A new decade for social changes
Character Education at Tomohon Music Studio Education and Skills Institution (LPK): Overview of Character Education Dimensions From Doni Koesoema Albertus

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Abstract. The primary purpose of this study is to examine and describe: (1) Character Education Planning at LPK JT Music Studio Tomohon based on a review of Character Education Dimensions, (2) Implementation of Character Education at LPK JT Music Studio Tomohon based on a review of Character Education Dimensions, (3) Evaluation of Character Education at LPK JT Music Studio Tomohon based on a review of the Character Education Dimensions. This study uses a qualitative descriptive method by describing the state of the status of social phenomena to obtain conclusions. Observation, interviews, and documentation carried out the data collection procedure. The main instruments in data collection are field notes, recording tools, and documentation in the form of photos or pictures. The situation of this institution tends not to optimize and facilitate educational programs due to a lack of planning, understanding, and methods used. Institutions are limited to running training programs and courses oriented to competence and knowledge and lacking in character building. The community of both students and educators does not prioritize character education development programs. This does not bring students to appreciate and practice the values and virtues based on the review of the Character Education Dimensions. (2) In management, every plan will lead to assessment and evaluation. And this is very helpful for developing future character education programs at LPK JT Music Studio Tomohon. Students live from the stage of values and virtues and then imbue them with reflection material for students. Students do not get enough space, and LPK JT Music Studio Tomohon does not facilitate so that students do not reach the Reflection stage. (3) character education that does not provide good planning and evaluation indicates symptoms that are not by the values and virtues in the Educational Dimension Character. Value Reflection, which is the hope of developing attitudes and actions, has not been implemented

Keywords. Character Education, Character Education Dimensions, Rationale, Evaluation

A. Introduction

All hostile behavior society occurs among students and society circles another show fragility quite a character. One of them is badly caused by not optimal planning and development of education character in institution education. All parties should bear the implementation of education character. We also need to remember that character is a symptom
that is difficult to investigate scientifically. Character develops over a long period, not once. In the span of the developmental process, various factors and individuals are involved.

Character education is widely discussed because it has an essential function in education development. Many people feel the importance of character education. Character education is not as easy as saying it because character education can give us an idea, so we don't fall into an oversimplification of problems. These various problems and complexities are essential to know so that you are always aware that the practice of character education is not as straightforward as imagined. Patterns of violence, greed, dishonesty, and the still-like bloom happen. These show that moral issues are still coloring the face of education in Indonesia. Decreasing moral quality in life man moment this especially among participant educate, put implementation education character. Parents nor educators sued play roles and responsibilities. The answer for embedding and developing good grades and helping the participants educate, shape, and build a character with good values.

Failure to shape character could cause the child not enough believe in self. Desire to know and motivate low, not capable of control self, not capable of cooperating and socializing lack empathy, and disliking can communicate. It means that education must. There is a balancing brain right and brain left. Good character will make a peaceful child's heart (brain), right) and easy concentrating on absorbing lesson (brain left). There are several In the background the need discussion roles of non-formal and informal education in education characters, including 1) dynamics socio-cultural in life nation; 2) influence globalization as unfavorable environment inevitable, and 3) development character nation and education character. The educational program character through non-formal and informal education is necessary implemented with notice dimensions critical in education, namely thought (intelligence), exercise (kinesthetic), taste (art), and exercise heart (ethical and spiritual). Regulation President Number 87 of 2017 concerning Strengthening Character Education through non-formal and informal education, especially in institutions courses and training are needed to endorse skeleton realize source Indonesian power people who are dignified, cultured, have character and have high power competitiveness.

Character formation presupposes the internal motivation in students of the importance of learning. As far as character acquisition is an educational process for students, the growth that occurs must appear in it must take place voluntarily. It means that it is done with full awareness, and what has been received can be rejected (Albertus, 2015: 44). In essence, the educational process itself is character-building. Character abilities and attitudes are needed if they later live in a democratic society. Therefore, there is no need for particular character education subjects or explicit because every act of education analysis has a character-building dimension in students. An educational institution is a place where individuals who live the values gather. Therefore, educational institutions must determine what priority values or virtues will be achieved. Its importance will be essential for individual growth to grow into good people. Character education must be deliberately planned. There is a kind of intention, intention, will, and will to develop it slowly.

Character education can affect students' character by finding harmful off harmful influences. Educational institutions have a significant role and impact in implementing character education in their institutions to prevent unwanted things related to the morals of students. Educational institutions with good educational management can put the vision and mission of the institution into practice, form a solid academic tradition, and have sustainable leadership. Another important thing is about building school culture. Culture seems to be developed with good programs and implementation and evaluation, so that character education
becomes a healthy environment for the character development of all individuals in the educational environment.

The development of the basic concept of character education must be accompanied by a complete and comprehensive development method, where character education becomes the soul of every activity within the educational institution. _First_, it is related to how academic institutions develop the quality of the individuals involved.—_second_ related to designing and planning programs according to individual responsibilities. The third is associated with building a friendly and comfortable environment for individual growth according to the stage of personal development (Albertus, 2015: 69).

B. Literature review

**Character Education in Courses and Training Institutions**

According to Law Number 20 of 2003 concerning the National Education System, Course Institutions and Training Institutes are two non-formal education units. Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves. Training develops their professions, work, and independent businesses, and they continue their education to a higher level. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education that courses and training are held for the community to develop professional personalities and improve the vocational competence of course students [1]. Education and Training Institute is a non-formal education unit that organizes alternative education service programs for community members to increase their knowledge and skills. The term Education and Training Institute (LPK) has the same meaning as Courses and Training. Courses and training as a form of continuing education to develop students' abilities emphasize mastery of skills, competency standards, development of entrepreneurial attitudes, and professional personality development. Courses and training are designed through national and international certification and accreditation [2].

Education is an academic unit, but all efforts are made to help the community actualize its potential by the norms and noble values that always strive to be realized. The implementation of national education, especially non-formal and informal education, is sought so that in addition to being focused on skills education in the form of competence, but also character education. Efforts to build the character integrated with increasing competence must be carried out in the interests of the nation's future, even though the centralization of character education is in implementing Indonesian National Education. Strengthening character education at the Course and Training Institute (LKP) is an educational program at LKP [3]. The program enhances the character of students, instructors, managers, and LKP organizers through harmonization by heart (ethics and spirituality), taste (aesthetics), thought (literacy and numeracy), and sports (kinesthetic). With public support and collaboration between LKP, families, and communities are part of the Mental Revolution Movement. The Character Education Strengthening Program in LKP is one of the government's strengthening programs systematically to support students' character. LPK citizens through the harmonization of thought, heart, taste, initiative, and exercise [4].

**Character Education Values**

Whole and thorough character education offers several developmental virtues that shape individual characters into virtues. The priority choices are based on three character education dimensions which are the basis for the development of character education [5].
Grouping of Character Education Values in Individual Dimensions

1. The Value of Appreciation To The Body
   Respect for the body includes the willingness of the individual to maintain the physical health of each individual. Physical health is an integral part of the formation of virtue. Character education must prioritize how individuals can take care of each other's bodies. It also teaches individuals not to damage it but to make the body's existence grow healthy by its natural development and growth. Respect for the body is individual self-expression to be a nurse and protector of one another. Individuals must cultivate within themselves the desire to care for the body of themselves and others, including their psychological and emotional growth [6].

2. Transcendental Values (Religiosity and Aesthetics)
   The development of intangible values, both religious, religious, and sublime, is the basis for the development of character formation. Each individual is endowed with sensitivity to something soft, subtle that works spiritually alongside man, a sensitivity to something supernatural. Sensitivity to the Holy, the Transcendent, the beautiful both in man and in nature, is one of the suggestions for shaping the individual into a virtuous person [7].

3. Academic Excellence
   Academic excellence is the primary goal of an educational institution. Academic excellence is different from simply passing an exam. Academic excellence includes the following attitudes: love of science, ability to think critically, firm instance, and willing to change one's stance based on careful considerations and arguments, having the openness to the thoughts of others, daring to continuously evaluate and self-critical, skilled in communicating ideas, thoughts, develop intellectual curiosity. From this love of knowledge, innovation, creation, and renewal in science will grow [8].

4. Self Mastery
   Self-mastery is the ability of an individual to control his emotions and feelings and to want to subdue all emotional impulses to the true purpose by the guidance of common sense. Self-mastery includes the individual's ability to place himself, act, and speak wisely in a particular space and time [9]. Self-control has attitudes: the willingness to process emotions and feelings and place feelings' inclination by proper light context and meaning.

5. Courage
   Courage is a virtue that allows individuals to do something and realize what they aspire to. Courage includes the willingness to sacrifice for the values that become the principles of life, resilience, persistence, and hard work because the individual has lofty goals to be achieved in his life. Courage is the drive that enables individuals to manifest.

6. Love Truth
   The love of truth is the basis for forming good character as a learner and human being. Humans long for the truth. With his mind, humans try to find, find and implement what is believed to be the truth. The principle of holding fast to the truth must be applied to individual practice or in collective life. true love of truth allows a person to dare to sacrifice himself for the fact he believes in. The firmness of values to the truth determines human identity as a person of character [10].

7. Skilled (Competent)
   Having various competencies and skills needed both for individual development and within the professional development framework is the main requirement for developing complete character education. Having basic communication skills both orally and in writing, competent in the field they are involved in is the basis for a successful life in society. Through this competence, an individual can change the world [11].
Grouping of Character Education Values in Social Dimensions

8. Democratic
The global community lives in togetherness with other people. Communities cannot live in seclusion because of the connection to each other actual human condition. There is a need to need each other, shoulder to shoulder. Each individual must learn how to live together and organize the order of life together so that individual inspiration and aspirations can be achieved. Democracy presupposes that individuals have autonomy in togetherness to regulate their lives so that individuals are actively in togetherness. Democracy includes the development and growth of the national spirit [12].

9. Appreciate Difference
The difference is human nature. Appreciating differences is a fundamental attitude that must be cultivated in individuals. Especially in the life of the nation and state in Indonesia, respect for differences must be grown in each individual. Our country was founded because the founders of this nation value differences. They want to unite their strength and energy in building the nation in that difference [13].

10. Responsibility
Responsibility is essential for the development of character education because it is related to the expression of human freedom towards themselves and others. It responsibility has three dimensions: responsibility for (relationships between individuals and others), responsibility for (individuals' relationships with themselves), and responsibility for (individual associations related to their duties and responsibilities in society) [14].

11. Justice
Being fair and willing to fight for justice is a basic plan and essential attitude with character. Justice is imported necessary because humans tend to be antisocial. For this reason, a shared commitment is needed so that each individual is respected. In the context of living together, justice is the soul of a healthy, humane and dignified society. Without justice, many other people's rights are violated [15].

Grouping of Character Education Values in Moral Dimensions

12. Moral Integrity
Moral integrity is the main target of personal information in character education. Moral integrity makes each individual in a plural society work together to fight for and realize what is good, noble, just, and dignified for humans, regardless of the differences in their beliefs. Moral integrity is the main center for human life, dignity, and worth as valuable and valuable creatures, whatever the circumstances and conditions. The presence of individuals who have moral integrity is the basis for constructing a civilized society. Moral integrity arises if individuals can make decisions through the correct rational consideration process and carry them out in actions wisely, according to the contest-specific particular space and time. Moral integrity includes the ability of individuals to make practical policies that are meaningful for their own lives and those of others [16].

In educational institutions, values can be instilled in individuals who are community members for these educational institutions. As Komensky believes, all the virtues must be invested in young people to become more complete human beings with integrity. However, it is still necessary to have priorities informing individual characters so that interventions in the world of education can be implemented better. Educational institutions have the task of determining the criteria and priorities for these values. Each educational institution has a different history, mission, and vision, which must be realized in practice by the entire academic community. Although there are various kinds of differences and perhaps disagreements about
the virtues and values to be instilled, we can agree that virtue is the soul of character education [17].

C. Method
The research uses the descriptive qualitative method. Qualitative research produces and processes descriptive data, such as the transcription of interviews and observations. Kirk and Miller define qualitative research as a way to make direct observations of individuals and relate to these people to obtain the data they extra. So a qualitative descriptive approach is an approach that describes the state of a phenomenon status that occurs to get a conclusion. Meanwhile, Soerjono Soekamto argues that descriptive qualitative research is a problemsolving procedure that is investigated by describing or describing the state of a subject or panel object (a person, institution, community, and others) than at present that appears as objects.

This approach was taken because, in this study, researchers tried to examine social phenomena at LPK JT Music Studio Tomohon. With this method, researchers will obtain complete data and can des. They can then process and plan character education. Implementation and evaluation are based on indicators of character education success, so the results of this state are indeed by existing field conditions. The research was carried out at the Education and Skills Institute (LPK) JT Music Studio Tomohon with the address in front of the South Tomohon Police Office, Walian Satu Ling Village. VI District of South Tomohon 96539 Tomohon City, North Sulawesi Province. The research process lasted four months, from January 2022 to April 2022 [19].

The source of data in the research source is defined as the subject from which the research data was obtained. According to Lofland, primary data sources in qualitative research are words and actions. The rest is additional data such as documents and others, so the data source is the origin of the information. If the researcher uses interview techniques in data collection, then the source is the respondent, namely the person who responds or answers the researcher's questions, both verbally and in writing. While the researcher uses observation data sources, the data can be in the form of moving objects specific to an inevitable process. And if the researcher uses the documentation technique, the documents or records are the source data sources. In this study, researchers took two sources of data, namely:

1. Primary data
   Primary data is data obtained directly from research subjects in field research (Arikunto, 1993:107), namely at LPK JT Music Studio. The data is sourced from words and actions obtained by researchers from interviews and observations or direct observations of objects during research activities.

2. Secondary Data
   Secondary data is data obtained indirectly from library research. (Soekanto and Mamudji, 2003:13). Its secondary data source can be obtained from documentation in written sources, magazines, newspapers, bulletins, journals, relevant previous research results, notes, and related to LPK JT Music Studio. The data supports the primary data that researchers have obtained. In this study, researchers obtained data using the following methods: Observation method (observation), Interview method, and documentation

The data processing method describes the data processing and analysis procedures according to the approach taken. Among them are the stages: data checking (editing), classification (classify), verification (verify), analysis (analyze), and making conclusions (conclude). Because this study uses a qualitative method, the data processing
method is carried out by telling the data in regular, coherent, logical, non-overlap practical, effective sentences to facilitate understanding and interpretation of the data.

D. Result and discussion

LPK JT Music Studio based on a review of Character Education Dimensions

Institutions with good educational management can practically realize the vision and mission of the institution, form a solid academic tradition, and have sustainable leadership. Management here is not just an improvement in organizational procedures. However, the entire education system can live its vision and mission together with other communities in educational institutions. The role of school leaders is fundamental and essential in the development and continuity of character education programs. In this institution, various types of leadership can develop character education. Leaders/principals play an indispensable role in the development of character education. However, sharing responsibilities must be fostered because character education will not be able to run effectively without the support and involvement of many parties. Character education will be more effective, relevant, and sustainable if it is directed at developing a school culture that respects individuals in developing their character. School culture must be designed to make character education a healthy environment. Character education must be explicit. It means that the content, approach, and practical form (inside or outside the classroom) are conveyed transparently to all members of the institution: students, instructors, parents, and the community [18].

Character education must be deliberately planned. Without conscious planning, the success of character education cannot be evaluated and assessed. If we cannot assess and evaluate character education, we will not have the information to develop further. Character education programs can fall on approaches or methods imposed from the top down. Character education programs that are not supported by the individual's deepest motivation will fail in the middle of the road because within the individual. There is no freedom to implement it. Character education methods integrated into the curriculum use various learning materials to form students' character. The learning process in the classroom must be designed in such a way as to provide a challenge to the development of knowledge for students.

The learning process in the classroom is focused on building the character of students through the deepening of material, both thematic and non-thematic. Educators and instructors are responsible for designing and developing character education in the classroom context through training and classroom management. Effective character education provides space for every institution member to act and practice the championed values. Educational institutions provide clear expectations of what they can do. Educational institutions must be able to provide students with various opportunities and possibilities to implement these values in every policy and program that is made. It opportunity grows their moral awareness and responsibility as learners, which will affect their moral maturity well. By providing opportunities for students to be actively involved in society, students' awareness and social responsibility will grow.

LPK JT Music Studio Tomohon still has shortcomings in planning character education programs. It should be based on the Guidelines for Strengthening Character Education (PPK) at the Skinny and Training Institute in 2018 that the Concept of Strengthening Character Education should have been implemented. The Institute for Courses and Training has a vital role in this KDP program because its goal is to touch every stratum of society regarding age, education level, and socioeconomic status. Good pounding is needed so that there is an internalization of character values in students. The six steps of the design rationale for the character education program guide the planning of this program to be carried out by the vision,
mission, and objectives of LPK JT Music Studio Tomohon. The six steps of this rationale are as described, namely:

a. Determination and Focus of Values and Priorities to be achieved.
b. Character education program goals
c. Expected behavior
d. Space for Action/Practical
e. Assessment (evaluation) of the character education program
f. Reflection on the meaning and value of what is done

These six rationale steps must exist in every form of character education design. They will assist the Institute in implementing character education programs. Its Rationale must also be a procedure/step in designing programs in the classroom, school culture, community, and the Learning Implementation Plan. Priority Values and Priorities become the basis and essential when developing character education programs. The priority choices are based on the Three Dimensions of Character Education.

Implementation of Character Education at LPK JT Music Studio Based on a review of Character Education Dimensions

The success of the character education program does not only depend on proper planning but also on how to implement this program, of course involving the implementers and actors in LPK JT Music Studio Tomohon, namely, Leaders/Principals, Instructors/Teachers, Administrative Staff, IDUKA and students. The implementation of character education programs must be based on the Three Dimensions of Education and become part of the institution. These three dimensions will further make the character education program designed to be complete and comprehensive. These three educational dimensions serve as a guide for character education. To have character, educational institutions must bring each individual from the individual, social to the moral stage.

1. Individual Dimensions
   Its dimension refers to the existence of the subject's self as an acting individual. Individuals are given the freedom to appreciate themselves to be born with good and responsible decisions. Individuals need to grow and develop their full potential to develop more fully by their calling in the world.

2. Social Dimension
   The social dimension of community refers to the existence of humans as social beings. Humans grow in togetherness. It togetherness will help individuals develop and thrive community, a place for individuals to behave and apply themselves as responsible beings.

3. Moral Dimension
   The moral dimension refers to the human ability to appreciate transcendental values, especially moral values that transcend individual or communal human values). Its universal value, which is the main basis for primary dual personal in the context of a diverse society, is a priority in character education development programs. The moral dimension becomes the soul that supports the movement and dynamics of society. Thus the community becomes more cultured and dignified.

Evaluation of Character Education at LPK JT Music Studio based on a review of Character Education Dimensions

There are many character education assessments and evaluation methods that can be used. In principle, the way used must be most effective in assessing what is being evaluated.
Various methods can be used according to the needs and contexts, such as observation, self-assessment (self-report), portfolio, personal reflection, questionnaires, interviews, and journals. It was Making key performance indicators or using quality control standards that have been made by each institution based on the basic principles that are trusted and believed. Evaluating and assessing the success of character education development would reduce bias and subjectivity in determining and assessing character education programs within educational institutions. Evaluation of character education in an institutional context must include parties who are stakeholders in the world of education, such as parents and the community. Parents and the community can provide their input and assessment with character education development programs implemented in the educational environment. Evaluation of character education in institutions can only be assessed validly concerning various interactions within the institution. The interaction between these segments is a sign of a spirit of character education in the institution. Therefore, each educational institution has a different interaction style, depending on the vision and mission they believe in. The objective criteria for assessing character education can only be determined through a real institutional vision and mission in activities, school organizations, policies, and arrangements that can be evaluated by every member of the educational institution's community. Evaluation in the implementation of character education consists of 4 (four) kinds of things.

a. Program Evaluation

Evaluation and assessment of character education. Program evaluation is an evaluation of the success of implementing a program that has been planned. In this case, it refers to the process of planting, character building, and providing space for practical values that can shape the character of each individual in the educational environment. Assessment in program evaluation applies to students and every individual who works at the educational institution. The evaluation of the program consists of 3 (three) bases: A class-based character education program, school culture-based, and community-based. Every individual in an educational institution is always involved in the three basic approaches to the character education program.

b. Institutional Structural Evaluation

An organization has a structural dimension that forms norms, regulations, and ways of acting that give birth to particular cultural-educational institutions. Its institutional structural evaluation is not directly related to a specific program for developing students' academic and moral abilities. Its assessment leads to improvements in systems and structures that frame the scope of individual responsibilities in realizing the vision and mission of educational institutions. It can be said that evaluation and assessment, in this case, have a broader scope in the more comprehensive character-building learning process that occurs in the classroom or school environment. The evaluation also intends to measure the extent to which the organization in the educational institution has a spirit of character formation for each of its members. This arises from the order of rules and regulations that frame the scope of responsibility of each individual.

c. Individual Evaluation

The evaluation is individual, meaning that every individual is a member of an education community. The institution needs to be facilitated to make a personal evaluation related to the priority values set. The environment of educational institutions only provides facilities and an atmosphere that supports the growth of this self-awareness. Because the one who assesses character education, in this case, is the individual. The assessment is meaningful in and of itself, as far as it relates to the answer to the freedom one has as a person and an individual who is in a continuous process towards perfection. In this context, the relationship...
between educators and students, educators can invite students to realize that as students. They have duties and obligations that must be done well—for example, coming to training and courses on time, doing assigned tasks, and carrying out full responsibility for school and extracurricular studies. Educators must invite and build a condition in which students have a sense of autonomy, freedom, and accountability in carrying out their duties. Independence and individual judgment do not stand alone apart from the life of the institutional community. Therefore, another basic essential is "whether my behavior is in line with what is a mutual agreement and commitment." Loyalty to a shared commitment is a sign that character education is functioning correctly evaluation.

Suppose the individual evaluation is related to how individuals live and implement priority values. In that case, structural evaluation is about norms and regulations. Community evaluation involves the togetherness of the entire community in assessing how each individual is engaged in developing a more friendly, comfortable life together. Everyone feels that they get each other's attention from their fellow community members. The culture of caring and caring for each other is the focus of this community evaluation. In this regard, several unwritten traditions have worked. Some do not but make an essential contribution to the growth and development of every community member. The specific target of community evaluation is the relationship between individuals and the culture that surrounds them. For quality togetherness with other people and individuals in the community, it is also necessary to provide a joint evaluation and assessment of the relationship patterns among members of the institutional community. Therefore, character education must also evaluate and examine relationships between individuals: students and students, students and educators, parents with institutions/schools, institutions/schools with the community, and the state.

The specific target of community evaluation is the study of non-educational culture in educational institutions. A non-educational culture entrenched in education will create an unfriendly environment for individual growth. Non-educational culture will be a parasite on moral life. Faced with the rise of a non-educational culture that can penetrate the institutional environment, individuals cannot fight alone. Its non-educational culture needs to be combated through shared awareness through a shared assessment of their current life status.

For this reason, the methods used to evaluate must also pay attention to objectivity. In addition to assessing non-educative culture, character education, character education must also capture the success or positive side or achievements that have been achieved by an educational community related to the practice of character education. Good character education practices, which have become a tradition, need to be maintained ed disseminated so that they increasingly penetrate the entire life of the institution.

Program evaluation is indeed needed but more fundamental in character education is individual and community reflection regarding the practice of virtue that is being developed. If evaluation photographs the object of observed behavior, reflection is more of a guide for developing human interiority. Evaluation in character education must include an element reflection of the target that does not touch the individual's interiority as a person. Reflection allows ways of thinking about what students have learned to help students describe their problems. Reflection is one way of photographing the growth of human interiority in value acquisition, formed through consistent behavior patterns related to the appreciation of individual values. Reflection refers to how the plot that has been designed, once implemented, can be evaluated and assessed. Especially how individuals involved in character education programs can live and find specific values they want to instill. Determining values, goals, behavior, and space for appropriate action allows educators to assess how student character-
building plans can be considered and evaluated. Although character education continues for a lifetime, the results of character education development can be seen partially by what has been implemented.

**Conclusion**

Character education programs must be comprehensive and intact in an educational institution. The design *rationale* that serves as the implementation guideline will greatly help LPK JT Studio Musk Tomohon. The situation of this institution tends not to optimize and facilitate educational programs due to a lack of planning, understanding, and methods used. Institutions are limited to running training programs and courses oriented to competence and knowledge and lacking in character building. The problem is because LPK JT Music Studio Tomohon, as an organization, has an essential role in shaping character values and acquiring and developing them for students and the whole community. A good planning process will make it easier to get to the stage of implementing an educational program. *The rationale* of this character education program becomes a framework or scheme for living it. Its *Rationale* contains six steps that answer the problem of the character education program at LPK JT Music Studio Tomohon. Behavior and actions become indicators of success to appreciate the values and virtues brought by the institution. LPK JT Music Studio Tomohon must inspire values and integrity in the Educational Dimension. Character education that does not provide good planning and evaluation indicates that there are symptoms that are not by the values and virtues in the Character Education Dimensions and Value Reflection, which is the hope for developing attitudes and actions that have not been implemented.

**References**


