

The Effects of Morning Assembly Activities on the Independence Character of Students (Pre-Experimental Designs at SMK Karya Mandiri Nusawungu)

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ABSTRACT

This study aims to determine the extent of morning assembly activities' effects on students' independent character. The method used in this research is Pre-Experimental Designs with a One-Shot Case Study design. The sample comprises 56% or 157 students from the total 10th-grade classes. Data collection techniques employed in this study include observation, interviews, documentation, and questionnaires. The data analysis method utilized is the Partial T-test. The results indicate that morning assembly activities impact the independent character of students at SMK Karya Mandiri Nusawungu. This conclusion is based on the Partial T-test results, which show a calculated T value of 18.043 compared to a table value of 0.67608 and a significance value of 0.000, which is less than 0.05, indicating that morning assembly activities significantly affect the independent character of students. Furthermore, the simple linear regression test results reveal a correlation value of 0.823 or 82.3%, which falls into the very high category. Additionally, the coefficient of determination (R Square) test results show a value of 67.7%, indicating that it is clear that variable X (morning assembly activities) affects variable Y (independent character). The high R Square value demonstrates that morning assembly activities significantly affect students' independent character.

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1. INTRODUCTION

The field of education bears a significant responsibility for developing the character of a nation. By engaging in the process of character education within the school environment, educators can facilitate the development of positive character traits that will serve students well in their future lives. The objective of education in Generation Z is to cultivate abilities and shape character, in addition to addressing the present-day needs of the country. This entails fostering individuals who possess dignity and autonomy, thereby contributing to the growth of an independent generation within the nation and state. This is achieved through the advancement of students' capabilities.

The contemporary educational paradigm must transcend the mere transfer of knowledge from teachers to students. Instead, it should prioritize the implementation of knowledge with the objective of fostering mature thinking, the formation of character, and an attitude of respect for one's fellow human beings. This is consistent

with the provisions of the National Education System Law, Article 3 of 2003, which underscores that the objective of national education is to nurture the potential of students so that they become individuals who are devout and pious towards God Almighty, possess commendable morals, are knowledgeable, healthy, proficient in their chosen skills, creative, independent, and become democratic and responsible citizens. This is intended to enhance the dignity of the nation and improve the intelligence and quality of life of the nation.

The current educational process is one that is designed to facilitate changes in attitude, the acquisition of additional knowledge, and the development of skills that will be useful throughout one's life. The development of student independence constitutes a pivotal element of the character-building process within the educational context. Independence can be defined as the capacity of an individual to undertake new tasks and to resolve the challenges they encounter without external assistance. Those who are independent tend to exhibit high self-confidence in their ability to complete tasks without assistance.

This is consistent with the Ministry of National Education's initiative, which has identified 18 character education values that must be cultivated in Indonesian society, particularly among students. One of the character values emphasized is independence. Independence is defined as an attitude that does not rely excessively on others for assistance in completing tasks. Over time, there has been a notable decline in the independence of students, which can be attributed to the influence of parents who tend to indulge their children to a greater extent than is typical. This decline can be observed in various aspects of students' conduct, such as their attendance at school-related activities. For instance, students may arrive late due to the expectation of being transported to school by their parents or siblings, despite the proximity of their residence to the educational institution.

Based on Lickona in (Sudrajat, 2011: 49) there are several reasons that underlie independent character education that needs to exist in education in Indonesia. The basis of the character of learners has a good personality attitude in life, by providing enthusiasm for learning so as to obtain good results in academic achievement. Efforts must be made because students cannot form a strong character without the help of teachers and parents as a provision for themselves in the future.

The cultivation of independent character also aims to enable each learner to be respectful and live in a diverse society. Independence is also the main provision for students to deal with moral-social problems, namely disrespectful behavior, violence, dishonesty, even sexual offenses, and low work (learning) ethics. Character is a provision for every learner when they will be involved in the community and work environment. Learning cultural values is an important aspect because it is part of the work of civilization. This is reinforced by the opinion (Faridli, 2016: 25) which reveals that children or adolescents are hypothetical citizens, namely 'unfinished' citizens because they still need to get education in order to become adult citizens who have full awareness of their rights and obligations.

As teachers, they have a mandatory duty to develop human resources through education. Teachers as pioneers in improving the quality of education. An educator will interact directly with students not seen as an object of learning, but as a subject of learning, and must even be ready to experience learning together openly (Idris, 2020: 42). As stated by (Sadeli et al., 2023: 319) that education carried out in schools does not only prioritize intellectual intelligence, but shaping the character of students is the main thing. This is in line with the expression (Khakim et al., 2022: 264) that character education is one of the ways to overcome the moral crisis and moral decay of the nation.

The same thing is also expressed by (Nurgiansah, 2022: 7313), namely character education is an important part of the educational process, because it is one of the ways to foster character values to school residents who will become provisions for life. This component of character education embodies knowledge and awareness to implement the values in the precepts of Pancasila. Teachers play a very important role in shaping character. Learners lacking good independence are not always backgrounded by life in the family, but can also be influenced by activities carried out by schools. This is reinforced by the opinion (Tasaik & Tuasikal, 2018: 48) that independence is a very important aspect and needs to be owned by every individual for life. Based on this, schools must play an active role in solving this problem, so that students can carry out learning activities comfortably and have good independent characters in accordance with the Pancasila Student Profile in the Merdeka Curriculum.

The Pancasila Learner Profile has several competencies that contain deep meaning as an Indonesian citizen who must have these characters. Everything is interrelated so that it can realize a complete Pancasila Student Profile. The Pancasila Learner Profile which consists of six main points of character is Believing, Fearing God Almighty, and having Noble Character, Critical Reasoning, Independent, Creative, Mutual Cooperation, and Global Diversity (Santoso et al., 2023: 87). All these characters must be instilled together so that a teacher not only focuses on learning materials, but also needs to instill these character values.

The cooperation of all school members is necessary so that these characters can go hand in hand with the development of students' personalities. Independence is one of the points of the Pancasila Student Profile that students need to have in participating in learning activities in order to improve good learning outcomes. The way to train character at SMK Karya Mandiri Nusawungu is with morning roll call activities which are held every week. This is in line with the expression (Masruroh et al., 2019: 18) that morning apples can improve student

discipline and become a means to foster student characters. The implementation of this morning apple is in line with the National Education System Law article 4 paragraph (3) of 2003 concerning education is organized as a process of acculturation and empowerment of learners that lasts throughout life.

According to the observations carried out at the school, in the implementation of the morning roll call at school there are still often found students who are late in participating in the morning roll call activities. Learners who arrive late become a big problem in the process of school success in shaping character. This delay is caused by the wrong sleeping pattern so that they wake up late, do not prepare school supplies at night, and many students are found who come late on the grounds of waiting to be dropped off by their parents or waiting for pick-ups from their friends, there are some students who deliberately come late because they are lazy with the teacher who teaches that day.

Based on this, it shows that students have a low independence character. This is in line with Lickona's opinion in (Dalmeri, 2014: 272) which confirms, character is related to the first moral concept (moral knowing), second moral attitude (moral feeling), and finally moral behavior (moral behavior). Based on these three components, good character can occur if first someone knows the morning apple habituation activities, then the motivation to participate in morning apple activities, and finally can participate in morning apple activities. As a result of students who are not accustomed to being independent, they tend not to be able to solve problems faced by themselves and they will show unpreparedness in learning at school, so they do not get good learning outcomes. This is reinforced by the opinion (Afresda et al., 2023: 8030) stating that a learner is said to be independent if he is able to carry out responsibility for what is his task and be responsible for the results obtained.

Almost similar research was also conducted by (Sulthoni et al., 2023) entitled "The Effectiveness of Apel Implementation in Shaping the Disciplinary Character of Class XII Students at SMK Al Hadi Gresik". The purpose of this study was to evaluate the effectiveness of the implementation of morning apples in shaping the character of discipline in class XII students at SMK Al Hadi Gresik. The survey results through questionnaires given to XII grade students of SMK Al Hadi Gresik showed that the implementation of morning roll call before learning proved to be quite effective in instilling various character values such as discipline, responsibility, national awareness, ethics, as well as respect for fellow students and respect for teachers.

Character education through morning roll call activities is a good step taken by the school in implementing the Pancasila Student Profile. As stated by (Ismail et al., 2020: 151) that the implementation of morning apples before starting learning for about 15 to 30 minutes is a real step in character building. During this activity, various announcements and important information related to the school can be delivered. The teacher, as the master of the morning assembly, issues a mandate related to school rules, ethics, cleanliness, discipline, motivation, learning methods, and various other topics.

Independence can be useful anytime and anywhere in life. Increasing independence certainly requires encouragement from teachers or educators to each student. Providing information and motivation is carried out by the teacher during the morning assembly at school. This is also expressed by (Listyarini & Miyono, 2023: 348) that character building can be carried out through teaching and learning activities and can also be done with activities in the school environment. Based on this, the apple activities carried out at SMK Karya Mandiri Nusawungu once a week are a good step in instilling the character of students. This is important because it is related to the development of students who are in the process of maturing and slowly have to mingle with society as an educated person. It should be able to show good character and be responsible in carrying out all forms of duties and obligations both in the school environment, society, and family.

Based on an interview with the school's Counseling Guidance teacher, he said that along with the development of students, many actions or behaviors were found that were contrary to the character that a student should have. This happens when students are in a community environment and then mingle with people who have negative habits, such as consuming alcohol. This can happen because the location of the residence and school is on the coast, so that it has a cultural culture that tends to have a hard mentality and the circulation of alcohol is considered normal by the local community.

This phenomenon is in line with the expression (Fajar & Kartikawati, 2012: 10) that the interaction of children who are on the street has a greater potential to become victims of violence and even exploitation. In addition, children who live on the streets are much different from those who are in the care of their parents. This happens because they have the freedom to do various things that may not be appropriate for their age. However, based on this, every learner who has good independence should be able to control himself and be able to choose good things so as to keep bad things away.

Learners who are growing up at the secondary school level, efforts to shape character are a challenge. Students show different characters. Character is influenced by the location of the school which has a diverse life culture. This is reinforced by (Moh. Irfan Sulthoni et al., 2023: 145) that in the theory of ecological systems with the chronosystem model, adolescent behavior is influenced by the environment in which they live and in turn also affects the environment from time to time. Therefore, the character of independence must be embedded in every student. Schools hold morning roll call activities before learning becomes a good step taken to improve the

character of each individual. Based on the above, researchers are interested in knowing how much this activity can affect the character of independence of students.

Based on observations at SMK Karya Mandiri Nusawungu, students in class X lack good independence character. This is reinforced by the data on the attendance list of apple activities obtained from the counseling teacher, during the implementation of the apple there were 10 students who did not participate in the activity from the average number of 32 students in their class. Learners who do not participate in apple activities from class X TKR 2 have a variety of reasons, 4 learners revealed that they woke up late because they played at night so they came late to school and the morning apple was over. In addition, there are 3 learners who say that they are lazy to participate in apple activities, so they choose to hide in the classroom or school canteen which is approximately 200 m from the school.

Meanwhile, 3 learners said that they arrived late because they woke up late due to sleeping late after playing online games. This is contrary to the concept of character education according to Lickona which includes three main elements, namely understanding of goodness, love for goodness, and the ability to do good. This imbalance occurs in the condition that students already know that the implementation of morning apple activities is good (knowing the good), good activities should be loved by each individual (desiring the good), already knowing the duties and obligations to do good by participating in morning apple activities (doing the good). Based on the existing situation, it shows that students have a low independence character because they cannot carry out their obligations as a student. This is reinforced by the opinion (Suhada, 2019: 158) which reveals several characteristics of someone who has a high independence character, one of which is always responsible for something that is done and always keeps the commitments that have been made.

Vocational High School are known for their strong dedication in fostering the character development of their students. One of the ways these institutions achieve this is by holding morning assemblies as part of their character building initiatives. The influence of apple activities on the independent character of students at SMK Karya Mandiri Nusawungu needs to be analyzed further in order to find out how much influence after participating in these activities. The formulation of the problem of this study is "how does the morning apple activity affect the independence character of students at SMK Karya Mandiri Nusawungu?". The purpose of this study is to analyze the effect of morning apple activities on the independence character of students at SMK Karya Mandiri Nusawungu.

1.1 Definition of Morning Assembly dan Independence Charater

Assembly is a series of activities carried out for purposes forming the character of students which is carried out outdoors and indoors short time. Morning assembly is usually held to get used to it a group of people with more character. The implementation of this activity is ongoing short, but done regularly can shape character learners. Morning roll call activities are carried out early before the clock learning begins, so it can be a determining factor for a student have good or low independent character. This is in line with the expression (Krisnawati, 2022) morning assembly is an activity that aims to develop character students before teaching and learning activities begin. Morning assembly activities carried out systematically, even in a short time at morning assembly can also be used to convey announcements related to school.

The definition of independence according to (Suhada, 2019:157) explains independence in the narrow sense means the ability to do so alone. The broad definition of independence is a condition that allows a person to have their own will and the demands of the heart conscience so that he can realize his desires or aspirations with good and right through his knowledge and skills, free from everything forms of pressure from outside, including attitudes that are not detrimental to order social, so that people do not feel that their attitudes and behavior are disturbed or harmed.

2. METHODOLOGY

This research uses the Pre-Experimental Designs method. Sugiyono, (2017: 109) suggests that the Pre-Experimental Design research method is research that still gets the influence of external variables so that independent variables are formed. This arises because of the lack of variable control and sample selection that is not random but structured. This research reflects an approach in which researchers try to identify the effect of a treatment on other variables under controlled conditions.

The One-Shot Case Study method was implemented by observing the implementation of morning roll call activities and checking the attendance of students. This study did not use a control class, because there were difficulties in determining the control class. So this study only uses experimental classes, namely the population that gets treatment / treatment and then measured using observations or tests.

This study uses morning roll call activities to determine the effect on the character of independence of students at SMK Karya Mandiri Nusawungu. The first thing the researcher did was observe the activities of class X students, after which he continued to give a Likert scale posttest. The morning apple activity becomes an independent variable because it will be seen its influence on the character of student independence, while the character of student independence becomes the dependent variable because it will be influenced by the morning

apple activity. The place in this study was carried out in the environment of SMK Karya Mandiri Nusawungu which is located at Jl. Sekolah No.1, Ketapang Wetan, Banjarsari Village, Nusawungu District, Cilacap Regency, Central Java 53283.

This research was conducted in January-June, to be precise, the even semester of the 2023/2024 academic year. Primary data is data obtained during direct research in the field, through posttest results of distributing questionnaires and observations during the morning apple activity process. Secondary data was obtained to find out (a) school history, (b) school vision and mission, (c) number of teachers, (d) number of class X students, (e) data on students who are often late for morning apple activities and learning. The data can be obtained from the Administration and the counseling teacher.

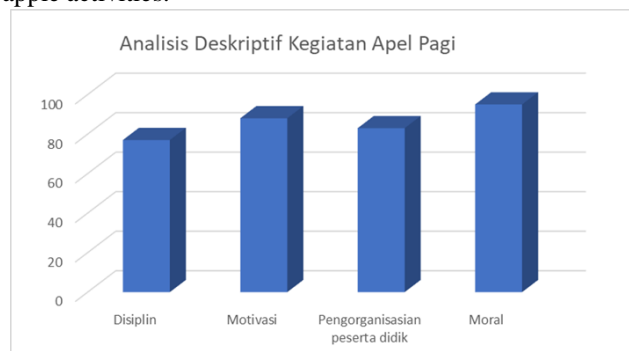
This study is the population of all students in class X SMK Karya Mandiri Nusawungu which is divided into 9 classes, namely X Accounting 1, X Accounting 2, X TKJ 1, X TKJ 2, X TKR 1, X TKR 2, X TKR 3, X TKR 4, X TKR 5. In this study using Purposive Sampling technique sampling with certain considerations. Based on the calculation of the Solvin formula $n = N / ((1 + \sqrt{[(N-1) \cdot e]}) / e)$ or $n = 282 / ((1 + \sqrt{(282 \times 5)^2}) / 5) = 141 \approx 157$ respondents. The percentage of the research population $157/282 \times 100 = 55.6\% \approx 56\%$ of the entire population. This study used purposive sampling technique so that from 9 populations, five sample classes were selected, namely class X Accounting 1, X TKJ 2, X TKR 2, X TKR 3 and X TKR 4 at SMK Karya Mandiri Nusawungu.

This study is to obtain information and data researchers use data collection techniques, namely observation, interviews, documentation, questionnaires (questionnaires). Researchers obtained data on the results of the character of independence from students using a Likert scale using a closed questionnaire by asking respondents to answer questions in the form of answers Always, Often, Sometimes, Rarely and Never. This study researchers used descriptive statistical data analysis techniques then hypothesis testing using correlation, simple linear regression, partial T test, determination coefficient test, hypothesis testing was carried out to determine whether variable X had an effect on variable Y.

3. RESULTS AND DISCUSSIONS

3.1 There is an Effect of Morning Assembly Activities on The Independence Character of Students

Based on the results of the study, it shows that the morning assembly activity has a very high influence on the independent character of students. This is reinforced by the Pearson Correlations value of 0.823 or 82.3%, meaning that the form of influence between variable X and variable Y is very high. The following is descriptive analysis data of morning apple activities:

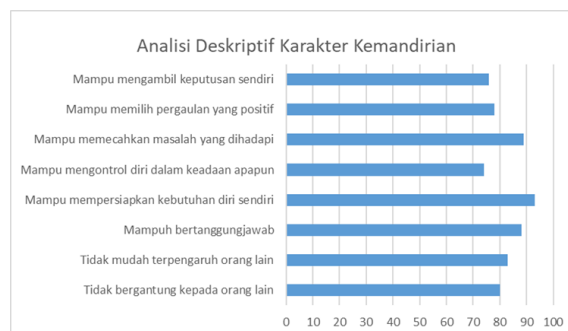


Graphic 1. Results of Descriptive Analysis of Morning Assembly Activities

The results of the research description graph above based on the calculation of the actual score and the ideal score, it can be seen that the variable morning apple activity discipline indicator gets a percentage result of 77% with a high category, the motivation indicator gets a percentage result of 88% with a very high category, the indicator of organizing students gets a percentage result of 83% with a high category, the moral indicator gets a percentage result of 95% with a very high category.

This is reinforced by the opinion (Suwondo & Waksito, 2024: 3695) which reveals that morning apple activities are one of the efforts to foster the character and discipline of Vocational High School students. The above opinion shows that there are many characters that can be grown and improved with morning apple activities, one of which is the character of student independence contained in the basic elements of the Pancasila Student Profile.

This is in line with the description of the results of research on the character of the independence of students based on the calculation of actual scores and ideal scores. The research results can be seen as follows:



Graph 2. Results of Descriptive Analysis of Independence Character

Based on the graph of the research results above, it can be seen that the indicator does not depend on others to get a percentage of 80% with a high category, the indicator is not easily influenced by others to get a percentage of 83% high category, the indicator is able to be responsible to get a percentage of 88% very high category, the indicator is able to prepare for its own needs to get a percentage of 93% very high category, the indicator is able to control itself in any situation to get a percentage of 74% high category, the indicator is able to solve the problems faced to get a percentage of 89% very high category, the indicator is able to choose a positive association to get a percentage of 78% high category, the indicator is able to make its own decisions to get a percentage of 76% high category.

The results of this study show that there is an effect of morning apple activities on the independent character of students. This is in line with the opinion (Yamuni, 2014: 98) which reveals that the character of independence is very important for individuals to have, so that they can complete the tasks obtained. He also revealed that character in the school environment can be built and strengthened through flag ceremony activities, wearing complete uniforms, working together in cleaning classrooms, completing assignments properly and on time, and coming to school before class starts. All these actions are based on deep awareness and strong motivation born from the individual. This is in line with the expression (Afresda et al., 2023: 8026) to develop positive character from bad character, character education is needed.

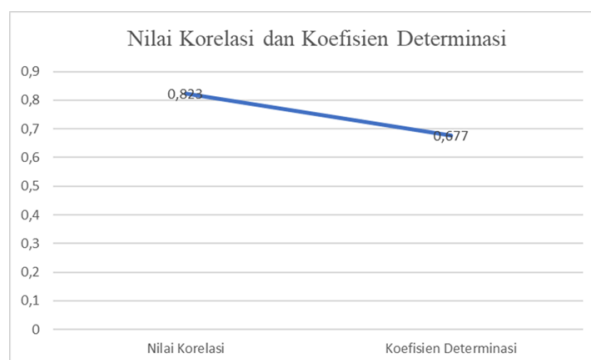
Overall, the results of the research on the effect of morning apple activities on the character of students' independence can be seen in the following pie chart:



Diagram 1. The Effect of Morning Assembly Activities on the Independence Character of Students

According to the findings of this study, morning apple activities can affect the character of student independence. This is in accordance with the results of the correlation test obtained a significance value (2-tailed) of $0.000 < 0.05$, it means that there is a correlation between variable X and Variable Y. This finding is reinforced by the Pearson Correlations value of 0.823 or 82.3%, meaning that the form of relationship between variable X and variable Y is in a very high correlation. The effect of morning apple activities on the independent character of students can also be proven by the Simple Linear Regression Test, it can be explained by the coefficient of determination test, the percentage of R Square is 67.7%, which means it is clear that variable X has an effect on variable Y. The magnitude of the R Square value indicates that morning apple activities have a strong influence on the independent character of students. This is in line with the opinion (Afresda et al., 2023: 8026) which reveals that character education is the most appropriate way to form good character and behavior patterns for students. The character education carried out in this study is the morning apple activity.

The findings in this study are also reinforced by the results of the correlation test and the coefficient of determination as follows:



Graphic 3. Correlation Test and Coefficient of Determination

Based on the graph above, it shows that the coefficient of determination or R Square is 0.677, which means it is clear that variable X has an effect on variable Y. The magnitude of the R Square value shows that morning apple activities have a strong influence on the independent character of students. Based on this, it can be analyzed that the more often the morning apple activities are carried out, the higher the independence character of students at SMK Karya Mandiri Nusawungu. This is in line with the expression (Yamuni, 2014: 99) that the character of independence can develop through a long learning process and is carried out gradually and repeatedly starting from the development of capacity to the perfect independent character development stage.

Previous research that strengthens the results of this study was conducted by (Sulthoni et al., 2023) The results showed that the analysis of morning apple activities using the paired T test in the SPSS program indicated the effectiveness of student discipline, with Sig. 0,00, < 0,05. This indicates that H_0 is rejected and H_a is accepted, indicating the effectiveness of the implementation of the morning apple in shaping students' disciplinary character. Student responses from Class XII of SMK Al Hadi Gresik through questionnaires also prove that the implementation of morning roll call before learning is quite effective in instilling character values to students. Menurut pandangan (Lickona, 2012) pendidikan karakter terdiri dari tiga unsur utama, yaitu pengetahuan akan kebaikan (knowing the good), kecintaan terhadap kebaikan (desiring the good), serta praktik kebaikan (doing the good).

Based on this, it can be related to the indicators in this study, as follows:

a. Knowing The Good

Morning assembly activities are held once a week at Karya Mandiri Nusawungu Vocational School. Students are expected to be present on time to take part in this activity which will be held at 07.00-07.30 WIB. Students can attend school without depending on other people and can solve problems they face when going to school. Apart from that, students are expected to be responsible for getting to school and not be influenced by other people not to go to school. This is related to students' ability to make decisions for themselves which reflects a good independent character. This is included in the category of discipline in carrying out duties and obligations as a student.

b. Desiring The Good

Loving kindness is one of the ways that students can do in the implementation of morning apples. The morning apple activity is a kindness sought by the school to motivate each individual to be able to control themselves in any situation. When students can control themselves, it will be easy to live a good and right life. In addition, learners are also accustomed to being organized in all aspects of life both in the family environment, school, and the wider community.

c. Doing The Good

Doing good is something that every learner must do. One way that can be done is to choose positive associations. When learners have a good association, it will be easy to carry out moral values that apply in the environment.

The implementation of morning roll call activities carried out by the school has a strong influence on the formation of students' independent character, as follows:

1. Checking students' vehicles when entering the gate.

Vehicle checks are carried out when students will park in the area provided by the school. This check aims to ensure that students use all driving equipment and use the motorcycle in accordance with factory operational standards.

2. All students are gathered in the school yard.

The morning assembly is held on the school field by gathering all students and homeroom teachers to accompany their classes.

3. All students line up according to their majors and classes.
Each class lined up according to class and grouped by department, in order to facilitate checking by school order members.
4. The morning assembly activity leader delivers material and motivation after the line of students is ready.
The leader of morning assembly activity conveys information related to the school, motivation and character building. The school can cooperate with external parties to be the apple coach.
5. The picket teacher goes around checking the attributes and appearance of students during the morning assembly activity.
Picket teachers and counseling teachers assisted by student organizations check the completeness of the attributes used by apple participants. Such as the color of shoes used according to the day, belts, socks and flashy accessories used by women.
6. Delivery of announcements from the school after the morning assembly leader finishes delivering the material.
Additional information is conveyed by the school if missed during the implementation of the morning assembly activity.
7. Prayer before carrying out the first hour of learning activities.
Praying together before entering the classroom is routinely carried out in the field as a closing morning assembly activity.
8. Sanksi Penalties are applied to students who are late or violate the rules of appearance and attribute. Students who are late or violate school rules will be subject to sanctions.

Based on the explanation above, the researcher concludes that the morning assembly activities start from attendance, controlling the vehicles used, collecting students to line each class according to their respective majors, following assembly activities in an orderly manner, checking the attributes used, delivering information from the school, ending with praying together before the first hour of learning and giving sanctions for students who are late and violate school rules. This can shape the character of independence in students. Other steps can be implemented through flag-raising ceremonies. This can play the same role because the morning assembly activity does not have a flag-raising ceremony, but the implementation is almost the same. This is in line with the expression (Nisa et al., 2023) that the morning assembly activity is different from the flag ceremony because there is no flag-raising process in it. He also revealed that this activity contains deep motivation for students to become better individuals.

Before the morning assembly activities at school, many students arrived late in attending lessons, but after this activity students were accustomed to arriving early before the learning hours began. This activity helps students to develop character, one of which is the character of independence. The implementation of this assembly who became officers was taken from all classes randomly at the time of implementation. In addition, after the morning assembly activity also forms the personality of students who are more modest in using accessories (jewelry, clothing) at school. Based on observations and the results of distributing Likert scale questionnaires, there is an influence of morning assembly activities on the character values that emerge from students, namely the character of independence. The benefits of this morning assembly activity are mainly in the process of forming the character of independence of students to become individuals who are more responsible for their duties and obligations.

Another benefit that can be formed from morning assembly activities is accuracy in time management. The implementation of the morning assembly requires that all students must pay attention and are prohibited from being busy or talking to themselves. In addition, all students must pay attention to officers and coaches when delivering material in front. Learners are also required to follow a series of morning assemblies from start to finish, with the exception of students who are sick. For students who are less orderly and do not pay attention to the directions given by the morning assembly activity leader, there is their own punishment. The punishment is in the form of a reprimand from the teacher behind by approaching him. In addition, there are physical sanctions such as squatting, cleaning the bathroom and running around the field for students who arrive late and do not pay attention to the mandate during assembly activities. The sanctions given are intended so that students can have a sense of responsibility in carrying out their duties and obligations as a student. A sense of responsibility is one of the indicators of independence character that must be inherent in each individual.

4. CONCLUSIONS

The temporary conclusion of this study is that there is an influence of morning assembly activities on the character of independence of students at SMK Karya Mandiri Nusawungu. This is shown based on the results of the study that morning assembly activities have an effect of 0.677 or 67.7% on the independent character of students, according to Chin's theory (1998) the magnitude of this value is included in the strong category in influencing and 32.3% is influenced by other things that are not studied in this study. Based on this, it can be seen that the more often the morning assembly activities are carried out, the higher the independence character of

students at SMK Karya Mandiri Nusawungu. This is reinforced by the opinion (Yamuni, 2014: 99) that the character of independence can develop through a long learning process and is carried out gradually and repeatedly starting from the development of capacity to the stage of perfect independent character development.

As for suggestions for having high independence, students are expected to improve good habits, reduce bad habits both in the family, school and community environment. So that teachers can shape the character of independence of students, teachers should direct and guide students to participate in morning assembly activities. In order for the principal to improve the quality of school graduates, based on the results of research on morning assembly activities on the character of independence, the R Square value is 0.677 or 67.7%, indicating that morning assembly activities have a strong influence on the independence character of students, the principal should increase the intensity of implementing morning assembly activities to form characters embedded in each student, one of which is the character of independence.

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