Implementation of Character Education Management Reviewed from Planning Aspects

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Abstract

This study aims to determine the management of character education at SDN Teratak in terms of planning aspects. This type of research is a qualitative research, data is taken using data triangulation techniques sourced from interviews, observations and documentation. The results and findings of this study reveal that the concept of character education at SDN Teratak is:universal moral values originating from religious (religious) values. Iimplementation of character education management at SDN Teratak at the planning stageincludes a) preparation of character values to be implemented. Determination of school character values is inseparable from the concept of five values listed in the Strengthening Character Education movement, namely religious values, integrity values, nationalist values, independent values, and mutual cooperation values, b) policy socialization. In this socialization, the school conducts socialization to the internal and external schools. c) preparation of educators and teaching staff.

Keywords: *Implementation; Planning; Management; Character Building*

Introduction

Education is a medium to educate the nation's life and to build the nation's challenges wrapped in the values of intelligence, sensitivity, honesty and concern for the life of the nation and state.(Setiawan & Supriyanto, 2020). Education is a strong milestone for alleviating poverty of knowledge, solving the problem of ignorance, and solving all the problems of the nation that have been happening so far(Pratiwi, 2019). The role of education is clearly a significant and central thing because education changes the personality of students and provides the opening and expansion of knowledge so that this nation is truly literate in the life of the nation and state. Education is presented to bring this nation into a civilized and cultured nation(Firmansyah, 2019).

One of the keys to education to shape students into civilized and cultured characters is discipline, where with discipline children will get used to doing a job on time and being responsible for what they have done, this is very helpful in shaping the character of students . The issue of character is a matter of thought as well as common concern because the Indonesian people are currently experiencing a character crisis. This crisis is marked by rampant criminal acts, such as brawls between students, increased promiscuity, rampant rates of violence against children and adolescents, sexual harassment, rampant

motorcycle gangs and robberies that lead to acts of violence that are troubling the community, even leading to murder.

Character education in schools can be integrated into learning programs in each subject(Wati, 2015). Learning materials related to norms or character values in each subject need to be developed, made explicit, linked to the context of everyday life. So learning character values is not only at the cognitive level, but also touches internal students and real experiences in students' daily lives in families, schools and communities (Apriwandi et al., 2020).

Extracurricular activities that have been held in schools are one of the potential media for character building and improving the academic quality of students. Extracurricular activities are educational activities outside of subjects to help develop students according to their needs, potential, talents and interests through activities specifically organized by capable and authorized teachers in schools. Through extracurricular activities, it is expected to develop the ability and sense of social responsibility, as well as the potential and achievements of students.

Character education in schools is also closely related to school management(Omeri, 2005). The management in question is how character education is planned, implemented, and controlled in educational activities in schools adequately (Uyun, et al., 2020). The management includes, among others, the values that need to be instilled in the curriculum program, school culture, learning, assessment, school rules, teachers, and education personnel as well as other related components. Thus school management is one of the effective media in character education in schools.

The cultivation of character education in schools is the spirit of education(Koesoema, 2018). Therefore, character education should develop and awaken students to the values of truth, honesty, wisdom, wisdom and compassion as universal values that must be possessed by teachers. Character education also serves to strengthen faith and piety specifically according to their respective religious beliefs. So every learning that is carried out should always be integrated with character values, so as to produce students who have complete personalities, and are able to overcome various problems of life and the system of human life.

Integrated character education is not only carried out by teachers but also must be an example for school principals and the teachers they supervise, school principals are role models for teachers and education staff in schools. Meanwhile, the teacher is a role model for the students. This integration will contribute positively to the process of character development of students in schools.

To support how to strengthen character education programs in schools, all components (stakeholders) in the school environment should be involved in the implementation of character education, including curriculum content, learning and assessment processes, subject management, quality relationships with all components of society. schools, implementation of co-curricular activities or activities, utilization of infrastructure, school financing, and the work ethic of all school members. In the implementation of character education in schools, the support of all components of the school community is very much needed, this is solely to achieve goals and an environment that is aware of the value of noble character,

Based on these problems, Teratak Elementary School, Batukliang Utara District, Central Lombok Regency as an educational institution has the responsibility of character education to improve the quality of human resources. As a manifestation, at SDN Teratak starting the 2017 school year, character education is held in schools. SDN Teratak implements character education in order to grow and develop students into individuals who have high motivation, are creative, able to express themselves according to their respective potentials, are sensitive to the environment, disciplined and last but not least have a foundation of faith and piety to God, honesty and responsibility.

Teratak Elementary School, Batukliang Utara District, has been developing character education since 2017 by preparing students who are academically mature, have good character, become civilized and social-minded students. This character education is not only based on universal knowledge and values regarding natural and social phenomena, but also on religious morals as a guide for the life of the world and the hereafter.

this was done by students before the pandemic and now in semester 2, children have started to do it again because children have started to go back to normal by reducing 5 minutes of learning hours while still paying attention to health protocols that are closely monitored, and even recently the exact date November 25, 2021, which coincided with the anniversary of the PGRI SDN Teratak, received a certificate of appreciation from the Regent of Central Lombok Haji Lalu Fathul Bahri, S.IP. As a school that implements the Best Covid Program in the Central Lombok Regency, this is a matter of pride for SDN Teratak in particular and all schools in the North Batukliang sub-district in general. and even recently, on November 25, 2021, which coincided with the anniversary of the PGRI SDN Teratak receiving a certificate of appreciation from the Regent of Central Lombok Haji Lalu Fathul Bahri, S.IP. As a school that implements the Best Covid Program in the Central Lombok Regency, this is a matter of pride for SDN Teratak in particular and all schools in the North Batukliang sub-district in general. and even recently, on November 25, 2021, which coincided with the anniversary of the PGRI SDN Teratak receiving a certificate of appreciation from the Regent of Central Lombok Haji Lalu Fathul Bahri, S.IP. As a school that implements the Best Covid Program in the Central Lombok Regency, this is a matter of pride for SDN Teratak in particular and all schools in the North Batukliang sub-district in general.

The teachers at SDN Teratak are also very supportive of every program of activities carried out by the government in improving the discipline and character of children which are part of the indicators of character education, including in controlling the current Covid-19, by involving students with habits of maintaining health and how to prevent students' personal self from covid-19 today, education is provided on an ongoing basis by making student habits in the classroom and outside the classroom, so that what has been taught to students will be embedded in each student and this is the formation of character education in schools, teachers are also very supportive of character education programs in schools that are instilled through habituation to each student.

The achievements obtained by SDN Teratak are quite numerous, from initial observations in addition to the awards above, it has also won several achievements including being the 1 (one) winner of the district level healthy school competition representing the district at the provincial level in 2019, the overall champion of KSN, O2SN and FLSN in sub-district level in 2020, representing districts for district-level early childhood football in 2021, Seven students of SDN Teratak won karate champions throughout Lombok in January 2022, and many others and researchers will deepen after researching. In addition, SDN Teratak also received an A accreditation with a score of 96 with an excellent predicate in November 2017,

Starting from the description above, the researcher wants to know the implementation ofcharacter education to shape the character of civilized students at SDN Teratak, North Batukliang sub-district, Central Lombok, how to plan in character education. This is important to do considering that so far SDN Teratak is known to the public because of its academic quality and the good name of the school as well as the character of the students who have been formed very proudly.

Method

This research takes place at SDN Teratak which is located at Jln. Aik Bukaq Tourism, Bagik Nunggal Teratak Village, North Batukliang District, Central Lombok Regency, West Nusa Tenggara Province. The method used in this research is a qualitative research. The type of research used in this research is a case study type because the researcher observes and studies in depth about the

implementation of character education management at SDN Teratak within a certain period of time.

The data in this study are descriptions, actions, activities that can be used as studies relating to the focus of research on the implementation of character education management at SDN Teratak. The sources of data in this study were the Principal, Deputy Principal, Teachers (homeroom teachers, subject teachers), Students, and the SDN Teratak Committee.

Data collection techniques used in this study are observation, interviews and documentation. Activities in data analysis are data reduction, data presentation, and drawing conclusions. In this study, checking the validity of the data using what is stated bySugiyono (2012)which states the validity of the data in qualitative research includes tests, credibility, transferability, dependability, and confirmability.

Results and Discussion

Planning is a series of processes carried out both thoughts and actions that will be carried out in the future to achieve a goal. Character education planning in this study was carried out through the following stages:

1.Determining School Character Values

Determining school character values is inseparable from the concept of five values listed in the Strengthening Character Education movement, namely religious values, integrity values, nationalist values, independent values, and mutual cooperation values. The determination of school character values is done by forming a review team. The review team came from within the school. As the results of an interview with the Principal of SDN Teratak, who stated:

The character values that will be instilled in students in the learning process must be determined and reviewed by a team that is competent in their field, so that the values that are instilled are truly pervasive and in accordance with the conditions of the school environment.

The Deputy Principal also confirmed the same thing which stated:

Character values that currently exist in schools as part of strengthening character education are determined and reviewed by a team formed with the principal.

The function of this team is to succeed in the implementation of the strengthening character education movement suggested by the Ministry of Education and culture. This team is tasked with conducting studies and assessments of character values that will be applied in the Teratak Elementary School. The task also involves the preparation of administrative files needed during the design and implementation of strengthening character education in the school environment.

Based on the results of the documentation, the values that have been designed and determined by the design team include:

a) Religious character values are designed and determined so that students can reflect the character of faith in God Almighty, which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, and living in harmony. and peace with followers of other religions. The value of this religious character is interpreted by SDN Teratak as an invitation to students to be obedient to religious orders.

b) The value of nationalist character is designed and determined by the Teratak Elementary School team so that students can have the ability to think, behave, and act that shows high loyalty, concern and respect for the nation and state, placing the interests of the nation and state above the interests of themselves and their groups.

c) The value of independent character is designed and determined by the SDN Teratak team so that students can have attitudes and behaviors that are not dependent on others and use all their mind and time to realize their dreams and aspirations.

d) The value of the character of Integrity, designed and determined by the SDN Teratak team so that students can have an attitude that can make themselves as people who can always be trusted in words, actions and work, and have commitment and loyalty to human and moral values.

e) The value of the gotong royong character was designed and determined by the SDN Teratak team so that students can have the attitude of being able to cooperate in solving common problems, establishing communication and friendship, providing assistance and assistance to people in need.

The character values mentioned above are the values that have been set by the Ministry of Education and Culture which have been set as a whole. However, in practice, each school certainly has a breakdown of different activities, including SDN Teratak which has special activities as a differentiator from other schools. This was conveyed by the Principal of SDN Teratak who said:

All schools are given the responsibility to instill the 5 character values, and are given the authority to determine effective strategies so that these five character values can be embedded in children.

2. Policy Socialization

In implementing an activity that has been designed, it is necessary to carry out policy socialization beforehand. The purpose of policy socialization is so that the wider community or those associated with the policy understand and are able to internalize the meaning of the goals and concepts of decisions made so that cooperation and commitment can be created between the school and related parties. Socialization activities on school policies regarding strengthening character education in SDN Teratak are carried out both internally and externally.

Socialization in internal schools is aimed at all school members, namely educators and education staff, guardians of students and students themselves. This is done so that all the objectives in the policy can be achieved through collaborative activities between related elements. The Principal of SDN Teratak as the person in charge of the character education strengthening program stated:

Everything related to school policies before being implemented needs to be socialized within the school so that all these policies can be understood by school elements to be implemented as well as possible so that the objectives of the policy can be achieved.

Socialization to school residents is carried out in three stages. The first stage is carried out for educators and education staff in the form of program presentations and job desk distribution for educators and education staff. The second stage is carried out to the guardians of students in the form of program presentation. The third stage is carried out for students in the form of program orientation which is carried out for a week. This is in line with the Deputy Principal's statement which states:

The socialization of the character education strengthening program in the Teratak Elementary School was carried out in three stages.

The socialization of policies aimed at external schools, namely the community, was carried out through social media, installing banners at school entrances and electronic writings containing Teratak

Elementary School programs to make the public aware of the activities carried out at the school.

3. Preparation of Educators and Education Staff

The application of character education in the school environment cannot be separated from the figure of the educator as the main agent who carries out learning activities every day. In this case, it is necessary to prepare competent educators so that all programs can be carried out properly. In forming competent educators, SDN Teratak conducts training activities for educators and education staff by inviting experts from the Central Lombok Education Office. This is intended so that educators and education staff have an overview of the implementation of character education programs. Based on the results of the interview with the Principal of SDN Teratak that:

In ensuring the implementation of the character education strengthening program in SDN Teratak, we invite experts from the Central Lombok District Education Office to provide training to our teachers on the application of character education. This is done gradually.

In addition, educators are also trained to make learning tools by incorporating the character values listed in the Learning Implementation Plan. This is important because lesson plans are a tool that directs educators to regulate learning patterns. Based on the results of teacher interviews at SDN Teratak stated that:

The character values that will be built for students must be reflected in the teacher's lesson plans, so that educators know what stages must be done during the learning process, therefore it is necessary to provide guidance to educators on how to design good and correct lesson plans.

In the end, this activity continued to be carried out and became a compulsory school activity. It's just that this activity leads to an evaluation of the implementation of the RPP which includes character education. Usually this activity is carried out towards the end of the semester to prepare for the next semester's activities by presenting various sources, both from teachers, offices and experts from universities who have competence in their fields. This was also conveyed by one of the teachers of SDN Teratak who attended the training who stated:

At the end of each semester, the school always holds regular training by presenting various sources from related educational institutions.

Planning for character education is a very important initial stage in order to achieve the goals of character education. Planning must exist in every activity and even must have a clear concept. The form of character education planning is carried out both in the form of program activities and extracurricular activities by incorporating character values in order to achieve the goal so that students can develop their creativity.

Character education planning is based on the vision of character education set by the school. In this case, the initial planning carried out to prepare character education in schools is to determine the character values that will be instilled in students. Determining character values at the beginning will build school readiness to determine the next stages. This is in accordance with the statement regarding the purpose of character education planning, namely to determine the actions that will be taken and will be oriented in the future (Arifin and Rusdiana, 2016). Based on the data the values that have been determined at SDN Teratak are the basic values in character education.

There are several reasons why SDN Teratak determines these values as basic values to be developed in schools. First, religious values, this value is a basic value that must be formed on the

character of students, because this religious value is a universal value that exists in everyone, especially in Indonesia where the majority of its citizens believe in their respective religions. Both nationalist values, these values are formed as evidence of love for the State. Determining this value is very important considering that many Indonesians are not proud to be part of Indonesia, On that basis, the Ministry of Education and Culture created a study program and Guidelines for Strengthening Character Education to ensure that the process of cultivating character values runs continuously (Ministry of Education and Culture, 2016). The three independent values, this value is very important to train students' self-confidence. As conveyed by Fajaria who stated that the value of the character of independence is an important thing that schools must develop in order to form an independent young generation such as being more confident in acting, considering opinions and advice from others, making their own decisions and not being easily influenced by others. Fajara, 2013).*Fourth*score*Integrity*, this value is the value that underlies student behavior in an effort to make himself a person who can always be trusted in words, actions, and work, has commitment and loyalty to human and moral values. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistent actions and words based on the truth. Examples of good characters that reflect integrity include: honesty, exemplary, politeness, and love of truth. The five values of gotong royong, this value is a value that is very suitable for the character of the Indonesian nation because gotong royong is the basis for the journey of the formation of the Indonesian nation, when referring to historical events how the Indonesian people at that time worked together to free Indonesia from colonialism. Instilling the value of mutual cooperation can also foster a sense and attitude of helping, helping each other and feeling family. In addition, Rolita (2016) in her research mentions that gotong royong can form strong solidarity in the community.

The determination of character values to be instilled in these students has gone through scientific studies. The team formed to determine character values in the school aims to maximize Character Building Strengthening in schools. This means that the existing team is a milestone in the success or failure of the program that will be run at the school. Thus it can be concluded that the team can be useful in the education unit is to lighten the workload; improve information among other members; make better decisions; and increase motivation in working among members.

After going through the stages in planning, the next step is to socialize the policies that have been set. It is important to do this considering that the implementation of the policies made involves many parties. Socialization activities in the policy process are carried out because it is a process carried out after a policy is made and carried out before the policy enters the implementation stage. Socialization of the policy applies to all institutions, especially school institutions. Moreover, schools are institutions that involve many parties with common interests. In this study, the socialization of policies taken by the school was carried out on teachers, guardians of students and students. The first socialization for teachers aims to make the policies that are made can be understood as instructions that must be carried out by a teacher as a task. Likewise, the socialization carried out to the guardians of students aims to enable the parents to provide support, criticism and suggestions before the policy is implemented. As well as socialization to students is carried out so that students can prepare themselves for the policies that will be implemented.

The socialization of the policy is carried out to maximize the determined policy. Where in the policy involves many parties who have an interest. Because each element has a different role, so that with this socialization all elements can take their respective roles so that the objectives of the policy formation can be achieved. referring to the data exposure above, the socialization of this policy is carried out so that: First, the content or substance of the policy can be known by various related parties including the target group, so that in this case the socialization serves to disseminate the substance of the policy to various parties, Second, socialization aimed at related parties in order to provide knowledge and understanding to related parties as well as provide guidance on the roles that must be given, Third before the policy is implemented and entered into the policy implementation process, it is necessary to know the response,

readiness, and ability of various parties related parties, on this basis will provide an overview of the response and readiness and capabilities of the various parties involved. This is in accordance with what Dian Herdiana (2018) stated in her research which states that the reason for policy socialization is to provide an overview of the substance of the policies issued,

In the implementation of school programs, educators and education staff are the heart of the implementation of these programs. Because educators are the main actors in the world of education who run educational programs. Starting from planning to evaluation of these programs. While the education staff is the person who prepares the administration for the implementation of programs run by an educator. Because educators and education staff are the main guard in the implementation of educational programs, educators and education staff must be properly prepared before the programs are implemented.

From the results of the research obtained, in the process of implementing character education at SDN Teratak, the school turned out to be making academic preparations for educators by involving them in various kinds of training related to character education. The trainings attended by SDN Teratak teachers regarding the preparation of learning tools and the practical implementation of character education in children formed the confidence of educators in carrying out their duties. This really needs to be done and is the right action considering that the implementation of character education requires a broad understanding not only understanding the meaning but also being able to understand the right strategy to be able to implement character education in learning. As stated by Efianingrum,

In fact, the direction of the training organized by the school will make the teachers have the competence in teaching the values of character education to students. The existence of these competent teachers will bring the school to a positive image in the midst of society because the competencies possessed by the teachers are adequate in the implementation of character education.

Conclusion

In the management of the implementation of character education, the most important thing that must exist is planning. In this context, SDN Teratak describes the planning of character education including: (1) Preparation of character values that will be implemented. Determination of school character values can not be separated from the concept of five values listed in the Strengthening Character Education movement, namely religious values, integrity values, nationalist values, independent values, and mutual cooperation values which were formed through the discussion of a team of experts recommended by the school itself; (2) Socialization of school policies concerning the concept of character education is carried out to internal schools in this case teachers, staff and students and external schools in this case guardians of students; (3) Provision of educators and teaching staff is carried out to ensure the implementation of quality character education programs as well as the quality of the educators. Therefore, schools make efforts to involve educators in participating in trainings.

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