Management of Character Education in Schools

Rahmalina[1*] ⓘ, Hidayani Syam[2] ⓘ, Muhamad Iqbal[3] ⓘ, Nur Indri Yani Harahap[4] ⓘ, Indra Devi[5] ⓘ

[12345]*Islamic Education Management Study Programme, Sjech M. Djamil Djambek State Islamic University, Bukittinggi, Indonesia.*

Abstract. The background in this the cultivation of character education in students has been attempted, but there are still many problems related to the morals or morality of students, including how to talk to teachers, how to dress students who violate the rules, discipline, association and student responsibility which are still lacking. Therefore this study aims to analyze how the process of planning, organizing, implementing, supervising character education at SMAN 4 Bukittinggi. This study uses a qualitative approach, with a qualitative type. with research subjects being school principals and research informants being deputy heads of curriculum and teachers. While the data collection technique used observation, interview and documentation techniques, the data validation technique was carried out by triangulation. The results of this study indicate that character education management planning at SMAN 4 Bukittinggi involves all school components, setting character education goals, programming and integrating character values in students, organizing is carried out by taking into account the activities to be carried out, where to be carried out, when will be carried out, who will carry it out, why it must be carried out, and how it will be carried out, the implementation will be carried out in an integrated manner by all teachers including the school principal and Supervision is carried out in accordance with the main tasks and functions of each and in accordance with monitoring instruments, both monitoring and evaluation instruments.

Keywords: Character, Management, Education, School.

1. Introduction

Character education in schools is very important, especially in the current era of the industrial revolution 4.0. Schools are not only required to educate students so that they are knowledgeable and skilled, but also have character (noble character). That is why the Prophet Muhammad was sent to this world to improve morals. Syauki Bek said. In fact, a nation will be good if the people of that nation have good (noble) morals, and the nation will be destroyed if the people no longer have morals. This is where the importance of character education, and without character education, human civilization in this world is damaged(Fiandi and Ilmi 2022). Character education is an education to shape one's personality through education, through character education it is hoped that it can increase a person's character, the results of which are seen in a person's real actions, namely in the form of good behavior, honesty, responsibility, respect for the rights of others, hard work etc (Heri Gunawan 2017).

Character education has a higher meaning than moral education, because character education is not only related to the problem of right and wrong, but how to instill habits about the good things in life, so that students have high awareness and understanding, as well as concern and commitment to apply virtue in daily life (Mulyana 2018).

Character education has the goal of forming a nation that is tough, competitive, has noble character, is moral, tolerant, works together, has a patriotic spirit, develops dynamically, is science and technology oriented, all of whom are imbued with faith and piety to God Almighty based on Pancasila (Heri Gunawan 2017).

Talking about character education in schools certainly cannot be separated from the management of character education applied in these schools(Harlisnawati et al. 2022). Management is a strategic alternative to improve the quality of education. Improving the quality of education is not an easy task, because it is not only related to technical issues, but includes various complicated and complex issues(Yuharniza and Supriadi 2023). The success and failure of the world of education to achieve goals and objectives is largely determined by the extent to which management is carried out properly, management failure is certain to cause failure of efforts to achieve educational goals.

Management or management of character education in question is about how character education is planned (planning), organized (organizing), implemented (actuating), and controlled (controlling) in educational activities in schools adequately. School management is one of the effective media in the application of character education in schools. Character education, of course, must involve all components, both teachers, staff, parents, and the community (Nirva Diana 2012).

SMAN 4 Bukittinggi is a formal institution that has a school's vision and mission by prioritizing religious education with character and environmental insight in preparing students for the future. With this, students are expected to grow and become honest, integrity, responsible and creative students(Fiandi and Ilmi 2022). As for character-based activities including smiling, greeting, greetings when meeting with teachers and friends, singing the national anthem to foster the spirit of nationalism of students, school activities to support character education are maximized, but the reality that occurs in students has not been able to apply these values. expected character value.

Good in applying morals such as respecting teachers, behavior in front of teachers who are impolite and lack discipline. schools that have good character education activities, this can be seen from the various forms of activities that refer to the Implementation of Character Strengthening Education (PPK) in Schools, which include: 1) implementing class-based character strengthening education; 2) implementation of school-based character strengthening education; 3) implementation of community-based character strengthening education; and 4) the implementation of the implementation of character strengthening education in extracurricular activities, but all the steps taken are still not capable of optimally growing student character. there are many problems related to the morals or morality of students including how to talk to the teacher("Transformasi Teknologi Dalam Proses Administrasi Di Kasubag Fakultas Tarbiyah Dan Ilmu Keguruan," n.d.), how to dress students who violate the rules, discipline, association and responsibility of students who are still lacking. The good or bad output of a management in this case the character of the students depends on the good and bad of the management itself, in other words if all efforts have been made and supported by existing resources but the results obtained are still not optimal, it means there is something lacking from the management side. Based on the description above, the researcher is interested in conducting a research on character education management at SMAN 4 Bukittinggi, how to plan, organize, implement and supervise as well as what are the supporting and inhibiting factors in implementing this management, by conducting a study with the title, management of character education in schools SMAN 4 Bukittinggi.

2. Methods

This study uses a qualitative approach, with a qualitative type (Sugiono 2013). The research location was at SMAN 4 Bukittinggi, with the research subject being the school principal and the research informants being the vice curricula and teachers. (M. Djunaidi Ghoni dan Fauzan Almanshur 2012) While data collection techniques used observation, interview and documentation techniques, data validation techniques were carried out by triangulation, namely data source and method triangulation techniques, then data analysis techniques were carried out in several stages, namely data collection, data Reduction, Data Display and Conclusions Drawing/Verifying (Emzir 2012)

3. Results and Discussion

a. Management

Management comes from the word to manage which means to manage. In the case of regulation, problems, problems, processes and questions will arise about what is regulated, who regulates it, why must it be regulated and what is the purpose of this regulation. Management also analyzes, sets goals/targets and determines duties and responsibilities both effectively and efficiently (Yarbaini Saleh 2016).

Henry Fayol in Candra Wijaya and Muhammad Rafi'I stated that there are five management functions namely, planning, organizing, commanding, coordination, control. In management terms, there is what is called education management which is defined as the art and science of managing educational resources, in this case educators and educational staff to realize the processes and results of students in an active, creative, innovative and fun way in developing their potential (Candra Wijaya dan Muhammad Rafi"I 2016).

As explained above, management is generally associated with activities within the organization in the form of planning, organizing, controlling, directing and supervising. The term management comes from the verb to manage which means to handle, lead, guide or manage. Easier to understand as planning (planning), organizing (organizing), movement/implementation (actuating), and supervision (controlling) is known as the acronym POAC (Husaini Usman 2013).

It can be concluded that basically management has functions namely: planning, organizing, actuating, and controlling.

b. Pendidikan Karakter

Character education is an effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment (Kusuma 2011).

Character education according to Thomas Lickona in (Heri Gunawan 2017) is education to shape one's personality through character education, the results of which are seen in one's real actions, namely: good behavior, honesty, responsibility, respect for the rights of others, hard work and so on. .

In the context of P3M defines character education in a school setting as learning that leads to strengthening and developing the child's behavior/behavior as a whole based on a certain value referred to by the school. This definition implies:

Character education is education that is integrated with learning that occurs in all subjects.

Character education is directed at strengthening and developing the child's behavior as a whole. The assumption is that children are human organisms that have the potential to be strengthened and developed.

Strengthening and developing behavior/behavior based on the values referred to by the school (institution).

Thus, the essence of character education in the context of education in Indonesia is value education, namely the education of noble values originating from the Indonesian nation's own culture, in order to foster the personality of the younger generation.

Related to efforts to realize character education as mandated in the RPJPN, in fact what is meant is already contained in the functions and objectives of national education, namely, national education which functions to develop and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Kementrian pendidikan nasional 2011).

Character education in schools has the following objectives:

Facilitating the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process (after graduating from school). Strengthening and development means that education in schools is not just a dogmatization of values to students, but a process that brings students to understand and reflect on how a value becomes important to be realized in human daily behavior.

Correcting student behavior that is not in accordance with the values developed by the school. This goal means that character education has the goal of straightening out various negative child behaviors into positive ones.

Build harmonious connections with families and communities in carrying out shared responsibility for character education (Harianto 2011).

Character education is essentially aimed at forming a nation that is tough, competitive, has noble character, is moral, tolerant, works together, has a patriotic spirit, develops dynamically, is science-oriented, knowledge and technology, all of which are imbued with faith and piety to God Almighty based on pancasila.

Within the National Character Development policy, functionally the National Character Development policy has three main functions as follows:

The function of formation and development of potential. National character development functions to shape and develop the potential of Indonesian humans and citizens so that they think well and behave well in accordance with the Pancasila philosophy of life.

The function of repair and strengthening National character building functions to improve and strengthen the role of the family, educational units, community and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent and prosperous nation.

Filter function The development of national character functions to sort out one's own culture and filter out the culture of other nations that are not in accordance with the cultural values and dignified character of the nation (Narwanti 2011).

These three functions are carried out through the inauguration of Pancasila as the philosophy and ideology of the state, strengthening the values and constitutional norms of the 1945 Constitution, strengthening the national commitment to the Unitary State of the Republic of Indonesia (NKRI), strengthening diversity values in accordance with the Bhineka Tunggal Ika concession, and strengthening the nation's superiority and competitiveness. for the sustainability of the life of society, nation and state in a global context.

Character formation and development is a process that must be carried out on an ongoing basis, which is the responsibility of various parties, both parents, society in general, and schools. Character development for high school students is a continuation of the formation and development that has been done at the previous level of education. Character development for high school students is urgent, considering that high school students are individuals who will soon take on a role in social life, so by having good character they can live positively and create security and prosperity for the surrounding community, as well as the nation in general (Hulukati 2016).

The application of character education in schools is very important because through character education implemented in educational institutions, it is hoped that the crisis of character degradation or the morality of this nation's children will be resolved immediately. Through character education, we hope that the Indonesian nation will become a nation with dignity, and its people will have added value and selling points that can be offered to other people and other nations in the world. So that the Indonesian people can compete, side by side and even compete with other nations in the global era (Afivah 2012).

In addition to the inhibiting factors for implementing character education in high school above, there are also supporting factors that must be increased by school members, including motivation, a positive school environment, leadership in fostering discipline and good communication with school residents. This is as stated by Fitri who was quoted by Afivah that the supporting factors in the implementation of character education include motivation, a positive school environment, leadership of the principal or teacher and good communication between parties (Matta 2006).

From the explanation of the existence of inhibiting and supporting factors for character education in schools, it can be concluded that in general there are two factors that influence a person's character. Among them are internal factors and external factors. Internal factors are all personality elements that continuously influence human behavior, which includes biological instincts, psychological needs, and thinking needs. While external factors are factors that come from outside humans, but can influence human behavior, both directly and indirectly.

c. Based on the results of research and discussion of character education management at SMAN 4 Bukittinggi, the conclusions are:

Management planning for character education at SMAN 4 Bukittinggi begins with program planning at the beginning of the year which involves all school components including the school principal, vice principal in curriculum, student affairs, infrastructure, public relations, treasurer, education and education staff and school committees discussing

the determination the purpose of character education, programming and integrating character values in students.

The organization of character education for SMAN 4 Bukittinggi students is carried out based on a decree from the school principal to pay attention to what activities will be carried out, where will be carried out, when will they be carried out, who will carry them out, why should they be carried out, and how will they be carried out.

Implementation of character education at SMAN 4 Bukittinggi is carried out in an integrated manner by all teachers including the principal himself. Cultivating character is attached to the rules stipulated in the school rules, starting from student attendance on time, praying, student responsibilities in carrying out class assignments, student responsibilities in carrying out tasks at home. Likewise with the implementation of weekly, monthly and yearly programs, all of which are carried out according to a predetermined schedule where all schedules are neatly arranged and each person is responsible.

Supervision of character education at SMAN 4 Bukittinggi is carried out by internal supervisors and external supervisors, namely the school principal assisted by vice principals, while external supervisors are school supervisors assigned from the Education Office. The implementation is carried out in accordance with the main tasks and functions of each as well as in accordance with the activity monitoring instruments, both monitoring and evaluation instruments..

4. Conclusions

The results of this study indicate that, firstly, character education management planning at SMAN 4 Bukittinggi begins with a program planning meeting involving all school components, vice principals for curriculum, student affairs, infrastructure, public relations, treasurer, teaching and education staff and school committee. The meeting discussed setting character education goals, compiling programs and integrating character values in students. Both organizing are carried out based on a decree from the school principal to all stakeholders, taking into account what activities will be carried out, where will be carried out, when will they be carried out, who will carry them out, why should they be carried out, and how will they be carried out. The three implementations are carried out in an integrative manner by all teachers including the school principal. The four supervisions are carried out by internal and external supervisors, namely the school principal assisted by vice principals, while external supervisors are school supervisors assigned from the Education Office. Supervision is carried out in accordance with the main tasks and functions of each and in accordance with the monitoring and evaluation instruments.

References

Afivah, Ziyadatul. 2012. "Implementasi Pendidikan Karakter Berbasis Kedisiplinan Bagi Peserta Didik Di SMA Muhammadiyah 1 Babat Lamongan." *UNESA* 1 (1): 2.

Candra Wijaya dan Muhammad Rafi"I. 2016. *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif Dan Efisien*. Bandung: Perdana Publishing.

Emzir. 2012. *Metodologi Penelitian Kualitatif Analisis DataNo Title*. Jakarta: Rajagrafindop Persada.

Fiandi, Arif, and Darul Ilmi. 2022. "Perumusan Visi Yang Visioner Dan Perumusan Misi Pendidikan Yang Ideal." *Jurnal Manajemen Pendidikan* 7 (2): 57–63.

https://doi.org/10.34125/jmp.v7i2.786.

Harianto, Muchlas Samani &. 2011. *Pendidikan Karakter Konsep Dan Model*. Bandung: PT Remaja Rosdakarya.

Harlisnawati, Liza Efriyanti, Supriadi, and M. Arif. 2022. "Evaluasi Penerapan Model Supervisi Akademik Dalam Rangka Peningkatan Kinerja Guru PAI Di Kabupaten Lima Puluh Kota." *Jurnal Pendidikan Dan Konseling* 4 (1): 1349–58.

Heri Gunawan. 2017. *Pendidikan Karakter (Konsep Dan Implementasi)*. Bandung: Alfabeta.

Hulukati, Wenny. 2016. *Panduan Pendidikan Karakter Bagi Siswa Sma*. Gorontalo: UNG Press Gorontalo.

Husaini Usman. 2013. *Manajemen Teori, Praktik, Dan Riset Pendidikan*. 4th ed. Jakarta Timur: PT.Bumi Kasara.

Kementrian pendidikan nasional. 2011. *Paduan Pelaksanaan Pendidikan Karakter*. Jakarta: Badan penelitian dan Pengembangan pusat kurikulum dan perbukuan.

Kusuma, Dharma. 2011. *Pendidikan Karakter Kajian Teori Dan Praktik Di Sekolah*. Bandung: PT Remaja Rosdakarya.

M. Djunaidi Ghoni dan Fauzan Almanshur. 2012. *Metode Penelitian Kualitatif*. Yogjakarta: Ar Ruzz Media.

Matta, M. Anis. 2006. *Membentuk Karakter Cara Islam*. Jakarta: Al-I'tishom Cahaya Umat.

Mulyana, H.E. 2018. *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.

Narwanti, Sri. 2011. *Pendidikan Karakter*. Yogyakarta: Familia.

Nirva Diana. 2012. "Manajemen Pendidikan Berbasis Budaya Lokal Lampung (Analisis Eksploratif Mencari Basik Filosofi)." *Ejurnal* XII (1): 187.

Sugiono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. Bandung: Alfabeta.

"Transformasi Teknologi Dalam Proses Administrasi Di Kasubag Fakultas Tarbiyah Dan Ilmu Keguruan." n.d.

Yarbaini Saleh. 2016. *Dasar-Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif Dan Efisien*. Medan: Perdana Publishing.

Yuharniza, Yuharniza, and Supriadi Supriadi. 2023. "IMPLEMENTASI SUPERVISI AKADEMIK KEPALA MADRASAH PADA PEMBELAJARAN MASA PANDEMI COVID-19 DI MTsN KABUPATEN LIMA PULUH KOTA." *Adaara: Jurnal Manajemen Pendidikan Islam* 12 (1): 43–53. https://doi.org/10.30863/ajmpi.v13i1.3166.