

CHARACTER EDUCATION MANAGEMENT (Case Study at SDN 104181 SUNGGAL KANAN)

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Abstract: Strengthening character education (PPK) is an educational movement in schools to strengthen student character through harmonization by the heart (ethics), by sense (aesthetics) and by thinking literacy and sports (kinesthetic). And public engagement and cooperation by schools, families, and communities. The PPK movement needs to deepen the various character education programs and activities that have been implemented until now. To support character education strengthening programs in schools. In its implementation, character management in schools is not fully optimal. AT SDN 104181 SUNGGAL KANAN character education is also implemented through activities carried out by the school, both curricular and extra-curricular activities. The character education program given to students includes mental and spiritual guidance, non-academic education programs such as extracurricular calligraphy, futsal and many other activities. In addition, SDN 104181 SUNGGAL KANAN also implements many regulations that lead to an increase in character in education.

INTRODUCTION

Wynne in the book (Mulyasa: 2012) suggests that character comes from the Greek word which means "to mark" (to mark) and focuses on how to apply good values in real actions or everyday life. When viewed from the word origin, the word "character" comes from the ancient Greek word *karasso* which means blueprint, basic format, fingerprints as in fingerprints (Doni: 2012). The meaning of character as stated by Thomas Lickona, "A reliable inner disposition to respond to situations in a morally good way." Furthermore, he added, "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior". According to Thomas Lickona, noble character (good character) includes knowledge about goodness, then creates a commitment (intention) towards goodness, and finally do good. In other words, character refers to a series of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), as well as behaviors (behaviors) and skills, (Thomas 201)

THE ESSENCE OF CHARACTER EDUCATION

Character education according to Thomas Lickona contains three main elements, namely knowing the good (knowing the good), loving the good (desiring the good), and doing good (doing the good). Character education not only teaches students what is right and what is wrong, but character education also instills good habits so that students understand, are able to feel, and are willing to do good.

Therefore, character education basically carries the same mission as moral education or moral education. (Dalmeri 2014). According to Thomas Lickona, character is also related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds.

These three components in the application of character education must be built in a related way. Moral knowing which includes: moral awareness, knowledge of moral values,

foresight, moral reasoning, decision making and self-knowledge, are essential things that need to be taught to students. However, character education limited to moral knowing is not enough. For this reason, it is necessary to continue to the moral feeling which includes: conscience, self-confidence, empathy, love of goodness, self-control and humility. It even continues at the most important stage, namely moral action because at this stage the motive for encouraging someone to do good is seen in the aspects of competence, desires and habits that are displayed. The arrangement of three moral components that are synergistically interconnected, a condition for the actualization of character education in developing the moral intelligence of students. In this regard, Thomas Lickona also stated: "Character education is the deliberate effort to help people understand, care about, and act upon core ethical values." core ethical values).

ISLAMIC PERSPECTIVE CHARACTER EDUCATION

In line with this understanding, Narwanti (2011), states that character education is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions to implement these values.

Meaning: 17. O my son, establish prayer and order (people) to do good and prevent (them) from doing what is wrong and be patient with what befalls you. Verily, this includes things that are obligatory (by Allah). 18. and do not turn your face away from people (because of pride) and do not walk on the face of the earth arrogantly. Indeed, Allah does not like people who are arrogant and proud of themselves (Ministry of Religion RI: 2010).

From the verse above it can be understood that Islamic teachings and noble character education must be emulated so that humans live in accordance with the requirements of the Shari'a, aiming for the benefit and happiness of mankind who teach and instill noble character values to their people. The best human being is one whose character or morals are good and the perfect human being is one who has good morals, because he is a reflection of perfect faith. Thus character education is a serious and planned effort to understand, shape, foster ethical values, both for oneself and for all citizens or citizens as a whole.

Purpose and Function of Character Education in Schools

Character education has a very noble purpose and is a solution to Indonesia's current educational problems. In connection with the importance of carrying out character education in educational institutions, the President of the Republic of Indonesia, Susilo Bambang Yudhoyono, stated that there are at least five basic things which are the important goals of implementing character education, namely (Nurla: 2011):

- a. Forming Indonesian people who are moral, because the decline in the morale of Indonesian society is actually mostly done by educated people (demoralization).
- b. Forming intelligent and rational Indonesian people, because a person is said to have personality or character if he is able to think rationally, make the right decisions, and is smart in utilizing his potential.
- c. Forming Indonesian people who are innovative and like to work hard, because at this time we often encounter attitudes that do not work hard and are not creative in Indonesian society, so that the Indonesian nation is left behind by other countries
- d. Building an optimistic and confident Indonesian society.
- e. Form Indonesian people who are patriotic. The crisis of caring among others will lead to the individual attitude of society. Therefore, it is hoped that students and society in general will not only have high scores, but also have high concern for others. therefore character education is very important so that students or the public realize that the knowledge gained must be used for the common good.

Character education has functions, namely:

1. the function of forming and developing potential. Character education functions to shape and develop the potential of students to think well, have a good heart, and behave well in accordance with the Pancasila philosophy of life.
2. repair and strengthening functions. Character education functions to improve and strengthen the role of the family, educational units and society, and the government to participate in and be responsible for developing the potential of citizens and building the nation towards an advanced, independent and prosperous nation.
3. filter function. Character education functions to sort out the culture of the nation itself and filter out the culture of other nations that are not in accordance with the cultural values and dignified character of the nation.

Character Education Management

Management in the context of character education in madrasas/schools is basically an effort to condition students and all existing stakeholders so that they can carry out noble character. The implementation of the character practiced by students is obtained from students' awareness of the importance of these values for their lives, even though at first it is very possible for the students concerned to feel forced. (Journal of Ahmad Salim: 2015). Character education in education units is carried out in an integrative manner and is an integral part of the school-based quality improvement management program which is implemented in development, implementation and evaluation by each educational unit. In detail, the implementation of character education at the education unit level according to the Curriculum Center of the Ministry of National Education can be carried out through learning activities, development of school culture and learning activity centers, curricular activities and or extracurricular activities, daily activities at home and in the community, assessment of success, development of unit-level curriculum. education, as well as stages of development. (Director General of Education: 2009)

a. Implementation of Character Education

Soebagio (2002), Management has an implementation function because with the implementation carried out by the principal and teacher it will enable the organization to run according to the plans implemented. Character education is carried out through development and learning and learning experiences that lead to the formation of character values in students. This process is carried out through a process of empowerment and acculturation as outlined as one of the principles of administering national education. At the implementation stage, learning experiences are developed and the learning process leads to the formation of character in students. This process takes place in the three pillars of education namely in schools, families and communities.

The application of character education in schools can be pursued through four alternative strategies namely, First, integrating character education content that has been formulated into all subjects. Second, integrating character education into daily activities at school. Third, integrating character education into programmed or planned activities. Fourth, building communication and collaboration between schools and parents of students.

b. Evaluation of Character Education

Evaluation is a way for an institution to realize effective and efficient performance and quality and further support the realization of the vision/mission of the institution or organization. Assessment and control is the third function in the outline of the managerial function of implementing character education. This function aims to ensure that the performance achieved is in accordance with the plans and objectives that have been set (Mulyasa: 2012).

In particular, the purpose of the assessment is carried out to measure how far the values formulated as minimum standards have been developed and instilled in schools, and are internalized, practiced, applied and maintained by students in everyday life. Supervision is the key to success in the overall management of education, needs to be seen in a comprehensive, integrated, and not limited to certain things. Supervision or control can be interpreted as an effort to observe systematically and continuously. Ministry of National Education, Guidelines for Implementing Character Education (2011) explain, The success assessment is carried out through the following steps:

- a. Develop indicators of values developed and agreed upon;
- b. Develop various assessment instruments;
- c. Recording the achievement of indicators;
- d. Perform analysis and evaluation;
- e. Follow up

Assessment or evaluation in character education must be carried out continuously and continuously, to find out and monitor changes and progress of students, as well as to give scores, numbers or values that can be converted in the assessment of learning outcomes. In more detail, the character education assessment system includes program assessment, process assessment, and assessment of character education outcomes.

RESEARCH METHODS

Based on the problems posed in this study, emphasizing the problems of processes and meaning (perception and participation). descriptive qualitative (Sutopo, 2006: 40). This form will be able to capture a variety of qualitative information with detailed and nuanced descriptions that are more valuable than mere statements of quantity or frequency in the form of numbers.

The strategy used is a single case study. Further explained by Sutopo (2006: 139) that a study is called a single case study when the research is directed at one characteristic. This means that research is only carried out at one target, one location or one subject.

The analysis of this research is inductive, that all conclusions are formed from all the information obtained from the field. This analysis process was carried out simultaneously from the beginning of the data collection process, by carrying out various reflection techniques for data deepening and strengthening. Each data obtained will always be compared, each unit or group to see its relevance according to the research objectives. The analysis process uses an interactive analysis model. In this analysis model, the three components of the analysis are data reduction, data presentation and drawing conclusions/verification (Miles and Huberman, 1992: 16).

Research time

The time for carrying out this research is on March 28, 2023. At 12.00 WIB. And during the research takes about 1 hour.

Observation Location

This research was conducted at the home of the informant. Addressed at Jalan Tanjung Balai Housing BSD-1 block C-20 Medan Sunggal, North Sumatra.

RESEARCH RESULTS AND DISCUSSION

Planning includes various activities to determine needs, determine strategies for achieving goals, determine the contents of educational programs and others.

Some things that need to be done in the character education planning stage include:

1. Identify the types of activities in schools that can realize character education that needs to be mastered, and realized by students in everyday life.

2. Develop learning materials for each type of activity in schools
3. Develop an implementation plan for each activity in the school (objectives, materials, facilities, schedule, teacher/facilitator, implementation approach, evaluation)
4. Setting up supporting facilities for the implementation of character building programs in schools
5. Develop a learning implementation plan (RPP).

Based on this theory, the steps chosen by SDN 104181 SUNGGAL KANAN are policy outreach, forming a team, preparing teaching and educational staff, and document review. Of the four stages of character education planning, SDN 104181 SUNGGAL KANAN carries out four of them namely identifying types of activities in schools that can realize character education that needs to be mastered, and realized by students in everyday life; Develop learning materials for each type of activity in schools; and Develop a learning implementation plan (RPP). Meanwhile, the preparation of facilities specifically for the management of character education is not included in the planning stage.

According to the author, other things in the facilities used in the implementation of character education at SDIT DOD Medan are utilizing existing facilities. There are no special facilities prepared to support the implementation of character education in schools. There are no additional facilities at schools related to limited funding sources.

There is one additional step, namely policy socialization. Policy socialization is considered necessary in the planning stage because it relates to the implementation of the plans that have been prepared. Through this policy socialization, planning results are more easily explained to all school members and related parties so as to facilitate the implementation of activities later. From the results of observations and interviews as well as document reviews at SDN 104181, there were many activities carried out that did not have design documents drawn up at the beginning of the semester. Many activities focus on habituation or spontaneous activities.

Implementation of character education in schools can be pursued through four alternative strategies namely, First, integrating character education content that has been formulated into all subjects. Second, integrating character education into daily activities at school. Third, integrating character education into programmed or planned activities. Fourth, building communication and collaboration between schools and parents of students.

The form that is applied at SDN 104181 based on this theory is

1. Integrating character education content that has been formulated into all subjects

Integration in subjects can be seen from the RPP (Learning Implementation Plan) which includes class management, models, methods, and material selection (thematic learning). This integration is an effort to recognize character in the scope of the class which is theoretically taught to students in the class. Each subject is obliged to include character values in its learning. The integration model in all subjects is in accordance with the theory which states that all subjects are assumed to have a mission in shaping the positive character of students because all teachers are character educators.

2. Integrating character education into daily activities at school

The form of integration of character education in daily activities is carried out by incorporating character values in every activity, both programmed and non-programmed (spontaneous). Strengthening character education in schools pays attention to things, namely in the daily life of the school; highlighting exemplary adults in the educational environment; involve the entire educational ecosystem in schools; develop and provide a broad space for all potential students through co-curricular and extra-curricular activities; empowering school management and governance; and Consider school norms, rules, and

traditions. There are 2 forms of exemplary implementation in SDN 104181, namely exemplary from teachers and from peers. The example of the teacher is in accordance with the theory which states that the teacher's example is the behavior and attitude of the teacher and teaching staff in setting an example through good actions so that they are expected to be role models for other students. But the drawback is that this strategy tends not to last long. Because if initially those who were selected were truly students who sincerely wanted to do good, then received praise and prizes, in subsequent developments many students deliberately wanted to be selected by doing good solely because they wanted to get praise and prizes. The second character education learning model is habituation. Habituation is something that is deliberately done repeatedly to become a habit. Forms of habituation are categorized into two forms, namely programmed habituation in learning and non-programmed habituation in daily activities. Meanwhile, programmed habituation activities are carried out through routine and spontaneous activities. Scheduled routine activities include congregational prayers, flag ceremonies, class pickets, and self-development activities, and extracurricular activities. Spontaneous forms of activity are manifested in 15 innovative school cultures implemented at SDN 104181 which consist of a culture of greeting, a culture of shaking hands, a culture of politeness, a culture of politeness, a culture of smiling, spiritual culture, a culture of respect, a culture of cleanliness, a culture of hard work, a culture of joy in giving, friendly culture, respectful culture, punctual culture, happy learning culture. In the implementation of character education in schools, habituation of students to behave well needs to be supported by example. Therefore, in essence, the method or model of habituation in character education cannot be separated from exemplary. Both have been fulfilled and implemented at SDN 104181 as a character education reinforcement school.

3. Integrating character education into programmed or planned activities

This activity is categorized as a routine activity, namely activities carried out by students continuously and consistently every day. The forms of routine activities are extracurricular activities, counseling support services and activities, as well as student development activities. All three are routinely carried out and are mandatory for students. The integration of character education into routine extracurricular activities as well as counseling support services and activities (coaching) is in accordance with the supplementary model theory, namely the implementation of character education through activities outside of school hours. The advantages of this model are in the form of concrete experiences experienced by students and developing students' affective abilities.

4. Building communication and collaboration between schools and parents of students

Communication is an important thing so that the implementation of the plan runs smoothly. Activities carried out to build school communication and cooperation with parents at SDN 104181 are carried out through parenting and APSI activities. School Committee and Class Association The school committee at SDN 104181 plays a role in several activities related to the implementation of character education in schools. The school committee's role is to provide support in the form of suggestions, personnel in the form of assistance when an activity is carried out, or in the form of financial assistance. Parenting activities are an obligation because character education is actually in the family. With this parenting activity, it is hoped that there will be one goal between the school and parents to jointly shape the character of students in a good direction.

f. Evaluation of Character Education

Supervision activities are activities to collect data about the implementation of a collaboration between teachers, principals, counselors, supervisors, and other school officials in educational institutions. Data from this information is used to identify achievement of goals, deviations. As well as the weaknesses found in the implementation of learning activities and the school.

The character education evaluation system includes program assessment, process assessment, and character education outcome assessment.

a) Program Evaluation

Program evaluation was carried out at SDN 104181. Program evaluation was carried out to assess the effectiveness of the implemented program. In program evaluation, reports on the implementation of character education at SDN 104181 are reported directly to the ministry of national education because SDN 104181 is a school providing character education.

The report on the results of the implementation of character education contains reports on program follow-up plans, financing, supports and obstacles. Program evaluation is carried out using an internal evaluation system in the form of a questionnaire that has been determined by the government.

b) Process Evaluation

Process assessment is intended to assess the quality of the character education process and the formation of student competence, including how learning objectives are realized.

The form of process evaluation carried out at SDN 104181 is in the form of class assessments. Class assessment is carried out continuously by the teacher with reference to indicators of achievement of cultural values and character, through teacher observation when a student performs an action at school. The model used is anecdotal record (notes made by the teacher when he sees behavior related to the values developed) and assignments containing an issue or event that gives students the opportunity to show their values.

c) Outcome Evaluation

Evaluation of the results of character education is not carried out like other assessments of learning outcomes, but in notes. In this case, the teacher is not only required to know the character and competence of students after the learning process of character and competency formation, but must also know how changes and progress of student behavior. Based on the theory above, the evaluation of the character of students at SDN 104181 is still limited to notes. The assessment is only limited to the assessment in the class that has included a student affective assessment rubric. specific assessment related to how students understand the values of character education has not been carried out.

The only source of systematically planned evaluation is the results of anecdotal records which are the result of observations. Another form of evaluation source as a support so that it is known that the process of implementing character education has not been implemented.

Another form is the interview. Interviews, both structured and unstructured, have not been established as a source of character education assessment. Interviews are only conducted if students are found to have problems.

CONCLUSION

Based on the discussion, the conclusions that can be drawn by researchers are

1. Character Education Planning

Planning character education is a process of determining goals and achieving the goals of implementing character education. In planning to strengthen character education at SDN 104181 Sunggal, the steps taken are:

- a. Determine the character values developed in schools
- b. Preparation of educators and education
- c. Document review related to the implementation of strengthening character education
- d. Dissemination of policies to all school members, parents of students, and related communities.

2. Implementation of Character Education

Implementation is a series of activities that have been planned to achieve the goal. The implementation of strengthening character education is carried out in three ways, namely:

- a. Integrate character education content that has been formulated into all subjects as well as in programmed or planned activities. The integration used is a combined model of an integrated model in all subjects and a supplementary model, namely extracurricular activities, guidance and counseling services, and student coaching activities.
- b. Integrating character education into daily activities at school in the form of habituation and exemplary.
- c. Building communication and collaboration between schools and parents of students

3. Evaluation of Character Education

Evaluation is an activity to collect information about program implementation that is used to determine the results and follow-up of a program. The form of the evaluation carried out in SDN 104181 Sunggal that is:

- a. Evaluation of the program which is reported directly to the education and culture office of the Republic of Indonesia
- b. Process evaluation is related to the implementation of strengthening character education in schools
- c. The evaluation of the results is related to the performance of the implementation of character education by students.

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