



The Relationship between Bona Pasogit Character Education and Nursing Students at the New Health STIKes Doloksanggul

Eunike R. Purba¹, Mesi Gultom², Rama Sarimah Sinaga³, Pardomuan Manullang⁴

STIKes Kesehatan Baru Doloksanggul^{1,2,3}, Sekolah Tinggi Agama Kristen Protestan Negeri Tarutung⁴

Article Info

Corresponding Author:

Eunike R. Purba

euniker.purba@student.stikesk

b.ac.id

ABSTRACT

Character education at the Doloksanggul New Health STIKes has received priority since education began. However, some students are still seen as a discourse and have not become an integrated part of their daily life. This article discusses the Relationship between Bona Pasogit Character Education for Nursing Students at the New Health STIKes Doloksanggul. Starting with seeing how the attitudes of honesty, tolerance, discipline, hard work and creativity in nursing students. This means that it is expected that education can form students who have national character, especially in realizing cultural moral values. With the values contained in culture, especially Batak culture, making it one of the guidelines in growing student character.

Keywords:

Ethics, morals

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license



INTRODUCTION

Education is an asset and a need for the Indonesian people, to help people from life's powerlessness to people who are efficient. Education is directed at producing quality human resources who are able to contribute to Indonesia as a dignified nation. This is in line with Kompri's opinion in the education management book that, "education directs people to a better life, concerning the degree of humanity to achieve their goals in life. (Mustoip, Sofyan. "Implementation of character education." (2018).

Education has a very big role as a center of excellence to prepare human character in facing global challenges. In this case, if Indonesia has succeeded in forming a strong Indonesian character, then Indonesia will be strong in the sector in 2045 or 100 years after Independence Day. (Mustoip, Sofyan. "Implementation of character education." (2018).

Character education is a process of transforming life values to be developed in a person's personality so that they become one in the behavior of that person's life. Character education does not only deal with instilling values in students, especially students, but is a joint effort to create an educational environment where each individual can live up to his freedom as a prerequisite for a mature moral life (Dharma Kesuma, et al, Character Education Theory and Practice Studies). at School, (Bandung: PT Remaja Rosdakarya, 2012).

Character education is currently very important for the younger generation, because the younger generation will be the benchmark for the success of nation building. As the successor of the nation, it is hoped that the younger generation can set an example both in attitude and



behavior. The younger generation must not only be intellectually smart, but also must be smart and morally intelligent.

Character education aims to improve the quality of implementation and educational outcomes that lead to the attainment of character formation and noble ethics as a whole, integrated and balanced according to graduate competency standards. Through character education it is hoped that students will be able to independently increase their knowledge of good character, be able to manage feelings and practice the knowledge they have in everyday life.

In its implementation, it involves three components that are interrelated with each other, namely: school (campus), family and community. Character education in schools can be pursued in the form of cultivating typical daily activities in accordance with the school's vision and mission. Character education is also closely related to one's morals or behavior. Today's young generation, there are strong indications of the loss of the noble values inherent in our nation, such as honesty, decency and togetherness which are sufficient to cause our common concern. There must be an effort to make those values back into the character that we are proud of in front of other nations.

Thus, through the statement above, that character education is needed and applied, especially in high school education, to form a strong noble moral foundation for students. This is done so that students have an awareness of the importance of good values and have a commitment to always do good in further education and in everyday life. Which will have a positive impact on the younger generation so that they are not easily influenced by foreign culture or the unfavorable surrounding environment. Character education, especially bona pasogit character education among the Batak people, really needs to be implemented, so that Batak youth know what morals are contained in Batak culture.

Bona Pasogit is a Batak language which means Hometown in Indonesian. The Batak tribe has their homeland on the island of Sumatra, precisely in North Sumatra, which is part of the meaning of the Indonesian archipelago. Bona pasogit is very important. It's a personal identity, a thing that tells us where we come from, who we are. The development of our bona pasogit is very slow, due to uneven development. even without meaning to be condescending, our bona pasogit can still be said to be a backward village.

Bona pasogit character education aims to improve the quality of the implementation of educational outcomes that lead to the attainment of character building and ethics and morals according to Batak culture. Bona pasogit character education has 3 principles, which are often called "DALIHAN NATOLU", which become cultural insights concerning Batak society and culture. Includes blood relations and marital relations that link one group, which reads:

1. Somba marhulahula (an attitude of worship/respect to the family of the mother's wife giver)
2. Elek marboru (attitude of persuading/protecting girls and those who accept girls)
3. Manat mardongan tubu (careful attitude towards family friends)

The application of bona pasogit character education among the Batak people has started to improve, starting from the elementary to high school levels in various regions of Sumatra, especially North Sumatra. Bona pasogit character education in various high schools



has been implemented, one of which is in the New Health STIKes Doloksanggul

Doloksanggul New Health STIKes Campus, is a health education institution that has three study programs, namely S1 Hospital Administration, D III Nursing and D III Midwifery. The Doloksanggul New Health STIKes has a vision of having a focus on the bona pasogit character of service to support a golden Indonesia in 2045. Therefore, we chose the Baru Health STIKes campus as our place to find out how big the relationship between bona pasogit character education is for students and also lecturers/staff at Doloksanggul New Health STIKes campus.

Thus, we decided on the D III Nursing study program, as our place to carry out our research process on how close the relationship between bona pasogit character education is for nursing students at the Doloksanggul New Health STIKes, with respect to the D III Nursing study program having the vision "To become a nursing study program that produces excellent graduates skilled in homecare for the elderly according to the noble characteristics of bona pasogit".

METHODS

The research method that we use is a research method using descriptive methods for problem solving procedures investigated by describing or describing the state of the subject or research object by attaching facts in the research. The data collection tool uses Observation and Kiai Haji Achmad Siddiq Jember, 2018. Critically examine knowledge, ideas, or findings contained in an academically oriented body of literature

RESULTS AND DISCUSSION

Application of Bona Pasogit Character Education

Education has a fundamental role in personal and social development, to accelerate the pace of harmonious human development so that it can eradicate people from poverty, backwardness, ignorance, violence and war, as well as character education. Character education aims to develop the values that shape the nation's character, namely Pancasila, including:

1. develop the potential of students to become human beings with good hearts, good manners, and good behavior;
2. building a nation with Pancasila character;
3. develop the potential of citizens to have a confident attitude, be proud of their nation and country and love humanity.

Then Schwartz (2000) states that there are several things that invite confusion regarding the application of character education among students, namely:

- a. A person's character has been formed before entering college and it is the responsibility of parents to shape the character of their children.
- b. Universities, especially lecturers, have no interest in character building, because they are not recruited to do that.
- c. Character is a term that refers to a certain conservative religion or ideology, while



universities in the West generally break away from certain religions or ideologies.

Soetanto (2012) describes that the application of character education in tertiary institutions is based on five main pillars:

- a. Tri Darma Higher Education Character education can be integrated into character education, research and community service activities.
- b. College Culture (campus)/ Organizational Culture Students are required to be able to get used to everyday life in the college environment.
- c. Student Activities Character education can be created through integration into student activities, including scouting, sports, writing, art, workshops, and events involving students in the committee system.
- d. Daily Activities Character education can be raised by the application of habituation to daily life in the family, dormitory and community environment.
- e. Academic Culture The value of character education in perspective is formed by the totality of academic culture.

The application of bona pasogit character education is useful for shaping the morals and ethics of all students, especially nurses. With this education, it is hoped that it can create young people with character. Character education is an education system that aims to instill certain character values in students in which there are components of knowledge, awareness, or will, as well as actions to carry out these values. In this section, we will discuss the implementation of Bona Pasogit's character education and several aspects related to it. Introduction of Bona Pasogit Values:

- a. The application of Bona Pasogit's character education begins with the introduction of the values contained in it to nursing students. Students are given an understanding of the meaning and importance of values such as honesty, responsibility, empathy, solidarity, and integrity.
- b. Character Education-Based Curriculum: The implementation of Bona Pasogit's character education includes the integration of these values into the nursing education curriculum. A specially designed curriculum will incorporate character education components into each subject or learning module, so that students can learn and internalize these values in the nursing context.
- c. Active Learning Approach: The application of Bona Pasogit's character education prioritizes an active learning approach that involves students actively in the learning process. Students are given the opportunity to participate in discussions, case studies, simulations, and hands-on activities that encourage character development through real experiences.
- d. Coaching and Assistance: In addition, the application of Bona Pasogit's character education also involves coaching and mentoring nursing students. Students are encouraged to practice Bona Pasogit values in daily life and in interactions with patients, fellow students, lecturers and other nursing staff. Coaching and mentoring is carried out to strengthen the understanding and application of these values.
- e. Evaluation and Monitoring: The implementation of Bona Pasogit character education also involves evaluating and monitoring students' development in

The Relationship between Bona Pasogit Character Education and Nursing Students at the New Health STIKes Doloksanggul–**Eunike R. Purba et.al**



internalizing these character values. Evaluation is carried out through performance appraisal, reflection, and feedback given to students to help them improve and strengthen their character.

With the implementation of Bona Pasogit character education, it is expected that nursing students can develop a strong character that is integrated with Bona Pasogit values. This will have a positive impact on their nursing practice, strengthen professional attitudes, improve patient care, and build a quality personality. The application of Bona Pasogit's character education will also help prepare nursing students to become nursing staff with high integrity and morals, who are ready to face challenges in the world of nursing work.

Challenges and Impacts of Implementing Bona Pasogit Character Education

The challenge of implementing bona pasogit character education in educational circles, especially on the campus of the new doloksanggul health center for nurses as a whole, we found, namely the attitude of young people who are following along and don't want to look stupid and out of date. young people who do not understand the meaning of our character in accordance with bona pasogit which advocates for virtues especially in ethics and morals and character education is an education system that aims to instill certain character values in students in which there is a knowledge component, awareness or will, as well as actions to carry out these values.

The impact of implementing bona pasogit character education will usually affect environmental values, especially for oneself, both ethics, morals, and even speech that characterizes where he was born and raised. This is because character education can make students more independent, advanced and responsible. answer. Apart from that, it also creates students with strong personalities in accordance with our identity as stikeskb students who are taught and trained according to the campus area which is still cultured. Assumptions of the Implementation of Bona Pasogit Character Education:

1. **Increasing Self-Awareness:** The application of Bona Pasogit character education is expected to increase nursing students' self-awareness of upheld values and character principles, such as honesty, integrity, empathy, and responsibility. Students are expected to understand the importance of developing strong character in their nursing practice.
2. **Development of Professional Attitude:** Bona Pasogit's character education aims to form a positive professional attitude and internalize the ethical values of nursing in student behavior. This includes adherence to professional ethics, teamwork, good communication, and high quality patient care.
3. **Building Leadership:** The application of Bona Pasogit's character education can also help nursing students to develop effective leadership skills. Through comprehensive character learning, students are expected to be leaders with integrity, able to make good decisions, and provide positive direction to teammates.

Impact of Implementing Bona Pasogit Character Education:

1. **Superior Professional Behavior:** With the implementation of Bona Pasogit character education, it is hoped that nursing students can internalize and apply the values of

The Relationship between Bona Pasogit Character Education and Nursing Students at the New Health STIKes Doloksanggul–**Eunike R. Purba et.al**



- character that are upheld in their nursing practice. This will have an impact on superior professional behavior, such as adherence to professional ethics, empathetic service, effective teamwork, and integrity in daily nursing practice.
2. **Improving Service Quality:** The application of Bona Pasogit character education can have an impact on improving the quality of services provided by nursing students. By internalizing values such as empathy, responsibility, and patience, students will be able to provide holistic care, be sensitive to patient needs, and focus on patient welfare.
 3. **Formation of a Positive Personality:** The application of Bona Pasogit's character education is expected to assist in the formation of a positive personality in nursing students. Students will develop attitudes such as self-confidence, perseverance, integrity, and the ability to overcome challenges wisely. This will assist them in dealing with complex and demanding situations in nursing practice.
 4. **Building a Good Institutional Reputation:** The long-term impact of implementing Bona Pasogit's character education is a good institutional reputation in producing nursing graduates with high character. Nursing students who have internalized strong character values will become a valuable asset for the institution and also for the nursing profession as a whole.

CONCLUSION

In the end, wherever we are, we will bring our culture and character wherever and whenever, if you want to make your bona pasogit proud, start building your character, it doesn't have to be big things, starting from the smallest things, namely our words, character and actions, love culture and preserve it. because expensive treasures also include culture and ethics and are inseparable. As young people we are taught to better preserve culture and develop our respective birthplaces (Bona pasogit) because in general many of us, especially young people, have started to forget tarombo and their respective cultural customs, and when it comes to many health workers have used medical personnel for healing, however, we can also use proven traditional medicine so that it does not become extinct. In today's circles it is very difficult to implement it because of the high globalization which requires many young people, especially nurses in the SKESB, which is sad to apply character education because most are based on different ethnicities and in their view their language is old-fashioned and outdated, therefore we are trying to return love. be cultured and respect the culture of each of them because it is a uniqueness that should be proud of and appreciated by young people

REFERENCE

- Wasik, Muhammad. Learning Strategies for Islamic Religious Education at SMP Negeri 01 Ajung. Diss. Kiai Haji Achmad Siddiq State Islamic University Jember, 2018.
- Al-Eissa, YES, Al-Sanie, AM, Al-Alola, SA, Al-Shaalan, MA, Ghazal, SS, Al-Harbi, AH, & Al-Wakeel, US (2000).
- <http://www.kidnesia.com/Kidnesia?Potret-Negriku/Teropong-Daerah/Sumatera-Utara/Seni>



Culture/Dance-Tor-Tor

- Jaiswal, R., & Premium, JK (2018). The concept of caring for health and illness among the Kanwar Tribes of Chhatisgarh (India). *Man in India*, 94(4-III), 1063-1074. https://www.researchgate.net/publication/289136227_Concept_pertaining_to_health_and_illness_among_the_Kanwar_tribe_of_Chhattisgarh_India accessed 23 July 2019
- CLOSED, Ningsih. Implementation of character education. 2015.
- Aaron, Cut Zahri. "Management of character education." *Journal of character education* 4.3 (2019).
- HASAN, Said Hamid. Historical education to strengthen character education. *Paramita: Historical Studies Journal*, 2012, 22.1.
- MUSTARI, Muhammad; Rahman, M. Taufiq. Character values: Reflections on character education. 2018.
- Ministry of National Education. 2019. Character Education Guide. Jakarta: Center for Curriculum and Bookkeeping of the Ministry of Education and Culture
- Sudrajat, A. (2011). Why character education?. *Journal of Character Education*, 1(1). Mu'in, F. (2011). Character building. Scholarly Script.
- Hasan, SH (2012). Historical education to strengthen character education. *Paramita: Historical Studies Journal*, 22(1).
- Mustari, M., & Rahman, MT (2011). Character values: Reflections on character education. Darmiyati, D. (2009). Character building.
- Ramdhani, MA (2014). Educational environment in the implementation of character education. *Garut University Education Journal*, 8(1), 28-37.
- Syarbini, A. (2014). Model of character education in the family. *Elex Media Komputindo*.
- Khusniati, M. (2012). Character education through science learning. *Journal of Indonesian Science Education*, 1(2).
- Setiawati, NA (2017). Character education as a pillar of the nation's character formation.
- Harris, AH (2017). Character education in an Islamic perspective. *Al-Munawwarah: Journal of Islamic Education*, 9(1), 64-82.
- Citra, Y. (2012). Implementation of character education in learning. *Scientific Journal of Special Education*, 1(1), 237-249.
- ChatGPT
- Wasik, Muhammad. Strategi Pembelajaran Pendidikan Agama Islam di SMP Negeri 01 Ajung. Disertasi. Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 2018.
- Al-Eissa, YES, Al-Sanie, AM, Al-Alola, SA, Al-Shaalan, MA, Ghazal, SS, Al-Harbi, AH, & Al-Wakeel, US (2000). <http://www.kidnesia.com/Kidnesia?Potret-Negriku/Teropong-Daerah/Sumatera-Utara/Seni-Culture/Dance-Tor-Tor>
- Jaiswal, R., & Premium, JK (2018). Konsep merawat kesehatan dan penyakit di kalangan Suku Kanwar di Chhattisgarh (India). *Man in India*, 94(4-III), 1063-1074. https://www.researchgate.net/publication/289136227_Concept_pertaining_to_health_and_illness_among_the_Kanwar_tribe_of_Chhattisgarh_India diakses pada 23 Juli



2019

CLOSED, Ningsih. Implementasi pendidikan karakter. 2015.

Aaron, Cut Zahri. "Manajemen pendidikan karakter." Jurnal Pendidikan Karakter 4.3 (2019).

HASAN, Said Hamid. Pendidikan sejarah untuk memperkuat pendidikan karakter.

Paramita:

Jurnal Studi Sejarah, 2012, 22.1.

MUSTARI, Muhammad; Rahman, M. Taufiq. Nilai-nilai karakter: Refleksi tentang pendidikan karakter. 2018.

Kementerian Pendidikan Nasional. 2019. Panduan Pendidikan Karakter. Jakarta: Pusat Kurikulum dan Buku Kementerian Pendidikan dan Kebudayaan.

Sudrajat, A. (2011). Mengapa pendidikan karakter?. Jurnal Pendidikan Karakter, 1(1). Mu'in,

F. (2011). Membangun karakter. Skripsi Ilmiah.

Hasan, SH (2012). Pendidikan sejarah untuk memperkuat pendidikan karakter. Paramita: Jurnal Studi Sejarah.

Mustari, M., & Rahman, MT (2011). Nilai-nilai karakter: Refleksi tentang pendidikan karakter.

Darmiyati, D. (2009). Membangun karakter.

Ramdhani, MA (2014). Lingkungan pendidikan dalam implementasi pendidikan karakter.

Jurnal Pendidikan Universitas Garut.

Syarbini, A. (2014). Model pendidikan karakter dalam keluarga. Elex Media Komputindo.

Khusniati, M. (2012). Pendidikan karakter melalui pembelajaran sains. Jurnal Pendidikan Sains Indonesia, 1(2).

Setiawati, NA (2017). Pendidikan karakter sebagai pilar pembentukan karakter bangsa.

Harris, AH (2017). Pendidikan karakter dalam perspektif Islam. Al-Munawwarah: Jurnal Pendidikan Islam.

Citra, Y. (2012). Implementasi pendidikan karakter dalam pembelajaran. Jurnal Ilmiah Pendidikan Khusus.