they want. We are always ready to serve." (Informant 4)*

The school always involves the students' parents in every process of the program and has discussions with them to ensure that the program runs smoothly. At the beginning of the learning activities, the school invites the students' parents to discuss the program design and sign an agreement regarding the program implementation. The students and their parents are asked to sign a letter of agreement regarding the rules and regulations that must be obeyed by the students. This is done so that the guardians of the students know and agree on the coaching programs implemented in the school. This agreement is also a collaborative effort between the school and the guardians in educating students.

The school gives sanctions for any violations of the rules as a form of student discipline control. Sanctions are given based on the level of the violation. At this level, schools are committed to upholding discipline that adheres to the principle of "being forced and accustomed". There are three types of violations committed by students. They are serious violations, moderate violations, and minor violations. The explanation of the violation points can be seen in table 2.

Regarding the supervision of student discipline, the school makes a schedule for teachers to carry out supervision effectively, especially during activities outside the classroom and during school breaks. This supervision aims to ensure that no students commit violations such as fighting, skipping classes, smoking, and so on. Students who commit violations will get punishment to prevent them from repeating the same violations in the future.

> *"We apply the principle of 'being forced and accustomed to doing good behavior'. This is actually to train and increase the students' awareness to be able to control their behavior." (Informant 1)*

> *"The forms of punishment we give to students who commit violations are gradual. They start from verbal reprimand, a written agreement, a summons of parents, to being expelled from the school if the violation belongs to the serious one such as drug abuse." (Informant 6)*

Table 3: Scale points of student discipline

No.	Types of Violation	Points
	SERIOUS VIOLATION	
	a. brawl	150
	b. carrying, storing, or consuming liquor	250
	c. carrying, storing, or consuming drugs	250
	d. carrying, storing, or using sharp tools for crimes	200
1	e. smoking, storing, carrying, or buying cigarettes	250
	f. skipping classes	100
	g. storing, carrying, or sharing porn movies	150
	h. sexual harassment	150
	i. aiding and abetting stealing school property	200
	j. involved in a brawl among students (provocateur)	250
	k. involved in actions which are against the law	250

2	**MODERATE VIOLATIONS**		
	a.	Signature forgery	20
	b.	Entering and exiting the school through illegal exits or entrance doors	20
	c.	Stealing class-owned finance or financial abuse	20
	d.	Being outside school/classroom during study hours without permission	15
	e.	Instigating friends to perform negative behaviors	15
	f.	Playing basketball or volleyball during other lesson time	20
	g.	Coming late for classes	20
	h.	Being absent without any notice or with no permissions	25
	i.	Having long hair of more than 3 cm or having untidy hair for male students	20
	j.	Having a tattoo or tattoos	30
	k.	Using nail polish for male students	20
	l.	Wearing earrings/piercing for male students	30
	m.	Damaging school property such as school supplies, chairs, tables, benches, blackboards etc.	30
	n.	Forcibly asking other students for money	30
	o.	Wearing more than a pair of earrings for female students	30
3	**MINOR VIOLATIONS**		
	a.	Giving no greetings when meeting teachers	3
	b.	Disobeying flag-raising ceremony regulations	5
	c.	Skipping flag-raising ceremony	10
	d.	Doing other activities instead of focusing on teaching-learning activities during classes.	10
	e.	Buying food or drink during classes	10
	f.	Wearing no student council badge, chest name tags, and school badge.	5
	g.	Wearing no standard school uniform, socks, or belts	5
	h.	Wearing no standard shoes and shoe laces	5
	i.	Wearing school uniform improperly	8
	j.	Wearing no school uniform	8
	k.	Wearing non-standard skirts for female students	8
	l.	Wearing no chest name tags or wearing other students' chest name tags	5
	m.	Wearing shoes improperly	5
	n.	Dying hair	5
	o.	Wearing accessories improperly	5
	p.	Wearing colorful contact lenses	5
	q.	Being against classroom regulations	5
	r.	Littering	5
	s.	Spitting improperly	5
	t.	Using toilets or bathrooms improperly	5
	u.	Making noise during teaching and learning activity	8

Source: Document of the Counseling Guidance Unit at SMK Negeri 2 Palembang

Although most of the students are males, the school has never carried out physical sanctions on them. The school gives punishment in the form of social sanctions that are more educational, as stated by the following informant:

> "*If students violate unwritten rules, we never do physical punishment. We just give a reprimand with the principle of 'extended discussion and a sense of love. Besides, teachers should not get bored reminding students not to break the rules, especially during the flag-raising ceremony every Monday. We always remind the students of the rules and regulations every Monday. In addition, in controlling students' discipline, sometimes I can be very angry even though I can be very gentle more often. By doing those things, students' behavior can change quickly.*" (Informant 2)

On one occasion, during an observation activity during resting time, the researcher saw a teacher who was cutting a male student's long hair in front of his classmates. This was a form of regulation at this school. Male students were prohibited from having hair longer than 1 cm. The regulation has been mutually agreed upon. If students violate the regulation, teachers will give an initial verbal warning. If the reprimand is ignored, then the teachers will cut the student's long hair (figure 2).

Figure 2: The implementation of haircut discipline for long-haired male students (researcher's personal document)

At SMK Negeri 2 Palembang, the disciplinary violation services have regulated procedures. In general, violations that occur in the schools for "problematic" students are immediately handled by the guidance & counseling unit (BK), but not in this vocational school.

Several stages must be carried out to implement the disciplinary violation services. First, the student who commits a violation can be referred to the homeroom teacher, staff, teachers, or class teacher. This is done based on the types of violations and their occurrence time. For example, if students leave school without permission during resting time, teachers on duty will handle the

problem. After that, the coordinator counseling guidance unit will do the rest: identifying the problem, providing counseling services, and conducting an evaluation.

If the coaching carried out does not produce results (or the student repeats a similar violation), the case will be handled by the vice principal of student affairs to be discussed in the case trial. The results of the trial will provide recommendations for the subsequent actions: giving students another opportunity to improve or asking the students to resign voluntarily.

2. Extracurricular Activities
In addition to disciplinary training activities, the school also conducts character education programmatically by strengthening extracurricular activities. The students are free to choose the type of activity they want to take based on their interests and preferences. The researcher discovered that the vocational school has 15 types of different extracurricular activities.

> *"There are 15 kinds of extracurricular activities at this school. Students are free to join whichever activities they like. I handle religious activities. I accompany students who become members of the Islamic spiritual club." (Informant 5)*

> *"Based on the school principal decree, each particular extracurricular has an appointed coach and a trainer, chairpersons, and members. The coaches or trainers must have certificates in their field of expertise. The coaches or trainers can be from the teachers or outside the school members. For example, the basketball club has an outsider as a coach. He can be the basketball trainer after showing his certificate. The rule is also for other extracurricular activities such as scouting and dance club. Thus, if there is an extracurricular activity, I just need to contact the coach and the chairperson. I usually give the students an opportunity to handle the activity. It means that the students are active in the activity. After that, I will ask them to make a report." (Informant 3).*

Field data shows that of the 15 extracurricular activities at the vocational school, scouting has the most activities such as learning how to do rigging, learning emergency first aid skills, learning pioneering dexterity, practicing Morse and semaphore skills, learning how to read scouting codes, exploring nature with certain signs and directions, learning how to do useful wander, learning how to march, and directional skills. This activity is carried out to build the character of discipline, tolerance, responsibility, discipline, hard work, creative, friendly/communicative, and social care.

There are various responses given by the students regarding the implementation of the character education program. Some of the interview excerpts are as follows.

> *"The school has strict rules. I have to hurry to arrive at the school on time, especially in the morning or on Mondays." (Informant 7)*

> *"In my opinion, this regulation is made so that we can be better people. I agree on that." (Informant 8)*

"What I like here is the extracurricular activities, especially the band. I like to sing. I can express myself and sharpen my talent here" (informant 9)

"I have been studying at this school for 2 years. There are many ups and downs. However, I also get many positive things. I get used to cleaning the environment, both at school and at home" (informant 10)

"*I agree with the school on this program and it should be continued, but the teachers should not be grumpy. (smiling) (informant 11)*

Program Evaluation

The implementation of character education programs is evaluated regularly. It is done either weekly, monthly, or yearly. All reports from each field are well recorded and documented. This includes the types of violations committed by students and their approach to solving the problems.

Character education, especially through extracurricular activities, has produced many outstanding students and received certificates of appreciation. Apart from being a source of pride for the school, this achievement is also a motivation for new students who have just been admitted to the school.

5. Discussions

The school has a paradigm stating that character education will not be sufficient to be taught only through learning and academic activities. Schools must also carry out character education through non-academic activities in the form of disciplinary development activities and extracurricular activities. This paradigm makes the concept of character education comprehensively implemented. Character education with this paradigm is complete and comprehensive character education. This paradigm is relevant to the goal of national education which is not only a place for knowledge transfer, but also a place for the formation of attitudes, behavior, and character (Rokhman et al., 2014). With this paradigm, character education becomes a priority program and is one of the main goals of the education process in schools.

The facts show that the implemented extracurricular activities have a positive impact on the character-building of students. It means that extracurricular activities are quite effective in shaping the character of students. In their research, Covay & Carbonaro (2010) states that extracurricular activities have a positive effect on behavior. Marini (2017) concludes that extracurricular activities are quite effective in shaping students' character. Another study indicates that extracurricular activities have a positive effect on the formation of student character (Saleh, 2021). This fact shows that the strength of the concept determines the success of character education programs in schools.

Referring to the previous research findings, character education through non-academic activities is quite effective in shaping students' character (Hastasari, et al., 2022; Mahmud & Manda, 2016; Putro & Suryono, 2019). Although most SMK

Negeri 2 Palembang students are males, most of them have good character. The visible evidence is that the students can dress neatly, salute others politely, smile, and greet teachers and other people when they meet. They are also accustomed to reading the Qur'an, participating in flag-raising ceremonies as a form of love for the homeland, and being responsible for the mandate and tasks either from their teachers or from extra-curricular activities. The success of this program is strongly influenced by the role of the vice head of student affairs who represents the principal as well as the person in charge of the program. Therefore, leadership is another factor that supports the success of this character education program (Fackler & Malmberg, 2016).

The field data also shows that the results of the recapitulation of violations committed by students are minimal, especially in 2021. Of the total students, only three students committed serious violations, twenty-three students committed moderate violations, and twelve students committed minor violations. This fact explains that the violations that occur in this school are minor compared to the total number of students, that is, 2830 students in the 2020-2021 academic year. The number of students who violated the school regulations is only four. It is 1.45% of the total number of students. The success of this program is, of course, supported by the synergy of all school members and organizations such as the school counselors and spiritual coaches in the counseling guidance unit. Besides, trainers and teachers who handle the extracurricular units also give their great contribution. This shows that the strength of the organization as a system runs well and properly.

The successful formation of the students' character is due to the integrated character values in the disciplinary development programs and extracurricular activities that run well under the guidance of competent teachers and mentors. Competence and the role of a good teacher are needed in this activity (Tahira et al., 2013). In addition, teachers must have a high awareness of character value education (Tadege et al., 2022). Teachers should not only teach learning materials theoretically, but they need to be direct models in practicing character values (Hastasari et al., 2022). Thus, students can imitate directly what is taught and practiced by teachers or mentors at their schools. This clearly shows the importance of the competence of all parties including counselors, teachers, trainers, and other parties involved in this program.

Finally, the practice and habituation methods that are applied through disciplinary and extracurricular activities in schools enable students to apply character values directly and continuously in their daily activities, especially in the school environment. The habituation method is the right method for shaping students' character. The habit of practicing values of good character regularly becomes a habit for students. Finally, the character values that are practiced are internalized in students and become their permanent characters (Hidayat & Bujuri, 2020). This success, of course, is also influenced by the support of the students' parents. It is proven by their readiness to fill in the agreement and support the school programs.

6. Conclusion

This research proves that the patterns of student character education through non-academic programs in vocational high schools have a positive impact on shaping the students' character. The applied principle of "being forced and get accustomed to" turns out to be successful in making students accustomed to practicing positive characters. Through disciplinary development and extracurricular activities, students are trained to directly practice character values, including religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curious, homeland loving, friendly/communicative, peace-loving, environmentally caring, socially caring, and responsible consistently and continuously. The success of the character education program at SMKN 2 Palembang can be seen in several ways, such as the program strength factor (concept), leadership factor, system factor, competency factor, and support factor of students' parents and other stakeholders. This study has limitations in describing other factors that cause the formation of the students' character. In addition, further research needs to be done on the causal factors for students who still commit violations that reflect negative characters at school.

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