ANALYSIS OF SCHOOL CULTURE-BASED CHARACTER EDUCATION POLICY IN SMKN 2 SUNGAI PENUH

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ABSTRACT

This research uses a qualitative approach with a case study type. Data collection techniques were carried out by means of interviews, observation, and documentation. This study aims to explain how the formulation, socialization and implementation of school culture-based character education policies at SMKN 2 Sungai Penuh, the results of the study, the implementation of character education policies at SMKN 2 Sungai Penuh is carried out with a school culture-based approach with micro policy formulation steps according to school needs that pour into the vision and mission of the school, socialization of policies that convey government policies and school policies, policy implementation by forming an implementation team, namely the Vice Principal for Character Education, character coaches and the school discipline mobilization team (PDS) through the activities of the school environment introduction period (MPLS), daily routine activities, weekly extracurricular activities rohis and tahfis, social activities and end-of-semester activities with teaching strategies (motivating), habituation, exemplary implemented consistently with the integration of the principles of moral knowing, moral feeling and moral action. This research also found a policy model called the Tiered Contextual Wisdom Policy. In this context, the policy is designed to combine the principles of hierarchy, contextual, and wisdom.

KEYWORDS
Implementation, Policy, Strengthening Character Education.

1. Introduction

Character education is currently a major concern in the education system (Omeri, 2015). This is due to social and cultural changes, as well as increasing concerns about the decline of moral and ethical values among the younger generation. (Yuhasnil, 2019). Rapid social and cultural change factors, such as globalization and technological development, can change the order of values and norms in society. Traditional values are often displaced by external cultural influences that are more individualistic and materialistic. Character education has an important role in the formation of a young generation with excellent character. Character education can help develop attitudes, moral values, ethics, and social skills needed by individuals to face the challenges of the modern world. A young generation with excellent character will be able to bring positive changes to society and the nation. Character education is also

used as a foundation to realize the vision of national development, which is to create a noble, moral, ethical, cultured, and civilized society based on the philosophy of Pancasila. To date, strengthening character education remains a focus in the Ministry of Education and Culture's strategic plan. Ministry of Education and Culture 2020-2024. This means that the government through the Indonesian Ministry of Education, Culture, Research and Technology still pays great attention to character education.

Based on data from the Ministry of Education and Culture (in the evaluation of the Ministry of Education and Culture's 2020-2024 strategic plan) on the general conditions of achievement in the 2015-2019 period, it has been revealed that the results of non-academic data related to the attitudes and behavior of Indonesian students are also important problems that must be addressed immediately. OECD (*Organization for Economic Cooperation and Development*) data (2018) shows that the rate of student *bullying* in Indonesia reaches 41% (forty-one percent) several times a month, while the world average is 23% (twenty-three percent). This shows that the *bullying* rate of Indonesian students is higher than the world average. (Tim, 2019). According to Sufriani, & Sari, E. P. (2017), Bulu, Y., Maemunah, N., & Sulasmini (2019) that the high rate of bullying in Indonesia is caused by four factors, namely parental violence against children, peers, social media, and the social environment. Then based on the results of the Digital Civility Index research in March 2020 by microsoft Indonesia ranked first as the most disrespectful country in Asia Pacific, the experience of disrespectful behavior that has been experienced by netizens, namely 43% admitting to getting hoaxes and fraud, 27% have experienced hate speech and 13% have felt discrimination. (Ikhsan, 2021).

We must realize that the high rate of *bullying* among students can lead to students' discomfort in learning and socializing in their environment. This problem cannot be ignored because it has a negative impact on student development. This is in line with Desriani, D., & Devita, Y. (2019) that *bullying* is a very serious danger to children's health. The results of other studies also reveal that bullying among students occurs due to intimidation of social status positions, rules, and ideal culture. (Thornberg & Delby, 2019). Therefore, the government continues to strive so that character education in schools must be optimized because *bullying* behavior both verbally and non-verbally (*body shaming*) is very contrary to the profile of Pancasila students.

The Indonesian government's effort is to create a character education policy by launching the National Movement for Character Education in 2010 as a policy to centralize character education at the heart of national education. Character education is the entrance to revamping national education and becoming the foundation and main spirit of education. PPK (Strengthening Character Education) is an education policy whose purpose is to implement the Nawacita of President Joko Widodo - Jusuf Kalla in the national education system. (Ministry of Education and Culture, 2018).

Permendikbud No. 20/2014 on Strengthening Character Education regulates the implementation of character education policies in schools covering aspects of curriculum, learning, school environment, as well as the roles and responsibilities of all related parties. The Indonesian government has also issued several policies in implementing character education. Law No. 20/2003 on the National Education System states that national education must include the formation of the character of students based on Pancasila and the 1945 Constitution, the National Movement for Mental Revolution (GNRM) Policy

based on Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on Strengthening Character Education.. The purpose of PPK is to create an educational environment that supports the development of strong character and integrity in students.

Although character education policy has been implemented in Indonesia for a long time, its implementation in schools has not been maximized. Therefore, improvements are needed in the implementation of character education through training for educators and prioritizing its practice (Dahliyana et al., 2020). Some of the problems that often arise in the implementation of character education are: Character education is often only provided in a limited number of lesson hours, either as a separate subject or integrated in other subjects, which is inadequate for effective learning (Darmayanti & Wibowo, 2020). (Darmayanti & Wibowo, 2014; Pratiwi, 2020). Lack of teacher professionalism in character education where often only one teacher is responsible for character education, while other teachers do not feel responsible. Then character education generally only takes place in the classroom (Partial Approach) and is not integrated in school activities as a whole. (Salirawati, 2021).

Therefore, character education should not only be taught in the classroom but also integrated into all school activities. This can be done by making school culture the main foundation. A positive school culture that upholds character values can be an example and role model for students. The school culture-based approach as referred to in Permendikbud No 20/2018 on Strengthening Character Education in paragraph (1) letter b is carried out by: a. emphasizing the habituation of main values in daily school life; b. providing examples among school members; c. involving all education stakeholders in the school; d. building and complying with school norms, regulations and traditions; e. developing uniqueness, excellence and tradition of the school. develop the uniqueness, excellence, and competitiveness of the school as the hallmark of the school; f. provide ample space for students to develop their potential through literacy activities; and g. specifically for students in primary education units or secondary education units, provide ample space to develop their potential through extracurricular activities. (Kebudaayaan, 2018).

School culture-based character education can run well, cannot be separated from the role of the principal who is not only an administrator but also a leader in shaping school culture in supporting student character building. Hierarchical Policy theory emphasizes the importance of adjusting national policies to the local level, considering that each school has different conditions, cultures, and needs. (Jia et al., 2021; Lee & Kim, 2008).. Principals should be able to conduct an in-depth analysis of the prevailing national policies and adapt them to their school context appropriately. This may include adjusting regulations, program development, and resource allocation to suit the needs of students and the school environment.

The selection of SMK Negeri 2 Sungai Penuh as a research location is based on strong reasons according to the results of preliminary observations that SMKN 2 Sungai Penuh is a vocational school that has developed local policy innovations based on national policies, namely the establishment of the position of Waka PPK and PPK coaches as implementers in strengthening Character Education in this school. This policy includes a character education approach through religious-based extracurricular activities, namely Rohis and tahfiz in an effort to strengthen character education in schools. This makes

SMKN 2 Sungai Penuh unique and worthy of further research.

2. Research Method

This research uses a qualitative methodology with a case study approach. The main objective of this research is to provide an in-depth understanding of the implementation of the policy at SMKN 2 Sungai Penuh. The research will not only discuss aspects of the policy made by the principal, but also various related aspects, such as implementation in the field, student responses, support from the school, and the impact of the policy on student character. In the context of the case study, SMKN 2 Sungai Penuh and students become the social unit analyzed. This research will examine how the character education policy affects various aspects of the school environment. Taking a detailed approach, the research will involve an in-depth analysis of the policy implementation, including the specific steps, barriers faced and strategies used.

3. Discussion

The implementation of character education policies at SMKN 2 Sungai Penuh carried out by the Principal is to make policies at the school level that support national policies related to character education. This approach is in accordance with the concept of the "Hierarchical Policy Model," which refers to the hierarchical structure of policy decision-making. (Jia et al., 2021). In this model, decisions at the national level form the framework for decisions at the school level.

a. Policy formulation

This policy is based on government regulations on character education as the foundation for making policies at the local level. The school principal formulates a local policy on character education policy that is in line with the national guidelines, namely government regulations. This step reflects the highest stage in the policy hierarchy structure.

Then, the policy that has been formulated by the school principal is adjusted to the local cultural values. This is important to ensure that the implementation of character education is relevant to the context of the school environment and its community. This correlation indicates that decisions made at the national level form a framework structure that has a broader scope. However, it also provides room for flexibility that allows for adjustments at the local level. The policy taken by the school principal as the theory of Maynard-Moody & Portillo, (2010) Context-based education policy theory emphasizes the importance of incorporating local and situational contexts into education policy development and implementation. It recognizes that factors such as culture, socio-economic environment and local conditions have a significant effect on educational effectiveness.

Overall, this approach explains the principles of Hierarchical Policy in policy decision-making. Decisions at the national level provide direction and guidance, while at the school level, policies are translated and adapted to local needs and culture. Thus, the implementation of character education at SMKN 2 Sungai Penuh follows a structured and coordinated pattern, in line with the Hierarchical

Policy concept.

The implementation of character education policy formulation at SMKN 2 Sungai Penuh reflects the management principles initiated by Henri Fayol. (Godwin et al., 2017). Starting from planning, the school formulates a vision, goals and concrete steps to integrate character values in the curriculum and daily activities.

In a school management context such as SMKN 2 Sungai Penuh, planning steps include setting clear goals. The school explicitly formulates a vision and mission that sets the direction and goals of students' character education. This process involves identifying organizational goals, including a focus on superior character, achievement and religious values. SMKN 2 Sungai Penuh is a vocational school but focuses on character education with a specialty in strengthening character education and a coach for strengthening character education.

After goal setting, the next step is to detail the action plan to achieve them. For example, the activities of the School Environment Introduction Period (MPLS), daily activities and weekly activities are evidence of structured planning, where schools prepare the first steps of student character building with targeted and measurable activities. Not only that, prioritization is also an integral part of the planning, helping schools to allocate resources efficiently. Overall, this plan serves as a foundation for SMKN 2 Sungai Penuh to achieve its character building goals through a structured and planned approach.

b. Policy Socialization

Policy socialization at SMKN 2 Sungai Penuh through the activities of the School Environment Introduction Period (MPLS) is a socialization strategy in shaping the character of new students. During MPLS activities, students are introduced to the school culture, which includes the vision, mission, and school rules. This process helps students feel more comfortable and ready to learn in a new environment. Socialization of education policy is a mechanism for conveying information on attitudes and actions taken by actors or with the consensus of a group of policy makers as an effort to solve a problem or a problem in the field of education. As the opinion of Harold D. Lasswell, known as the "father of policy communication," Lasswell emphasized the importance of "policy analysis" in the policy socialization process. He argued that an understanding of who gets what, when, and how (also known as the Lasswell model) is key to effective policy communication and implementation. (Zhu, 2023).

MPLS activities not only help new students adapt to the school environment, but also shape them into individuals with character. According to research by Lickona (2013), good character education in schools can help students develop honesty, responsibility and respect for others. This is important for creating a conducive and harmonious learning environment.

In addition, activities such as leadership training and social service help students develop social and emotional skills that are important in their lives outside of school. Thus, a well-designed MPLS supported by effective methods can contribute significantly to the achievement of SMKN 2 Sungai Penuh's vision to become a school that excels in achievement and character. Thus, the socialization of

school policies through MPLS at SMKN 2 Sungai Penuh is an early strategy in shaping students' character. Through an interactive approach and careful evaluation, the school can ensure that new students not only understand the school rules and values, but also internalize and apply them in their daily lives. This is in line with the holistic goal of education, which is to form individuals who not only excel academically, but also have strong and positive characters.

c. Policy Implementation

The formation of the character education implementation team at SMKN 2 Sungai Penuh refers to several relevant management theories. Henry Fayol (Godwin et al., 2017) emphasizes that organizations must have a good structure and clear functions to achieve goals. This step can be seen in the actions of the principal who formed an implementation team, namely the Vice Principal for Character Education (Waka PPK) and the PPK coach. Waka PPK, as explained by the principal, has the main role in planning, coordinating and monitoring the character education program. This approach is consistent with Fayol's concept of organization, where tasks and responsibilities are clearly divided to achieve organizational goals.

Furthermore, the PPK coach is fully responsible for the implementation of character education in the school. This is in line with Fayol's concept of "unity of command", where each member of the organization has only one superior, ensuring clarity in policy implementation. the organizational structure described in the Principal's Decree becomes the foundation for implementation. According to Fayol, division of labor and good coordination within an organizational structure support efficiency and effectiveness. With the PPK coach in charge of implementation and the Waka PPK as the main coordinator, it is clear that the hierarchical structure is designed to ensure the smooth running of the character education program at school.

The approach to forming the implementation team can also be seen from the perspective of contingency management theory, which emphasizes that there is no universal approach to management. (Yulius Rustan Efendi, 2020). In this context, the formation of the implementation team can be considered as a response to the specific needs and context of the school. This team has responsibilities that focus on strengthening students' character in accordance with the school's vision and mission.

It can be concluded that the formation of the implementation team at SMKN 2 Sungai Penuh reflects the concept of contingency management and Fayol's concept of organization. This implementation team is not only an organizational instrument but also a place to activate positive potential and support adaptation to the dynamics of the educational environment.

The implementation of character education policy at SMKN 2 Sungai Penuh is based on school culture. School culture-based character education is an activity to create a school climate and environment that supports the praxis of PPK beyond classrooms and involves the entire system, structure, and actors of education in schools. (Ministry of Education and Culture, 2018). School culture-based character education focuses on habituation and the formation of a culture that represents the main values of PPK that are prioritized by education units. This habituation is integrated into all activities at school, which is reflected in a conducive school atmosphere and environment.

Then the implementation of character education at SMKN 2 Sungai Penuh is carried out with

several strategies, namely teaching (motivating), habituation, modeling and reflection.

First, daily activities (non-curricular). The routine apple every morning at SMKN 2 Sungai Penuh is one form of student character building efforts. The routine apple, which is held before the start of class hours, plays a role in shaping discipline and a conducive atmosphere at school. The character coach and the Deputy Head of Character lead this apple to provide motivation and direction to students, as well as delivering material on character values such as discipline.

Character development through this morning apple is in accordance with Lawrence Kohlberg's theory of moral development (1982). The process of internalizing moral values occurs through social learning and the morning assembly provides an opportunity to introduce, remind and reinforce the character values desired by the school. The learning approach of providing religious and motivational messages during morning roll call is in line with Thomas Lickona's theory of character education (2013). (2013) that character education aims to shape individuals who have strong moral values. The messages not only boost students' morale but also develop their understanding of religious and moral values in daily life.

The phenomenon of students being late for morning roll call, followed by disciplinary sanctions can be linked to Daniel Goleman's theory of emotional intelligence in Prawitasari (1998). Through the consequences given, students are taught to take responsibility for their actions, develop emotional intelligence, and understand the impact of their behavior on the environment.

The conclusion is that the morning roll call activities at SMKN 2 Sungai Penuh reflect various expert theories on character building, moral development, character education and emotional intelligence. These efforts thoroughly contribute to the formation of students who not only have academic intelligence but also strong character and morals.

Second, Rohis and tahfiz religious activities. Rohis and tahfiz religious extracurricular activities at SMKN 2 Sungai Penuh have a role in shaping students' religious character. The Principal and PPK coach explained that these activities are designed to deepen religious understanding, worship practices, and memorization of the Quran. With religious lectures, yasinan, and guidance from teachers, these activities create a conducive environment aimed at deepening students' understanding of Islamic values.

In the perspective of Lawrence Kohlberg (1982) his moral development theory underlines the stages of internalization of moral values. Religious extracurricular activities can help students internalize religious and moral values in everyday life. Thomas Lickona (2013)who emphasizes character education, can see Rohis and tahfiz activities as a concrete implementation of the moral values taught to students. Daniel Goleman in Prawitasari (1998), his concept of emotional intelligence, emphasizes the ability to manage emotions and interact positively with others. These activities give students the experience to manage their emotions, especially in the context of religion and togetherness.

Thus, religious extracurricular activities at SMKN 2 Sungai Penuh are not only a forum for deepening religious understanding, but also an effective means of shaping student character through the introduction of moral and spiritual values. This approach is in line with the views of experts in moral education, character education, and emotional intelligence, all of which have an important role in shaping ethical and responsible individuals.

Third, teaching (motivating). In Lawrence Kohlberg's theory of moral knowledge (1982) and Thomas Lickona (Lickona, 2013) can be illustrated through the character building approach at SMKN 2 Sungai Penuh. In practice, character building at SMKN 2 Sungai Penuh is carried out with the application of compassion and understanding of moral values such as honesty, empathy, sense of responsibility and kindness. Kohlberg (Mufarroha & Hakim, 2020) emphasizes the stages of internalizing moral values through social learning and the approach of character building with compassion without pressure is expected to influence the internalization of moral values in students. Meanwhile, Thomas Lickona (2013) states the importance of character education in shaping individuals with solid moral values. The character building approach at SMKN 2 Sungai Penuh, which focuses on understanding character through compassion, is in accordance with Lickona's concept. Thus, this school creates an environment that supports social learning of moral values and the development of students' moral character, in accordance with the theories expressed by Kohlberg and Lickona.

Fourth, habituation, the habituation strategy implemented at SMKN 2 Sungai Penuh, especially through the habituation of "3 S" (Smile, Greet, Greet) and the habituation of congregational prayer, reflects an approach in shaping student character. Habituation that is carried out repeatedly and consistently in this school illustrates the principle that character is the result of internalized habits.

The 3S habit of smiling, greeting and saluting creates an environment that upholds good manners and warmth between individuals. The principal and the head of character education are actively involved in the socialization of these values, creating a positive impetus before the teaching and learning process begins. Observations of students and teachers shaking hands respectfully to the music of Islamic songs create a positive atmosphere in the school.

The habit of congregational prayer is also an important part of shaping student character, especially in the development of religious values. PPK coaches actively motivate students to get used to praying fardu on time. Observations show that students solemnly perform congregational prayers in the school mushalla, reflecting the positive influence of this habituation policy. This familiarization strategy is related to Albert Bandura's theory (Deming & Johnson, 2019) about social learning. The concept of consistency in the application of school rules and policies is in line with Bandura's theory, where individuals tend to internalize consistent behavior in their environment. This habituation provides a foundation for students to develop positive character traits, including values such as courtesy, discipline and religion.

This habituation strategy also reflects a value-based character building approach. Values such as respect, warmth, and religiosity are emphasized through daily activities. This is in line with Lawrence Kohlberg's theory (Mufarroha & Hakim, 2020) on moral development, where individuals go through moral stages based on values and principles applied in daily life.

The conclusion is that the habituation strategy carried out at SMKN 2 Sungai Penuh not only creates an environment conducive to academic learning, but also actively shapes student character through internalizing character values. This approach has a long-term impact, helping students form a personality based on manners, discipline, and religious values.

Fifth, the exemplary strategy. The exemplary strategy at SMKN 2 Sungai Penuh, which includes

aspects of honesty, religious values, and cleanliness. First, in the context of honesty, Kohlberg's approach (1982) approach to moral development can be used to understand how teachers create an environment that encourages students to develop higher levels of morality. In Kohlberg's stages of moral development, a focus on moral norms and values helps students move through the stages. Teachers who speak honestly, admit mistakes, and value honesty can be a model for students' moral development.

In the aspect of religious values, the social learning theory by Albert Bandura (Deming & Johnson, 2019) is also relevant. Bandura emphasizes the important role of social models, where teachers become models for students in understanding and internalizing religious values. Through imitation of teacher behavior, students can develop their religious character.

According to Erik Erikson (Rusuli, 2022) which highlights the developmental tasks that individuals must fulfill at certain stages in their lives. The exemplary strategy can be interpreted as an effort to fulfill these character development tasks through the formation of moral, religious and hygiene values.

It can be concluded that the exemplary strategy encourages students to achieve a high level of morality, internalize religious values, and make cleanliness a norm of behavior. The implementation of this strategy also reflects efforts to fulfill the tasks of student character development in accordance with the stages of student development.

d. Evaluation

Evaluation is carried out in the form of direct motoring carried out by the principal to see the extent of the implementation of policies and programs to strengthen character education. in the implementation of strengthening character education is monitored by the head of PPK, PPK coach and PDS team (school discipline activator) the results of supervision will be discussed in periodic meetings to discuss the problems encountered in the implementation of the character education activity program implemented.
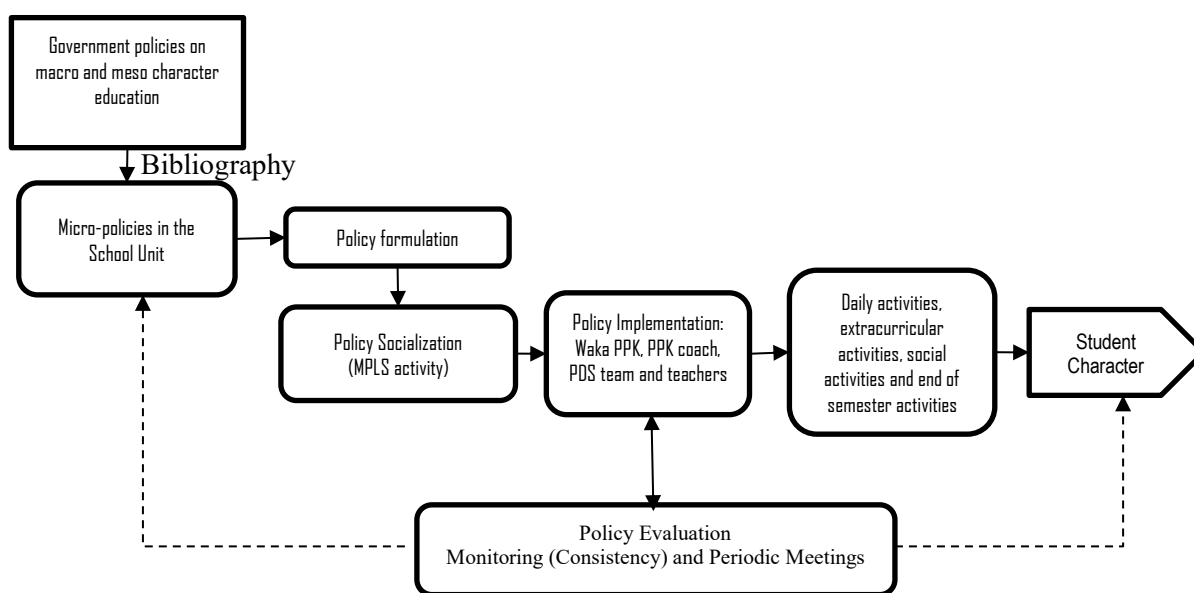
e. Policy model for school culture-based character education

The principal of SMKN 2 Sungai Penuh has successfully implemented the government's policy on strengthening school culture-based character education through a local policy formulation step that involves the active participation of teachers and the school committee. The formulation process includes in-depth discussions to identify the desired character values, which are then translated into the school vision and mission, school regulations, and various activity programs. The implementation of this policy is integrated in various aspects of school life, such as the Period of Introduction to the School Environment (MPLS), morning roll call, and religious extracurricular activities. Monitoring and evaluation are carried out regularly by a team consisting of the Vice Principal for Character Education, PPK coach, and School Discipline Activator team to ensure the effectiveness and sustainability of the policy. The findings indicate that the participatory approach in local policy formulation can increase the commitment of all stakeholders and provide significant results in strengthening character education in the school environment.

The socialization process of the character education policy at SMKN 2 Sungai Penuh through the

School Environment Introduction Period (MPLS) is systematic and comprehensive. MPLS introduces new students to the school environment, including facilities, rules, and school culture, as well as the vision and mission that emphasize character education. This activity includes academic and non-academic orientation that emphasizes values such as discipline, honesty, responsibility and good manners. Students engage in ice-breaking activities, motivational talks from community leaders, as well as practical simulations that emphasize the application of character values. Each day ends with a reflection session to ensure understanding and internalization of the values. Through MPLS, character education policies are socialized and internalized early on, forming a strong foundation for student character building at SMKN 2 Sungai Penuh.

The implementation of character education at SMKN 2 Sungai Penuh is carried out through various daily and extracurricular habituation activities. Daily habituation includes morning assembly activities, where students are given motivation and direction on character values such as discipline and responsibility. Religious extracurricular activities such as Rohis and tahfiz deepen students' understanding of religious and moral values, including Qur'an memorization and other routine religious activities. In addition, various other extracurricular activities also support character strengthening with a focus on developing social and ethical skills. Evaluation of the implementation of character education is carried out by the Vice Principal for Character Education (Waka PPK) and PPK coaches consistently through monitoring and periodic meetings, ensuring the program runs in accordance with the objectives and values that have been set.

Model of school culture-based character education policy.

The local policy model at SMKN 2 Sungai Penuh is hierarchical, contextual and integrates local wisdom values. The character education policy follows national guidelines, with the principal formulating the local policy by involving teachers and the school committee to ensure relevance and appropriate implementation. The policy is tailored to the specific context of the school, taking into account socio-economic conditions, students' needs and available resources. In addition, the policy integrates local cultural values, such as through daily habituation activities of "3S" (Smile, Greet, Greet) and religious activities such as Rohis and tahfiz, which reflect religious values and togetherness

in the local community. This approach ensures that character education at SMKN 2 Sungai Penuh is relevant, effective and in line with the identity and positive values of the local community.

Then the PPK implementation team consisting of the Head of Character Education and the Character Coach has a central role in ensuring the success of character strengthening in schools. Leadership, coordination, planning, implementation, monitoring, and teamwork are key in fostering noble values and building a young generation with noble character.

4. Conclusion

Based on the research results and analysis of research findings, the researchers formulated several conclusions that the implementation of character education policies at SMKN 2 Sungai Penuh includes the following stages the formulation of character education policy at SMKN 2 Sungai Penuh goes through a discussion process between the principal and the teachers and then puts it into the vision and mission, school regulations (rules) and school curriculum. The principal also asks for suggestions from the school committee (parents) and outside the industrial world so that the school really knows the character values needed by students in the world of work and in social life.

The socialization of character education policies at SMKN 2 Sungai Penuh is carried out through the activities of the school environment introduction period (MPLS). The socialization of character education policies through MPLS activities is an important step in instilling character values in students from the beginning of their entry into a new level of education. With effective socialization and interesting activities, it is expected that students can understand, live, and apply character values in their lives, both at school and outside school.

The implementation of character education policy at SMKN 2 Sungai Penuh based on school culture is done by integrating character values in various school activities. These activities include daily activities, extracurricular activities and social activities. In daily activities, students are familiarized with key values such as discipline, responsibility and cooperation. Extracurricular activities are designed to strengthen students' character through activities that support their interests and talents. In addition, social activities involve students in various community actions that instill values such as caring, empathy, and mutual cooperation. With this approach, SMKN 2 Sungai Penuh strives to shape students' character in a holistic and sustainable manner. Evaluation of SMKN 2 Sungai Penuh's character education policy is carried out through monitoring and periodic meetings.

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