Implementation of Character Education Management in Junior High School 1 Praya

Akhmad Apriwandi; Asrin; Sudirman

Administration Education Master Program, Mataram University, Indonesia

Abstract

The purpose of this study is to describe the character education management design, describe the implementation of character education management, and describe the monitoring and evaluation of character education management in SMPN 1 Praya. This research uses a qualitative approach in the form of case studies. The data sources in this study are grouped into two, namely primary data sources and secondary data sources. Primary data were obtained from informants namely the principal, deputy headmaster, teacher, and student representatives. Secondary data sourced from existing official documents in the form of notes, pictures, photographs and other materials that can support this research. Data collection procedures in this study are: (1) structured interviews (Indept Interview), (2) participatory observation, (3) document study. Data analysis is carried out in conjunction with the data collection process. Checking the validity of the data in this study includes four techniques, namely credibility, transferability, dependability, and confirmability. The results showed that 1) The implementation of education management in SMPN 1 Praya, the school coordinated student behavior. 2) Teachers of SMPN 1 Praya are required to develop an attitude of professionalism in teaching and developing teaching materials such as syllabi and lesson plans that can have a positive impact on the management of student character education. 3) The school principal at SMPN 1 Praya takes a professional role and attitude in determining the results of evaluating student activities at school.

Keywords: Management; Character Building; Junior High School

Introduction

Education is the key to change in every individual that starts from birth until the end of life. Education can be given through informal, non-formal and formal channels. Informal education is the initial foundation developed in the family environment, such as parents and those closest to them by introducing the names of objects or objects that are around them, non-formal is a learning process provided through courses and private institutions for the development of students' abilities, while education formal is an official educational institution and has clear basic rules in managing and developing the potential of students to achieve learning goals.

Lately there are many problems that occur among students, while the problems that occur among students are cases of brawls between students, drug abuse, alcohol or alcohol use, heavy smokers, storing

pornographic films, promiscuity and engaging in criminal tidants such as illegal racing on the side of the road resulting in accidents on the highway. These problems are caused by moral decadence among adolescents who are very alarming.

Moral decadence is a decline or decline in morale in a person caused by certain factors. The current decadence can make a student's personality or character not good, because the weakening of human character can make us worse. Therefore the role of parents, teachers, and community environment is very important in building character education for students. Character education is the process of forming a noble character or personality and instilling the values of religious teachings in every student's behavior. The characteristics of students who have good character is to always maintain ethics, uphold the norms of religious culture and society. So that the government regulation published in the 2003 National Education System Law states that among the goals of National education is to develop the potential of students to have intelligence, personality, and noble character. Departing from this law, we can find that the outline of the goal of national education is to educate students, as well as to create the character of students who are faithful, independent, responsible, disciplined, and have good morals.

Based on data collected by the Guidance and Counseling teacher at SMPN 1 Praya Central Lombok stated that the problems experienced by students were students beating or fighting with their friends, being late for school, storing pornographic films in cellphones, smoking, dating at school , damaging school facilities and infrastructure and even students against teachers when being reprimanded for learning. These problems occur almost every day and even teachers have difficulty in overcoming them.

The implementation of character education for students of SMPN 1 Praya is deemed necessary to be optimally implemented, because good moral reasoning can change the personality of each student. With a good person someone can be realistic about yourself, accept the state of self, more responsible and can motivate themselves to be better in acting. Besides that, character education directs students not to commit negative actions or that are contrary to religious, social, cultural and moral norms such as promiscuity, watching pornographic films, smoking, student brawl, being late for school and other negative actions.

Based on the above problems, researchers are interested in conducting research related to the management of character education in students of SMPN 1 Praya. Does the character education instilled by the teachers have reached the target or because the student is experiencing puberty so that he is unable to control his negative behavior.

Theoretical Review

Character building

According to Wynne in Mulyasa (2012: 47) argues that the character comes from Greek which means "to marks" (marking) and focuses on how to apply the values of goodness in real actions or daily behavior. According to Koesuma (2010: 80) the same character with personality. Personality is considered as a characteristic or characteristic or style or characteristic of a person that originates from the formations received from his environment, for example family, community, or can also be an innate that was carried from birth.

Aqib, et al (2011: 3) Character Education as an inculcation of character values to students in schools that include components of knowledge, awareness or willingness and the actions to implement these values. Kesuma citing Gaffar (2010: 1) explains that Character Education is a process of

transforming the values of life to be developed in a person's personality so that it becomes one in the behavior of that person's life. Whereas Megawangi (2004: 95) states that Character Education is an effort to educate children to be able to make wise decisions and practice them in their daily lives, so that they can make a positive contribution to their environment. Zubaedi (2011: 17-18) Character education is interpreted as education that develops the character values of students so that they have values and character as their character, apply these values in their lives, as members of society and citizens who are religious, nationalist productive and creative. Muhaimin, (2011: 27) Character education is a term that is increasingly gaining recognition from Indonesian society today.

Character education is character education plus, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Without these three aspects, character education will not be effective, so what is needed in character education is not enough with knowledge and then take actions that are in accordance with knowledge alone. This is because character education is closely related to values and norms. Therefore, it must also involve feelings.

Management of Character Education

Bartol and Martin quoted by Kadarman and Udaya (1995: 64) provide the formulation of "management as a process to achieve organizational goals by carrying out activities through the main functions of planning (planning), organizing (organizing), leading (leading), and controlling (controlling), Stonner (1996: 21) states "Management as a process of planning, organizing, directing, and supervising the efforts of the members of the organization and the use of other organizational resources in order to achieve the stated organizational goals".

Nawawi (1992: 91) stated that "the management of education as a series of activities or the whole process of controlling a number of collaborative efforts to achieve educational goals systematically and effectively". Referring to the opinions that have been stated, it can be concluded that the management of character education based on multiple intelligence as planning, implementation, supervision, and evaluation by utilizing human and material resources to realize the goals of education effectively and efficiently.

Management of Character Education

According to Zubaedi (2011: 14) As a result of the lack of attention to character education in educational institutions has led to the development of various social ills in the community. According to Zubaedi (2011: 14), schools are not only obliged to increase academic achievement, but also are responsible for forming good character are two integral missions that should get the school's attention. However, the economic and political demands of education cause the emphasis on academic achievement to defeat the identity of the role of schools in character building.

According to Malik (2005: 68) other elements of this nation for the success of character education. Educational institutions that are characterized according to Malik Fadjar are: 1). Translate the values, norms and content of education demanded by the community, nation and state that continue to move dynamically, 2). Collaborating on the meaning and content of education as a praxis for national development in accordance with the progress of science and technology as well as ongoing developments and changes, 3). Explore and look for alternative models and types of education with environmental, economic, social and cultural perspectives. Thus the educational institution is a core axis that is carried out for the implementation of character education.

Methodology

This research uses a qualitative approach in the form of case studies. Qualitative research uses interviews, observations, document review, survey results, and any data that can describe a case in detail (Mulyana, 2010: 201). This research was carried out at SMPN 1 Praya. The data sources in this study are grouped into two, namely primary data sources and secondary data sources. Primary data sources are statements and actions of people observed or interviewed who are recorded through written notes or through recording and taking photographs. The rest are secondary data sources such as writing / documents, photos and statistics (Moleong: 2014: 157). Primary data were obtained from informants namely the principal, deputy headmaster, teacher, and student representatives. Secondary data sourced from existing official documents in the form of notes, pictures, photographs and other materials that can support this research.

According to Mulyana (2010: 162), data collection procedures in qualitative research are: (1) structured interviews (Indept Interview), (2) participatory observation, (3) document study. These three techniques are used in this study. Miles and Huberman (1992: 23) state that the flow of analysis follows an interactive analysis model. The data analysis model used in this study is an interactive data analysis model. In qualitative research it is possible to do data analysis when the researcher is in the field or after returning from the field, new analysis is held, in this study data analysis has been carried out in conjunction with the data collection process. Checking the validity of the data in this study includes four techniques, namely credibility, transferability, dependability, and confirmability.

Result and Discussion

1. *Character Education Management Design at Praya 1 Public Middle School*

Based on previous theoretical studies that, the design of character education management is a very important thing in achieving a goal, because the design of character education management is an effort to encourage students to develop character education so that their behavior is good. Without a good education management design, the goal of character education will not be achieved, therefore the character education design must be arranged so that it can run effectively so as to achieve the target. The character of students is the values and behavior of students related to God Almighty, self, fellow human beings, environment, and nationality that are manifested in thoughts, attitudes, feelings, words, and actions based on religious, legal, and cultural norms school. Optimization of student-based characters is determined by the planning done at school.

Program planning and character education activities in schools need to involve the school component and fulfillment of educational standards, namely curriculum content, learning and assessment processes, subject management, school management, implementation of co-curricular activities, infrastructure, financing, and the work ethic of teachers, participants students and school employees. The purpose of managing character education is to increase the independence of schools in developing the quality of the implementation and results of character education, which leads to the achievement of character and noble character of students in a whole, integrated, and balanced, so that it has an impact on the transformation of the ethos of students for school achievement. In addition, students are also independent and able to apply the knowledge and values of character to the daily life of the school, family, and surrounding community.

The results of this study indicate that the management of education carried out by the headmaster of SMPN 1 Praya is an implementation design which technically implements the implementation process by arranging a character education management design assisted by PPK (the executor of the character education program). Aspects that are seen are starting from the preparation of management design and the process of implementing character education management design. After the design of the implementation process is made, it will be socialized to each teacher and student. As revealed from the research data as follows:

> "before the principal prepares the design of the implementation of character education, the principal makes urgent matters which form the basis of the character education program assisted by the PPK team, the design of the implementation of character education management is inseparable from the patterns and needs of the students, for example if students Skipping / not attending school any factors that influence it, if found deficiencies and weaknesses during the design of the implementation of character education management will be completed in the future. The school principal will gather the KDP team to then revise what is lacking in the design of the implementation of character education management".

With the meeting of the meeting that discussed the design of the implementation of character education management that will be applied in schools, it can be concluded that with this meeting will create a sense of shared responsibility to shape the character of students. Both of the school community teachers with employees as well as government and community parties involved in developing character values in the Praya 1 Junior High School. The results of the study are consistent with the view expressed by All (2012: 154) that character education prepared by the principal and the PPK Team basically provides guidance, assessment, and assistance ranging from preparing a plan for character education management programs, the process of implementing character education, up to evaluation and monitoring of character education management. The results of this study indicate that, the design of the implementation of character education management is understood as a process of helping teachers in order to change the bad habits that exist in students.

Further research results obtained related to the design arrangement of the implementation of character education made by the school principal and the KDP Team can be applied directly, in essence it is found that the teacher considers the preparation of the design of the implementation of character education is very helpful, because the teacher can get the basis of the implementation of education the character itself, the design of the implementation of character education management by the school principal and the PPK team conducted a socialization of other teachers in order to succeed the implementation of character education management. With the ongoing process of globalization accompanied by rapid advances in science and technology will affect the mindset and patterns of community action in various cities and villages. Sociologically and psychologically, in addition to impacting the wider community, the communities most susceptible to the influence of global phenomena are the younger generation, especially adolescents who are entering the life of the transition from children to adolescents who are looking for self-identity and relatively unstable conditions his emotions.

Education is not really just a transfer of knowledge (transfer of knowledge) but also a transfer of value. Therefore, the issue of culture and character of the nation is now a sharp focus of society in various aspects of life, both in the family, school and community. The mass media, community leaders, experts, and education observers, as well as social speak about cultural issues and national character in various seminar forums and workshops, both at local, national and international levels.

The success of character education in an effort to realize a vision of Indonesia that is independent, advanced, fair, and prosperous, as stated in the RPJP (2005-2025) needs to be supported by (1) the commitment of all stakeholders in the success of the implementation of character education; (2) policy

consistency and character education policy implementation; (3) integration and sustainability of the system for developing character education programs and activities; (4) mainstreaming of character education in the national education system; and Development of character education in schools integrated through the implementation of learning in the classroom, school culture and self-development. Some of the efforts made by SMPN 1 Praya in instilling character values through vision and mission and school programs, exemplary, slogans that are around the school environment, and the existence of extracurricular activities that develop character values.

Based on the results of observations at SMPN 1 Praya about the design of the implementation of character education management implemented in the school, namely by involving all components both of educators, in the interaction between teachers and students takes place in the school environment. In addition there is a curriculum that contains content, processes and evaluations to achieve shared goals. Because character education is a system of inculcation of character values which must also be supported by all parties accompanied by awareness, concern, understanding, and high commitment to implement these values.

Based on interviews with a Guidance Counseling teacher named Sahnun, explained that SMPN 1 Praya also implemented a point system. This means that each student is given 100 points, if the violation will be reduced. If points are exhausted, they are expelled from school. Students who are found not to pray, fight, drink alcohol, gamble, and the like are deducted by 100 points. Some of the points rules also apply outside of school. If there are students caught stealing watermelons belonging to residents and immediately expelled from school. This does not allow objections because they have been decided and agreed upon by the parents of the students beforehand in the meeting. Instead, a point addition system is also applied for high-achieving students such as those who quickly come to school and sweep the mosque. In exploring the potential goodness existing in students, habituation is applied such as coming on time, performing Dhuhr prayer in congregation, reciting before starting learning and praying Dhuha for Muslims. Implementation of operational character education planning is also outlined in extracurricular activities. This can be seen with the existence of several organizations such as OSIS, Scouts, Rohis, Marching Band. This can be seen that work programs as outlined in each organization contain character values.

2. *Implementation of Character Education Management in SMPN 1 Praya*

Character building is the most important effort ever given to humans. Character building is an extraordinary goal of a true education system. Character development is the main task of education, compiling a strong self-esteem, clever, skilled, honest, knows ability and limits of ability, has self-respect. Therefore, the implementation of character education management is not only aimed at students but also at the Praya 1 Junior High School teacher. The integration of character values in learning is done after the teacher analyzes the syllabus and prepares a lesson plan (RPP). The draft prepared is then implemented in the learning activities of the preliminary, core, and closing stages of activities, selected and implemented so that students practice the targeted character values.

The character education program in SMPN 1 Praya can be implemented in a series of activities in the school environment both in the classroom and outside the classroom. School Routine Activities which are activities carried out by students continuously and consistently at school such as Reading the Qur'an Every Day, Imtaq Every Friday, Praying Before Starting and Ending Learning Activities, Monitoring Classroom Cleanliness. The implementation of character education in SMPN 1 Praya has been going well, although it still requires supervision from teachers, school principals and all parties responsible for the character development of students.

In shaping the character of students as has been explained before, the teacher must try to become an ideal teacher and idolized by students. Besides that, the teacher is an example of good morality, it is also expected to have broad scientific insights and knowledge so that the knowledge delivered is in accordance with the various disciplines needed at this time. Learning is not just learning about what can be done and what should not be done (halal and haram), but they learn by the choice of values in accordance with the development of students.

Based on the above findings, that Praya SMPN 1 in carrying out character education involving all elements, both school residents themselves and outside school residents but responsible for character education in this case, such as parents of students and stekhorder (Camat, Kapolsek, Village Heads and religious figures).

3. *Monitoring and Evaluation of Character Education Management in SMPN 1 Praya*

Evaluation is an attempt to obtain various information on a regular, continuous and comprehensive basis about the process and results of growth and character development achieved by students. This assessment is more focused on the success of the acceptance of values in the attitudes and behaviors of students who are adjusted to the values of characters that are set and practiced in everyday life. The evaluation of character education management at Praya 1 Junior High School is carried out every day by all teachers. Character assessment is not in the form of values but in the form of supervision or observation by the teacher every day. The results of reports or notes on the development of students as a form of evaluation of character education. From the results of the report can be seen the development of the character pillars that have been achieved and those that have not yet been reached, so that the teacher knows what actions he should take.

In principle, monitoring is carried out while activities are underway to ensure the suitability of the process and the achievements according to plan or not. If deviations or lags are found, they are immediately addressed so that the activity can proceed according to its plans and targets. So, the results of monitoring become input for the benefit of the next process. While the evaluation is conducted at the end of the activity, to find out the final results or achievements of the activity or program. The results of the evaluation are useful for planning the same program at another time and place.

Assessment (evaluation) is a stage that is closely related to monitoring activities, because evaluation activities can use data provided through monitoring activities. In planning an activity evaluation should be an inseparable part, so it can be said as a complete activity. Evaluation deals with the results of information about values and provides a description of the benefits of a virtue. The term evaluation is close to interpretation, giving a number and rating. Evaluation can answer the question "what differences are made" (William, 2000). Evaluation aims to find out whether the program reaches the expected goals or not. Evaluation emphasizes more on the aspects of the results achieved (output). Evaluation can only be done if the program runs more at least in a period (stages), in accordance with the design stages and types of programs created in the planning and implementation. An evaluation of character education management is also held every week, by announcing in flag ceremony activities, classes that receive awards from discipline, or class cleanliness. The aim is to trigger the awareness of students to discipline themselves. Evaluations are also held every semester with a meeting that discusses the development of learners' character and what are the rarities that will be taken to overcome problems arising from behaviors that are considered to be in conflict with the established rules of various parties both from school, people parents of students, sub-district heads, police chiefs and school committees.

Thus it can be concluded that the evaluation of character education must be carried out continuously to find out the character development of students who are adjusted to the values of religion,

culture, nation and state. All human actions or actions of any kind are essentially intended to achieve happiness, whereas to achieve happiness according to an Islamic moral or moral system can be achieved by obeying Allah's commands by avoiding all His prohibitions and doing all His commands, as stated in life guidelines for every Muslim namely the Qur'an and al-Hadith.

Conclusion

Based on the results of the study, it can be concluded that: 1) The role of school principals in SMPN 1 Praya related to character education management is to carry out the vision, mission and educational objectives by running an educational curriculum based on the design of character education management that instills the values of religiosity, moras, ethics , noble mind, character and good attitude in communicating with others. 2) The implementation of educational management in SMPN 1 Praya, schools coordinate student behavior. 3) Teachers of SMPN 1 Praya are required to develop an attitude of professionalism in teaching and developing teaching materials such as syllabi and lesson plans that can have a positive impact on the management of student character education. 4) The school principal at SMPN 1 Praya takes a professional role and attitude in determining the results of evaluating student activities at school.

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