Strengthening Character Education Modules for Teachers to Improve the Work Character of Vocational High School Students

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Abstrak

Salah satu tujuan dari pendidikan Nasional adalah mempersiapkan kegiatan pendidikan karakter berupa pembentukan watak dan budi pekerti bagi generasi penerus bangsa. Pada tingkat sekolah menengah kejuruan, tidak hanya berfokus pada pembentukan karakter yang baik tetapi juga karakter yang diperlukan di dunia kerja. Penelitian ini bertujuan untuk mengembangkan modul program Penguatan Pendidikan Karakter berbasis karakter kerja yang dapat meningkatkan karakter kerja siswa sekolah menengah kejuruan. Jenis penelitian yang dilakukan merupakan penelitian dan pengembangan dengan menggunakan integrasi model ADDIE dengan Borg and Gall. Teknik pengumpulan data yang dipakai adalah studi dokumentasi, angket, dan wawancara. Analisis data hasil penelitian dan pengembangan menggunakan metode campuran dengan model kombinasi campuran. Analisis data kualitatif menggunakan model Miles and Huberman sedangkan analisis data kuantitatif menggunakan menggunakan teknik deskriptif kuantitatif dengan persentase dan mean. Penelitian ini menghasilkan modul Penguatan Pendidikan Karakter berbasis karakter kerja di Sekolah Menengah Kejuruan. Berdasarkan uji coba lapangan menunjukkan bahwa modul penguatan pendidikan karakter berbasis karakter kerja, dengan hasil uji coba memiliki skor 85 % dengan kategori valid dan dapat digunakan tanpa revisi. Diharapkan guru SMK dapat memanfaatkan modul tersebut dalam pelaksanaan Penguatan Pendidikan Karakter sehingga dapat meningkatkan kualitas lulusan khususnya karakter kerja.

Kata Kunci: Penguatan Pendidikan Karakter, PPK, Karakter, Karakter Kerja, Pendidikan Kejuruan

Abstract

One of the objectives of national education is to prepare character education activities in the form of forming character and character for the next generation of the nation. At the vocational high school level, it does not only focus on building good character but also the character needed in the world of work. This study aims to develop a work character-based Strengthening Character Education program module that can improve the work character of vocational high school students. The type of research conducted is research and development (Research and Development) using the integration of the ADDIE model with Borg and Gall. Data collection techniques used are documentation studies, questionnaires, and interviews. Analysis of research and development data results using mixed methods with a concurrent mixed methods. Qualitative data analysis used the Miles and Huberman model while quantitative data analysis used quantitative descriptive techniques with percentages and mean. This research resulted in a work character-based strengthening character education module in Vocational High Schools. Based on field trials, it shows that the strengthening character education module is based on work character, with the trial results having a score of 85% in the valid category and can be used without revision. It is hoped that SMK teachers can utilize the module in implementing strengthening character education so that they can improve the quality of graduates, especially work character.

Keywords: Strengthening Character Education, Character, Work Character, Vocational Education

1. INTRODUCTION

One of the objectives of national education is to prepare character education activities in the form of forming character and character for the next generation of the nation. The existence of strengthening character education has a very important role in efforts to meet these national education goals (Griffiths, 2002; Tessmer, 2013). That is because changes in student behavior are determined by environmental factors. According to previous study the physical environment, school culture, school management, curriculum, educators, and teaching methods (Maisaro et al., 2018). Character education has actually been promoted since 2010 in the form of a National Movement which is carried out in every educational

unit. From the results of this study it can be concluded that there is a gap between the quality of graduate performance offered by Vocational High Schools and the performance demanded by the industry (Sukardi, 2013; Winandari et al., 2022; Zurqoni et al., 2018). Based on the aspect of work character soft skills, the implementation of Strengthening Character Education in Vocational High Schools can be one of the solutions to overcome this problem. This is because the strengthening character education movement places character values as the deepest dimension of education that civilizes and civilizes educational actors as stated in the concept and guidelines for strengthening character education by the ministry of education and culture (Gupta et al., 2022; Suharmawan, 2018).

Strengthening character education (SEC) is expected to maintain and improve good practices that have taken root in schools and improve things that are still lacking, so that students or vocational graduates can gain competence (hard skills) equipped with good character (soft skills). Judging from the aspects of hard skills and soft skills, it seems that the gap from the perspective of soft skills dominates more than from the perspective of hard skills (Tovar & Council, 2016; Vieira et al., 2019). The quality of the work character of students in most educational institutions is lacking in the work character desired by the industrial world. The results of previous research on the work character learning model at vocational high school Mikael Surakarta and SMK Negeri 2 Depok Sleman Yogyakarta, found that the process of internalizing work character can be integrated with practical subjects (Rochayati & Wardani, 2018). Work character values are written in the curriculum and linked to the duties and responsibilities associated with the implementation of the training (Pamungkas et al., 2021; Purwadi et al., 2022). This shows that the importance of work character in strengthening character education for students at the vocational school level is in an effort to reduce the gap between the quality of graduate performance offered by vocational school's and the performance required by industry.

Moral character is the basis of work character. There are five moral characters that need to be developed, namely: (1) religious (especially obedient to worship), (2) humble), (3) polite and respectful to parents, teachers, educators, and others, (4) caring, and (5) tolerance (Nicholson & Kurucz, 2019; Yildirim, 2017). Meanwhile, the work characters developed in vocational high school in general are: (1) discipline, (2) hard work, (3) honesty, (4) responsibility and (5) entrepreneurial spirit (Agustina et al., 2020). The application of character education can be started from small things such as honesty, tolerance, discipline, hard work, independence, curiosity, and responsibility. These characters are needed by students in carrying out industrial work practice activities. By implementing this in the curriculum and learning activities, vocational schools will be able to produce graduates who excel in their fields and have the character traits needed by the industrial world (Apriyansa, 2017; Melasi, 2018). Furthermore, other study examines the perceptions of students and employers about the importance of soft skills in various European countries (Succi & Canovi, 2020). The results obtained show that 86% of respondents indicated an increased emphasis on soft skills over the last 5–10 years and that employers consider soft skills to be more important than hard skills for graduates.

Preliminary studies through interviews with one of the teachers at SMK Negeri 2 Salatiga, found that there was no SCE module that was in accordance with the competency standards desired by the school. So far, the implementation of SCE activities refers to the SCE guidebook by the Ministry of Education and Culture by adding materials according to the standard criteria for graduating students from SMK N 2 Salatiga, which consist of: (1) Five Main Character Values of SCE, (2) Entrepreneurship, (3) Industrial Culture (5S), (4) Scouting and (5) Spirituality. Based on this background, research and module development is carried out which is expected to facilitate teachers in implementing and increasing the effectiveness of character education in vocational school environments so as to improve

students' work character. In addition, assessment standards are also needed to determine student progress and achievement, because achievement assessment is only seen based on attendance.

2. METHODS

The type of research used in this research is research and development, which is a research method used to create special products and test the efficacy of these products (Sugiyono, 2019). The subjects of this study were school principals, deputy head of student affairs and teachers at SMK Negeri 2 Salatiga. The research was conducted using a combination method with a sequential exploratory design, namely the use of qualitative methods at the data collection stage and quantitative methods at the data analysis stage. The combination method is a combination of qualitative and quantitative research methods to answer research problems more accurately (Creswell, 2008). The product development model uses the integration of the ADDIE model with research and development steps adapted from the Borg & Gall theory and the development steps can be seen in Table 1.

Table 1. Development Steps with ADDIE and Borg & Gall Integration Stages

No.	Development Stage		Activities
	ADDIE	**Borg & Gall**	
1	Analysis	Research and information collecting	Analysis of needs and problems through field studies and literature studies
2	Design	Planning	Material determination, module systematics, expert and practitioner validators, making validation instruments
3	Development	Develop preliminary form of product	Preparation of work character-based Strengthening Character Education module drafts, validation of experts and practitioners, and revision of validation results
4	Implementation	Preliminary field testing	Principal and teacher validation test
5	Evaluation	Main Product Revision	Revision based on limited field test results

The collection of research and development information is carried out through interviews, observations, questionnaires, and document research. In addition to the interview guideline, the instrument used is an assessment questionnaire regarding the feasibility of the module. The instrument is structured to determine the quality of the modules that have been developed. Assessment is carried out by material experts, module experts and vocational school teachers as product users. The instrument grids in this study are presented in Table 2, Table 3, Table 4, and Table 5.

Table 2. Interview Guideline Instrument Grid

Aspect	Indicator
Planning	Program preparation
	Required facilities and infrastructure
	Learning media used
Implementation	Program implementation

Aspect	Indicator
	Student responses
	Involvement and support of teachers, committees and industry
Evaluation	Obstacles in the implementation
	Program evaluation

Table 3. Module Expert Instrument Grid

Aspect	Indicators
Format	Clarity of purpose
	Suitability of the material with the purpose
	Clarity of module instructions
	Appropriateness of the order in which the material is presented in the module
Content	Concept clarity
	Material depth
	Material breadth
	Ease of material to learn
	Material sufficiency
	Ease of evaluation of assessments
Languange	Language standards
	Complete sentence structure
	The effectiveness of the sentences used
	Consistency in use of terms

Table 4. Material Expert Instrument Grid

Aspect	Indicators
Relevance	Conformity of material with PPK goals
	The activity material is relevant to the target achievement
	Module illustrations according to user needs
	The activity material presented is in accordance with the concept
	The activity material presented can be practiced
Accuracy	The activity material presented is in accordance with the achievement targets
	Packaging of activity material in modules in accordance with the concept and objectives
Serving Equipment	Presents indicators that must be achieved
Basic Concept of Material	Suitability of the concept with the goals and targets of achievement
The suitability of the presentation with the demands of program	Contains PPK elements and work characteristics

Qualitative data was validated using triangulation of sources and techniques. Meanwhile, quantitative data is validated through a validation test that involves an assessment by an expert. Furthermore, the results of qualitative data were analyzed using qualitative descriptive techniques, consist (1) summary data; (2) data presentation; and (3) data verification (Miles et al., 2014). Meanwhile, the results of quantitative data were analyzed using percentage and categorical descriptive techniques.

Table 5. User Trial Instrument Grid

Aspect	Indicators
Display Quality	Component layout
	Display design
	Component clarity
Technical Quality	Ease of use
	Sentence effectiveness
	Consistency in use of terms
Material Quality	Contains elements of strengthening character education
	Contains character education in Vocational School
	Contains the implementation of work character-based Strengthening Character Education
	Contains evaluation elements for strengthening character education activities
Quality of Usefulness	Facilitate the administration of teacher activities
	Time efficiency
	Facilitate control of character education strengthening activities

3. RESULTS AND DISCUSSION

Results

The research and development results consist of three parts, namely the implementation of the Strengthening Character Education program, the weaknesses of implementing the Strengthening Character Education program and the steps for developing work character-based SCE modules. Based on the results of interviews, documentation studies and observations, the implementation of the SCE program at SMK Negeri 2 Salatiga has been going on since the 2017/2018 school year and is mandatory for students in class X for one semester. The program to strengthen character education at SMK Negeri 2 Salatiga is divided into several activities such as Spiritual Problem Solving (SPS), Kesamaptaan, Extracurriculars, Scouting, Implementation of 5S Industrial Culture, and Entrepreneurship. The implementation of character education that has been going on is not only through that special program, but also through habituation and relations with the community. Habituation is done through learning in the classroom or practice room as well as in the school environment.

Character education is even included in the learning implementation plan used, which includes character values in its preparation. It is not only program implementation that influences the success of character education. There are other supporting factors such as facilities, character education books/guidelines based on work character and the participation of teachers and school members are also very important in the success of implementing character education. The implementation of strengthening character education at SMK Negeri 2 Salatiga has been going quite well, but there are several factors that hinder the implementation of these activities. These factors, namely, the lack of student motivation in participating in these activities, the lack of family and environmental support and the lack of support from teachers also greatly influence the success of character education. Based on the documentation study, socialization regarding the program has been carried out, but some teachers have not implemented it and there are still those who think that the implementation of strengthening character education is the responsibility of the Student Affairs division. So

there are still many teachers who are less involved in implementing the program and seem to give less support. Another influencing factor is the absence of a character education strengthening module that is in accordance with Vocational High Schools so that it can make it easier for teachers to guide and assist character education strengthening programs.

In accordance with the stages of ADDIE's integration with Borg and Gall, the steps for creating a work-character-based Strengthening Character Education program module are as follows. In the analysis phase, a preliminary study was carried out in the form of interviews, documentation studies, and observations to gather information. The results of the analysis show that there are several obstacles in the implementation of strengthening character education such as: (1) lack of support from school members because it is considered student activity so that only teachers in the student affairs department have a role; (2) the lack of enthusiasm of students in participating in character education strengthening activities; (3) there is no manual or capital that is suitable for use in vocational schools. At the desain stage, the design of work character-based character education modules was carried out in several stages, namely determining the title of the module, collecting reference material, and making the module design.

At the desain stage, modules are prepared in the form of printed media which contain components such as introduction, learning activities, closing, evaluation answer keys, bibliography, glossary. Introduction that contains background, competency targets, objectives, scope and how to use the module. Then there are 3 learning activities, each of which contains learning objectives, indicators of achieving goals, learning materials, learning activities, reinforcement, summary, reflection and follow-up and ends with an evaluation along with the scoring method. Expert validation is the stage of product validation by the validator. This stage uses research instruments consisting of fourteen module aspect indicators and fifteen material aspect indicators. The validation stage aims to get input from the validators, then the input will be used as evaluation material. The validation results are shown in Table 6, and Table 7.

Tabel 6. The Results of the Module Expert Assessment of Work Character-Based SCE

Aspect	Indicators	Score
Format	Clarity of program objectives for strengthening character education (SCE)	4
	Suitability of the material with the objectives of the SCE program	4
	Clarity of module instructions	4
Contains	Appropriateness of the order in which the material is presented in the module	4
	Clarity of the concept of Work Character-Based SCE	4
	Work Character-Based SCE material depth	4
	Breadth of Work Character-Based SCE material	4
	Ease of material to learn	4
	Adequacy of materials for SCE activities	3
	Ease of evaluation of assessments	4
Language	Language Standards	4
	Complete sentence structure	4
	The effectiveness of the sentences used	3
	Consistency in use of terms	4
Total Score		**54**

Tabel 7. The Results of Material Expert Assessment of SCE Based on Work Character

Aspect	Indicator	Score
Relevance	Suitability of the material with the objectives of the SCE program	4
	The activity material is relevant to the work character	5
	Module illustrations that match the user's level of ability	3
Accuracy	The activity material presented is in accordance with the concept of work character	5
	The activity material presented is in accordance with everyday life	4
	The activity material presented is in accordance with the competency of the work character	4
	The packaging of activity material in the module is in accordance with the concept of work character education	4
Basic Concepts and Material Indicators	Presents indicators that students must achieve	5
	The suitability of the SCE concept	4
	Suitability of the concept of Work Character	4
The suitability of the presentation with the demands of the SCE program, especially increasing work character	Encouraging student discipline	3
	Encouraging students' hard work attitude	4
	Encouraging student honesty	4
	Encouraging a responsible attitude of students	4
	Encouraging entrepreneurial attitude of students	4
	Encouraging diligent, thorough and careful attitude of students	5
	Encouraging an attitude of guarantee (dare to guarantee the results of his work)	4
Total Score		**82.67 %**

Base on Table 6 the results of the expert validator's assessment obtained a feasibility score in the form of a percentage rate of 77.14% for module assessment with the criteria "valid enough" " with input for improvements to tidy up writing in the form of font type, size and material adequacy. While Table 7 show the material assessment score is 82.67% with the criteria of "valid" but needs some improvement. It can be concluded that the average assessment of module experts and material experts is 79.90% with a "quite valid" level of validity. After repairing the module, implementation was carried out with a limited test on the principal and five teachers at SMK Negeri 2 Salatiga as potential module users. The trial was conducted to find out how feasible the module was to be used in the implementation of SCE in SMK by using an assessment questionnaire. The result of the assessment of prospective module users is show in Table 8.

Tabel 8. User due Diligence Test Results for Work Character-Based SCE Modules

Indicator	Score					
	SR	WN	YA	RI	HM	SP
The practical physical size of the module	4	5	5	4	3	4
Interesting module cover illustration	5	5	5	4	4	4
Clarity of module instructions	4	5	4	4	4	5

Indicator	Score					
	SR	**WN**	**YA**	**RI**	**HM**	**SP**
Appropriateness of the order in which the material is presented in the module	4	5	5	4	4	4
Clarity of the concept of Work Character-Based SEC	4	5	4	4	3	4
Ease of material to learn	4	5	4	4	4	5
Adequacy of materials for SEC activities	4	4	4	4	4	4
Ease of evaluation of assessments	4	5	5	4	3	4
Complete sentence structure	4	5	4	4	4	4
The effectiveness of the sentences used	5	5	4	4	3	5
Consistency in use of terms	5	5	4	4	4	4
Total Score	**47**	**54**	**48**	**44**	**40**	**47**
Percentage Score (%)	**85.45**	**98.18**	**87.27**	**80**	**72.72**	**85.45**

Based on the results in Table 8, an average percentage of the combined assessment results is 84.85% with a validity level of "very valid, can be used without revision". Thus, it can be concluded that the module can be used by teachers to assist in the implementation of work character-based SCE in Vocational High School.

Discussion

The results of the study show that teachers have planned and implemented the Strengtehing Character Education (SCE) program at SMK Negeri 2 well but not optimal. In addition to SCE activity program planning, there are other important factors that influence the success of SCE program implementation such as the participation of teachers and school members and SCE guidebooks or modules. The success of character education is largely determined by the role of the teacher. Implementation of strengthening character education (SEC) includes exemplary, classroom learning, integration with all subjects, incorporation into cocurricular and extracurricular activities, empowerment as well as acculturation, and reinforcement. Therefore, the teacher's role is very important in creating a generation that has good character, culture and morals through SEC activities.

Character education can be started from small things such as honesty, tolerance, discipline, hard work, independence, curiosity, and responsibility. By implementing this in the curriculum and learning activities, vocational schools will be able to produce graduates who excel in their fields and have the character traits needed by the industrial world (Ajmain & Marzuki, 2019; Bambang Dalyono & Lestariningsih, 2020). Furthermore, other study explained that adequate infrastructure and sufficient funding are supporting factors for implementing SCE (Pratama & Haryana, 2018). The results of the interviews and observations also show that the causal factors for the not yet optimal implementation of SCE are the lack of student motivation and the participation of teachers outside the student affairs section.

According to previous study the achievement of educational goals is largely determined by teachers who carry out their duties and responsibilities properly (Salsabilah et al., 2021). In character education, teachers are often role models and motivation for students. As stated by previous study that the teacher has five roles as implementing character education, namely the role of inspiration, role model, motivator, dynamicator, and evaluator (Nisa', 2019). Not only during the learning process in class, but outside of learning hours and outside the classroom, the teacher continues to carry out this role in the character education process of students.

In line with the results of research state there are several factors that hinder the implementation of SCE, such as low concern and commitment of all school members, lack of cohesiveness of various parties, lack of communication, limited teaching staff compared to the number of students, and background diverse students (Pratama & Haryana, 2018). So that it can be said that the teacher is the main key in the successful implementation of character education for students. Another influencing factor is the use of guidebooks or modules for the implementation of SCE, especially based on work character. Based on research and initial data collection, the absence of a module turned out to be quite influential in the lack of teacher participation in implementing SCE. With the module, teachers can easily learn, implement and evaluate the implementation of SCE independently or in groups. According to other study modules are one of the independent and conventional learning materials that are designed in a systematic, directed, and measurable manner to achieve learning objectives (Amalia & Wuryandani, 2020; Winandari et al., 2022). This is in line with other study explanation, namely that printed modules as learning media are considered necessary because they are efficient and effective as a complete system, there are specifically and clearly formulated learning objectives and also a series of systematically designed learning activities (Meishanti & Maknun, 2021).

The preparation of the developed module begins with an analysis of problems and needs. Problem analysis is a way to overcome the gap that occurs between reality and what it should be (Made et al., 2022; Nisrokhah, 2016). Furthermore, needs will be found when conducting problem analysis so that the process of problem analysis and needs analysis are mutually integrated. The developed module consists of an introduction, 3 chapters of learning activities and a closing. Introduction that contains background, competency targets, objectives, scope and how to use the module. Then there are 3 learning activities, each of which contains learning objectives, indicators of achieving goals, learning materials, learning activities, reinforcement, summary, reflection and follow-up and ends with an evaluation along with the scoring method. Furthermore, at the end after the closing, there is a glossary, evaluation answer keys and a bibliography which is used as a reference in the preparation of this module. The preparation of the modules is made concise, concise and clear as explained by previous study state that for the development of modules, a framework or structure is chosen that is simple and best suited to the existing conditions and the required needs (Guiamalon et al., 2021; Meishanti & Maknun, 2021). The material in the module consists of 3 chapters, namely (1) elements of strengthening character education; (2) work character education; and (3) the implementation of work character-based SCE in SMK. The material is tailored to the needs of teachers in organizing SCE with the aim of improving the work character of students in vocational high school.

Education in schools often focuses more on academic achievement and competence (hard skills) and overrides character education (soft skills). This can be seen from how to determine students' abilities through test scores or exam results. In fact, schools should not only succeed in transferring knowledge to students but also internalize good character values. In fact, high scores in religion and civics education do not guarantee that students have superior character (B. Dalyono & Lestariningsih, 2017; Pratama & Haryana, 2018). So far, learning in schools is still oriented towards success in cognitive aspects such as academics and competencies rather than success in affective aspects such as behavior and morals (Aningsih et al., 2022; Jaedun et al., 2012). Based on the results of research, there are two strategies in managing character education, namely internally and externally at school (Maunah, 2015). Internally, the strategy is carried out through four pillars, namely classroom learning, daily activities in the form of school culture, habituation activities, extra-curricular and co-curricular activities. Meanwhile, external strategies can be carried out through coordination and cooperation with parents and the community. Furthermore, other study

argue that character education must also be adjusted to graduate competency standards (Subekti & Alinurdin, 2021). Students are expected to be able to use and improve their knowledge skills independently, internalize and personalize the character values that are realized in daily behavior.

To be able to realize this, 3 stages were carried out in the implementation of SCE, namely class-based character education, school-based character education, and community-based character education. Meanwhile, according to previous study the importance of the teacher's ability to plan, implement, and evaluate appropriately according to the competency characteristics of the skills learned, and the character values developed (Yildirim, 2017). Thus, it can be concluded that teacher competence in managing learning is a key factor that greatly determines the successful implementation of character values education. Basically the purpose of character education is to instill values and develop good attitudes and behavior to shape the character of school students. The entire school community is involved in its implementation with the support of the student's family to guide outside the school. Therefore, character assessment is needed to obtain information about student character development so that efforts to develop or strengthen student character can be carried out properly (Elmahdi et al., 2018; Srivastava et al., 2018). Therefore, the module also provides an assessment format to determine student character development during the implementation of character education in schools.

The validation results by the validator and potential users show that the module is suitable for use in implementing SCE at SMK Negeri 2 Salatiga. For more optimal product results, the module is revised according to suggestions for improvement from the validator. After being repaired, a module trial was carried out on prospective users and an average assessment result was obtained which indicated that the module was feasible and ready to be used in the implementation of SCE in vocational high schools to improve students' work character. This is in line with the findings of other study who both studied character education at the vocational school level in the form of work character (Rochayati & Wardani, 2018). The difference is that the development results obtained are in the form of a work character learning model in vocational high schools, while this development research produces a work character-based strengthening character education module.

Then the findings from other study examine character education and character assessment in vocational high schools, which can be used as a reference for making decisions about class promotion and student graduation as well as improving character education programs (Supriyadi, 2015). Meanwhile, the development of work character-based ppk modules can help facilitate teachers in efforts to improve the quality of vocational school graduates and improve student character education programs. Furthermore, research suggests that the importance of managing character education during industrial work practice activities in class 11, while this research develops work character-based SCE modules in SCE activities in vocational high school (Melasi, 2018). Meanwhile, this development research focuses on improving the work character of vocational high school students, so that in the future they can anticipate early character education problems that may occur when students carry out internship activities.

The character education module developed can be an effective means of improving the quality of character education in vocational high schools (SMK). Teachers can use this module as a guide to integrating character values into everyday learning, helping to improve student attitudes, values and behavior. However, this research also has limitations. One of them is that students have diversity in learning and character development, therefore, modules may not be equally effective for all individuals. Additionally, changes in educational policy or curriculum structure can affect module implementation and teacher involvement in the long term.

4. CONCLUSION

Based on the analysis of teacher needs in the implementation of work character-based PPK that has been carried out, namely the lack of support from school members because it is considered student activity so that only teachers in the student affairs section have a role and there is no guidebook or module suitable for use in SMK. From the results of the work character-based SCE module validation test, the average validation results from module experts and material experts indicated that the SCE module was in a fairly valid category and could be tested on users after revision. This shows that the SCE module based on work character is decent and effective for use in the implementation of SCE which focuses on improving the soft skills of vocational high school students in the form of work character.

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