

## MANAGEMENT OF IMPROVING THE QUALITY OF CHARACTER EDUCATION IN REALIZING THE NOBLE MORALS OF JUNIOR HIGH SCHOOL STUDENTS IN BOARDING SCHOOLS

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### Abstract

*There is a decline in the moral quality of the nation today, characterized by the rampant practice of Corruption, Collusion, and Nepotism (KKN), the occurrence of conflicts (between ethnicities, religions, politics, adolescents), increasing crime, decreasing work ethic, and so on. The purpose of this study is to find out and analyze planning, organizing, implementing, supervising, supporting factors, inhibiting factors and solutions. This research uses a qualitative approach with descriptive methods and data collection techniques through interviews, observations and documentation studies. The findings of this study: (1) planning to improve the quality of character education in realizing the noble character of students has been arranged quite well and systematically, but there are obstacles, namely human resources, (2) the organization has been running even though it has not been supported by adequate position analysis, (3) the implementation has been running well but has not paid attention to the resources owned, (4) the supervision has been implemented and according to the program but has not had a significant impact on improving the quality of character education, (5) supporting factors, the commitment of leaders, professional human resources, adequate facilities and infrastructure, derivative policies and partnerships but have not fully improved the quality of character education significantly, (6) inhibiting factors, weak management, HR commitment, inadequate infrastructure, policies, and partnerships, (7) solutions, with leader rotation and management effectiveness, training and development of human resources, support adequate facilities and infrastructure, strengthen derivative policies, and partnerships.*

**Keywords:** *Management, Character Piercing, Noble morals*

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## **A. Introduction**

The social, cultural situation of society these days is very worrying. There is an interesting statement that was made by Mr. Muhammad Nuh when he served as Minister of National Education, that religion in Indonesia began to lose its ethics, and education in Indonesia also began to lose its character. The National Education System Law No. 20 of 2003, states that: "The purpose of national education is to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (UU No.20 tahun 2003, 2003). Education in Indonesia today has not fully formed a young generation who are superior and have character. The excellence of the younger generation can be formed through a series of efforts to improve the achievement of students, while the character of students can be formed through moral example obtained in character education.

Noble character education is increasingly urgent to be applied in our educational institutions given the wide variety of behaviors that are non-educational now worshipping, such as violence, sexual harassment, corruption and arbitrariness that occur among the people. The onslaught of global currents without being accompanied by filters from the Indonesian people, resulting in the people being easily carried away by the flow of freedom and individualism, which has impact on the decline of the moral quality of the nation. There is a decline in the moral quality of the nation, characterized by the rampant practice of Corruption, Collusion, and Nepotism (KKN), the occurrence of conflicts (between ethnicities, religions, politics, adolescents), increasing crime, decreasing work ethic, and so on) (Megawangi, 2004).

Transformation of national education has begun by the government by placing the education of noble character as spirit of national education side by side with intellectuality. As perpres No. 87 of 2017 concerning strengthening character education (PPK), that PPK is an Education Movement under the responsibility of the Education unit to strengthen the character of students through harmonization of sports, sports, mind

sports, and sports with involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM) (*Perpres No. 87 Tahun 2017, n.d.*)

In this regard, policies are needed so that school management is more oriented towards integrated quality and excellence as well as improved quality through full supervision and exemplary provision. Boarding schools are one of the educational models that are an alternative to improve both problems. One of the programs to improve character education is to implement integrated quality management. In principle, this management system is a thorough supervision of all members of the organization (school residents) of school activities. The first step in implementing integrated quality management focusing on school services related to character education can be formed through continuous improvement of character education services by involving teachers, staff, guardians of students, the community, and related officials in the formulation of the vision, mission, and goals of the school. The vision, mission and objectives of the school must be able to inspire school residents to be motivated to work with passion and enthusiasm.

Character education is closely related to noble morals. Noble morals are derived from the Quran and hadith. The behavior of the prophet Muhammad SAW is an example for mankind. This is as Allah said Almighty QS. Al-Ahzab/33:21:

كَثِيرًا اللَّهُ وَذَكَرَ الْآخِرَ وَالْأَوَّلَ اللَّهُ يَرْجُوا اللَّهَ لِمَنْ حَسَنَةً أُسْوَةٌ لِلرَّسُولِ فِيكُمْ كَانَتْ لَقَدْ

*Truly, it has been in the (self) of the Messenger of Allah that is a good example for you (i.e.) for one who hopes for (the mercy) of Allah and (the coming) of the Day of Judgment and who remembers Allah a lot (Agama, 2007).*

The focus of this research is the management of improving the quality of character education in realizing the noble character of junior high school students in boarding schools. Based on preliminary studies, schools only carry out character education programs that are instructed by the government to the education unit during the teaching and learning

process. Character education has not been integrated between schools, families and communities. Character education is not managed holistically.

It is important to carry out research, and this research takes the locus of boarding schools at NU Darul Ma'arif Kaplongan Junior High School and Al Ishlah Islamic Junior High School. The location of these two schools is approximately 30 KM apart, because in Indramayu district there are not many schools that have dormitories whose management uses integrated quality management that focuses on character education and noble character.

## **B. Method**

This research uses a qualitative approach with descriptive methods and data collection techniques using observation, interviews, and documentation studies. Sukardi stated that "Qualitative research is research based on the quality or quality of the purpose of a study. Qualitative research is research that is designed in general, namely research carried out for unlimited objects of study and does not use the scientific method to be a benchmark" (Sukardi., 2013). Meanwhile, the descriptive method according to Nazir is "a method of examining the status of a group of humans, an object, a condition, a system of thought, or a class of events in the present" (Nazir, 2014).

Data collection techniques through observation, interviews and document studies. At the observation stage, researchers immediately went to NU Darul Ma'arif Kaplongan Junior High School and Al Ishlah Islamic Junior High School Balongan, Indramayu Regency. The interviews in this study were principals, scout coaches, teachers, heads of administration, as well as students. The documentation needed in this study includes school documents in the form of school profiles, curriculum documents, character education programs, organizational structure, staffing data, teacher and principal achievements, student achievements, student and teacher attendance lists, student discipline, and other supporting data.

## **C. Finding and Discussion**

### **1. Finding**

NU Darul Ma'arif Kaplongan Junior High School

#### **Planning**

Based on the findings, that the quality planning of character education in realizing the noble character of junior high school students in boarding schools includes planning objectives, planning preparation, planning socialization, planning programs and planning cooperation. The objectives of character education in this school are:

- a) Produce students who have good character so that they are ready to face the next level.
- b) All male and female students have noble character in accordance with the teachings of islam.
- c) All students obey and abide by the rules of the school.
- d) There were no brawls between students, violence and other cases.

Then in the preparation of planning, by conducting internal and external analysis, preparing reference materials and reference assessments as well as routine activities that will be carried out by students. Preparation of the preparation of character education programs for the school with the dormitory, preparing human resources (quality teachers according to educational background) at school and in the dormitory.

Furthermore, in socialization, schools with dormitories (PONTREN) socialize the preparation of character education with internal schools and dormitories as well as with external schools and dormitories. Socialization with the internal parties of the school and dormitory is carried out by the principal together with the dormitory leaders with the teachers and staff. The socialization carried out by the school and dormitory is carried out from the beginning of the students registering, given guidebooks and rules during the interview session with the guardians of the students, with the hope that the guardians of the students can understand from the beginning. Then the students take part in mplsa activities (School and Dormitory Environment Introduction Period). Installing banners containing the vision and mission and rules and appeals in public areas. Socialization was conveyed by the student body in a research interview,

saying that the socialization was carried out in every first week of the beginning of kbm activities.

In the planning program, schools together with pontren formulate character education programs including the formulation of background, goals and objectives, goals and achievements of character education by referring to the national curriculum and the pesantren curriculum as well as the results of internal and external analysis as well as education report cards. Then in planning cooperation, the school and the dormitory cooperate with various parties, including the government, education offices, community leaders and parents. Then design the vision, mission, and goals by inserting character education.

## **2) Organizing**

Based on the findings, that organizing the quality of character education in realizing the noble character of junior high school students in boarding schools which includes the purpose of organizing, preparation for organizing, socialization of organizing, implementation of organizing and follow-up organizing. The principal said that the purpose of organizing is to prepare the human resources and resources owned by this boarding school in order to establish strengthening, cooperation, commitment and good relationships so that character education will run in accordance with the vision, mission, and goals. The noble values of character education and noble morals that will be transformed into the learners. This has implications for the management component, which organizes school stakeholders to create a school culture based on character education. This is done by the leadership of the dormitory (pontren), the principal, teachers, staff, and the school guard as part of the instrumental input.

In preparation for organizing, preparing human resources and their duties in schools and dormitories, the principal prepares several teachers to become vice principals for curriculum, vice principals for student affairs, vice principals for facilities and infrastructure, vice principals for public relations, preparing BK teachers, preparing subject teachers, preparing guidance teachers in intra-curricular activities (student council coach teachers), preparing extracurricular guidance teachers, preparing

picket teachers, and preparing administrative staff, supporters and school guards. The dormitory leaders prepare the dormitory director, prepare the administration, prepare the treasurer, prepare the teaching department, the public relations section, the Language mobilization section, the nurturing section, the facilities and infrastructure section, the kitchen section, the cooperative section, the homeroom teacher, and the extracurricular coach, as well as the student organization coach.

In the socialization of organizing, an organizing plan is conveyed to all residents of schools and dormitories. Convey who is on duty and convey various kinds of tasks. Then in the implementation of organizing, human resources are determined and determine task resources and coordination. The principal said that the implementation of the organization was carried out by appointing several teachers to be vice principals, BK teachers, guidance teachers and subject teachers, as well as picket teachers. In terms of resources, the principal said that several tasks related to improving the quality of character education were formulated, discussed, and conveyed to all school and dormitory residents.

Furthermore, in the follow-up of organizing, supervising, and evaluating and improving the implementation of organizing through organizational restructuring and developing the task of improving the quality of character education.

### **3) Implementation**

Based on the results of the study, that the implementation of integrated quality management of character education in realizing the noble character of students in boarding schools through the implementation of preparation, implementation of socialization, implementation of coordination and partnership, implementation of programs and follow-up implementation.

Schools and dormitories make preparations by preparing the vision, mission, and objectives of character education in schools and dormitories. The school and dormitory make preparations by conducting studies of the national curriculum and pesantren curriculum and character education policies, conducting internal and external analysis of the implementation of character education, preparing reference materials and reference

assessments as well as routine activities that will be carried out both in schools and dormitories in character education programs.

The implementation of socialization was carried out through the musyarawar of the principal with the wakasek and several teachers, the socialization meeting for the preparation for the implementation of character education which was attended by the school, dormitories and guardians of students and community leaders, and a meeting to strengthen the implementation of character education. In the implementation of coordination of character education with internal and external parties. The internal parties within the school and dormitory are: the principal, the head of the dormitory, the vice principal and dormitory, the teachers of the school and dormitory, the supervisors in the school and dormitory, and the staff in the school and dormitory. External parties are guardians of students, the government, education offices and community leaders.

Furthermore, in the implementation of the program, schools and dormitories carry out character education programs through classroom learning activities, intra- and extra-curricular activities in schools, learning activities in dormitories, coaching activities in dormitories, and internalization of character education values in the school environment and in the dormitory environment. Meanwhile, the follow-up is through internal supervision of the implementation of character education, receiving input and responses from subject teachers, intra and extracurricular guidance teachers, dormitory teachers and dormitory care guidance teachers regarding obstacles and problems, providing input and solutions to subject teachers, intra and extracurricular guidance teachers, dormitory teachers, and dormitory care guidance teachers on the problems of character education that are being implemented.

#### **4) Supervision**

Based on the results of the quality of character education in realizing the noble character of junior high school students in boarding schools which includes the purpose of supervision, supervision techniques, supervision analysis, supervision results and follow-up supervision.



The purpose of character education supervision is to ensure that the implementation of character education programs runs in accordance with the vision, mission, goals, and targets of character education programs both in schools and in dormitories. The supervision technique used is a direct supervision technique through observation and supervision sheets. Furthermore, supervision analysis is carried out by studying in advance what problems or obstacles occur during implementation and several alternative solutions have been prepared to overcome them.

Then the results of supervision include findings related to obstacles and problems in the implementation of character education through learning, through intra- and extracurricular activities, through learning activities in dormitories (pontren), and through coaching activities in dormitories. Meanwhile, the follow-up supervision of character education in schools and dormitories is carried out by improving the implementation of character education in classroom learning activities, intra and extra-curricular activities in schools, learning activities in dormitories (pontren) and coaching activities in dormitories.

### **5) Supporting factors**

Based on the results of the study, the supporting factors for improving the quality of character education in realizing the noble character of students in boarding schools include leadership, human resources, facilities and infrastructure, policies, and partnerships.

Leadership as a supporting factor for improving the quality of character education carried out in this boarding school is: (a) serving leaders, (b) motivating leaders, (c) Inspiring leaders.

The leadership has been carried out by the principal and vice principal as well as the dormitory leadership (pontren). Leadership that serves, motivates, and inspires all components of schools and dormitories in carrying out character education. The principal at SMP NU Darul Ma'arif always provides excellent service to his subordinates by providing all the help of thoughts, energy, and leadership resources that exist to all his subordinates.

Meanwhile, human resources as a supporting factor, that the principal and dormitory leaders along with the foundation ranks every

year always hold the admission of educators and education staff through selection. Prospective teachers and staff apply and then take part in various selections ranging from administrative selection, competency selection, psychological selectors and interview selection with the principal, dormitory leaders and foundations.

Then the facilities and infrastructure are one of the right media to convey the messages of character education for students interestingly and without realizing it, the message can be conveyed effectively. Then policies related to education, have been outlined in the vision of schools and dormitories. The policy of improving character education in boarding schools has been initiated in this vision.

Furthermore, it builds partnerships both with internal and external schools and dormitories. Internal school partnerships are carried out through the principal in collaboration with the vice principal, teachers, coaches, staff in terms of planning, organizing, implementing, and supervising character education in realizing noble character morals. The dormitory partnership (pontren) is implemented through the dormitory director in collaboration with the deputy dormitory leaders, dormitory caregivers, dormitory teachers, and dormitory staff. Then in external partnerships, schools and dormitories collaborate with student guardians, the community, and the government regarding budgets, policies, implementation, and supervision.

#### **6) Inhibiting factors**

Based on the results of the study, the inhibiting factors for improving the quality of character education in realizing the noble character of junior high school students in boarding schools include: management problems, HR problems, suggestions and infrastructure problems, policy problems and partnership problems.

Management that is not implemented properly will hinder the improvement of the quality of character education. The principal does not have special planning related to character education, there is no special organizing, only in the form of implementing character education in learning in each subject, there is no supervision related to the actualization of character education in learning, learning only focuses on delivering

material and exercises that are cognitive in nature only, no follow-up is carried out in various problems of implementing character education and so on.

Furthermore, based on the results of the study, hr problems as an inhibiting factor are teachers and staff. teachers have not fully implemented character education in each subject even though in making the syllabus and rpp include the values of character education. Problems with facilities and infrastructure are inhibiting factors, including the student environment, student health and student behavior. While the policy issue, the policy issued by the president and the ministry of education implemented in this school does not show alignment with the existing policies in the school, the misalignment can be seen from the absence of supervision from the school superintendent and the principal. Then in cooperation and partnership, schools and dormitories are carried out with certain teachers only, such as PKN teachers, PAI teachers, BK teachers, and Kepesantrenan Teachers.

7) Solutions to improve the quality of character education in realizing the noble character of junior high school students in boarding schools include

Based on the results of interviews with school principals, dormitory leaders (PONTREN) and teachers in schools and solutions to improving the quality of character education in realizing the noble character of junior high school students in boarding schools include: solutions to HR problems, solutions to student problems, solutions to problems of suggestions and infrastructure, solutions to policy problems and solutions to partnership problems.

## **Al Ishlah Islamic Junior High School Boarding School Balongan**

### **1) Planning**

Based on the results of the study, that planning to improve the quality of character education in realizing the noble character of students in this boarding school begins with making character education goals, preparing existing human resources and resources, conducting socialization, planning character education programs and establishing partnerships for planning character education programs.

Character education planning in this school is to compile several activity plans with the vice principal and also the foundation, the foundation provides an overview of education planning both in the school environment and in the dormitory environment, the foundation gives directions to the principal, dormitory leaders and all school and dormitory residents to know the education planning. Then the socialization of planning is carried out from the beginning of the students registering, given a guidebook and rules during the interview session with the guardian of the student, with the hope that the guardian of the student can understand from the beginning about the rules that exist in this boarding school, especially the rules in disciplining character and noble character.

Furthermore, the planning program carried out in this boarding school is by referring to the national curriculum and the pesantren curriculum as well as the results of internal and external analysis as well as educational report cards, prepared by involving stakeholders. Then collaborate with various parties, including the government, education offices, community leaders, and especially parents of students.

## 2) Organizing

Based on the results of interviews with principals, dormitory leaders and teachers in schools and in dormitories as well as existing observations and documentation, it turns out that organizing the integrated quality improvement of character education in realizing the noble character of students in boarding schools begins with making organizing goals, organizing preparation, organizing socialization, organizing implementation, organizing implementation, and organizing follow-up.

The purpose of organizing is to prepare the human resources and resources owned by this boarding school in order to establish strengthening, cooperation, commitment and good relationships so that character education will run in accordance with the vision, mission, and goals. The noble values of character education and noble morals that will be transformed into the learners. The organization of character education in this school is under the auspices of the vice principal for curriculum

related to programs and teachers, and the vice principal for student affairs related to the implementation of education for students.

The organization of character education in the dormitory is divided into two, firstly the academic field which requires teachers to internalize character education in all subjects of pesantren by making a kind of learning device. Second, in the field of islamic boarding school development, the caregiver teacher provides guidance on the actualization of character education values through daily activities in the pesantren environment with exemplary, habituation and discipline. Then the follow-up of the organization was carried out by improving the quality of character education services.

### 3) Implementation

The results showed that the implementation of improving the quality of character education in realizing the noble morals of students began with preparing, socializing, coordinating and partnering the implementation of character education, implementing character education programs and following up on the implementation of character education.

In the preparation of character education, by preparing the vision, mission, and objectives of character education in schools and dormitories, studying the national curriculum and pesantren curriculum as well as character education policies, conducting internal and external analysis, preparing reference materials and reference assessments as well as routine activities that will be carried out by students both in schools and dormitories in character education programs. The socialization was through the principal's deliberations with the wakasek and several teachers, the socialization meeting for the preparation for the implementation of character education which was attended by the school, dormitories and guardians of students and community leaders, and a meeting to strengthen the implementation of character education.

Coordination of character education with internal and external parties. The internal parties within the school and dormitory are: the principal, the head of the dormitory, the vice principal and dormitory, the teachers of the school and dormitory, the supervisors in the school and dormitory, and the staff in the school and dormitory. External parties are:

guardians of students, the government, education offices, and community leaders. Its partnerships are carried out with subject teachers in schools, intra and extracurricular guidance teachers in schools, dormitory teachers, and fostering teachers in dormitories and partnerships are carried out with parents of students through input, means, and appreciation about learners while at home. Meanwhile, implementing character education programs through classroom learning activities, intra- and extra-curricular activities in schools, learning activities in dormitories, coaching activities in dormitories, and internalization of character education values in school and dormitory environments.

Follow-up on the implementation of character education through internal supervision, by receiving input and responses from subject teachers, intra and extracurricular guidance teachers, dormitory teachers, and dormitory care guidance teachers related to obstacles and problems in the implementation of character education, then providing input and solutions to the problems of character education that are being implemented.

#### 4) Supervision

Based on the results of the study, supervision starts from the purpose of supervision, supervision techniques, supervision analysis, supervision results, and follow-up supervision.

The purpose of supervision is to ensure that the implementation of character education programs runs in accordance with the vision, mission, goals, and targets of character education programs both in schools and in dormitories. The supervision technique used is with direct supervision techniques through observation and supervision sheets, with supervision analysis carried out by studying in advance what problems or obstacles will occur at the time of implementation and several alternative solutions have been prepared to overcome these problems.

The results of the supervision found obstacles between teachers, coaches and dormitory caregivers when conducting coaching, namely the ineffectiveness of character building because the ratio of teachers and students was not comparable to 1:30. The vice principal also said that teachers and coaches and caregivers had difficulty in instilling character

values in students during learning activities. The difficulty of instilling this character is because most teachers, and coaches and caregivers are more focused on delivering learning materials in the classroom, intra- and extra-curricular as well as in dormitories. Then the follow-up by improving the implementation of character education in classroom learning activities, intra- and curricular activities in schools, learning activities in dormitories (pontren) and coaching activities in dormitories.

Furthermore, supporting factors for improving the quality of character education in realizing the noble character of students in this boarding school include leadership, human resources, facilities and infrastructure, policies, and partnerships. The mandated leadership has been carried out by the principal and vice principal as well as dormitory leaders (pontren), the admission of educators and education staff through selection. Improving human resources in character education is by conducting character education training for all school residents and holding in-house training for subject teachers, intra and extracurricular coaches, dormitory teachers, and dormitory caregivers.

Facilities and infrastructure as supporting factors for improving the quality of character education. All school facilities and infrastructure are one of the right media for schools to convey messages of character education for students interestingly and without realizing that the message can be conveyed effectively. School policies are made because of problems and these policies have the aim of improving the quality of character education.

The school internal school partnership is carried out by the principal in collaboration with the vice principal, teachers, coaches, staff in terms of planning, organizing, implementing, and supervising character education in realizing noble character. The dormitory partnership (pontren) is implemented through the dormitory director in collaboration with the deputy dormitory leaders, dormitory caregivers, dormitory teachers, and dormitory staff. Meanwhile, external partnerships, schools and dormitories collaborate with student guardians, the community, and the government regarding budgets, policies, implementation, and supervision.

### **5) Inhibiting Factors**

Based on the results of the study, the inhibiting factors for improving the quality of character education in realizing the noble character of junior high school students in boarding schools include: management problems, HR problems, suggestions and infrastructure problems, policy problems and partnership problems. On management problems, that in this school does not have special planning and special organizing of character education, only in the form of implementing character education in learning in each subject, there is no supervision related to the actualization of character education in learning, learning only focuses on delivering material and exercises that are cognitive in nature, not carried out follow-up on various problems in the implementation of character education, in the dormitory, special planning is also not carried out, character education is only carried out according to the values of leadership, more at the level of actualization of noble morals and religious values.

HR problems, based on research, that this school only has two teachers with an educational psychology background (BK teachers), other teachers have educational qualifications according to the subjects they are taught. The staff at this school are still partly ungraded. The problem of facilities and infrastructure is also an inhibiting factor because it has an impact on the problems of students in boarding schools.

Furthermore, the character education policy issued by the president and the ministry of education implemented in this school, does not show alignment with the policies in the school, there is no special supervision from the school superintendent. Schools and dormitories partner only with internal parties. This is as stated by the principal and dormitory leaders who said that cooperation and partnerships in character education are carried out by schools and dormitories with certain teachers only, such as PKN teachers, PAI teachers, BK teachers, and Leadership Teachers.

### **6) Solution**

Based on the results of the study, that solutions to improve the quality of character education in realizing the noble character of junior high school students in boarding schools include: improving human



resources and management, student discipline, adequate advice and infrastructure, intersecting policies and establishing various partnerships.

In improving human resources and management, schools and dormitories organize training and develop character education models in realizing noble morals. The activity is carried out in a continuous and directed manner. On student problems, organize counseling guidance activities before, during, and after learning activities are held. In the dormitory each room there are 20 to 25 students have one parenting staff.

In facilities and infrastructure, improvements will continue to be made in terms of quantity and quality. adequate learning facilities and resources as an effort in order to make character education a success, so that the curriculum that has been designed can be implemented optimally. Facilities and learning resources that need to be developed in supporting the success of improving the quality of character education in realizing the noble character of students include laboratories, learning resource centers, and libraries, as well as management personnel and improving their management capabilities.

The solution to the alignment of education policies is to include the values of character education into the educational curriculum in schools and dormitories. Meanwhile, the solution of increasing the partnership network is taken with the government in terms of policies and nods, establishing partnerships with parents and the community in terms of support and financing, establishing partnerships with academics and character education practitioners in terms of improving the quality of character education services, and establishing partnerships with school and dormitory residents in terms of implementing, developing and improving the quality of character education in realizing the noble character of students.

## **2. Discussion**

### **Planning**

Teachers are committed to carrying out their duties and responsibilities as educators in schools and dormitories. As Mulyasa, that "in the success of character education in schools is related to the figure of the teacher, namely the teacher who can be bullied and imitated, because

the teacher is an important factor that has a great influence, even very decisively the success of students learning" (Mulyasa, 2018)

Planning is based on the school's policy of values that are core values and core bussines. Based on research, the planning uses learning strategies implemented by teachers so that students actively participate in the learning process in the classroom and outside the classroom. The role of students in this learning process directly develops character values related to never giving up, daring to ask questions, creativity, discipline, responsibility, daring to try, respect, honesty, independence, and the spirit of achievement. This is carried out to form personal and student competencies.

## 2) Organizing

Organizing the quality improvement of character education is the effort of the principal and dormitory leaders in harmonizing a group of different people, bringing together various interests, and utilizing all abilities in a predetermined direction. The function of the principal and the leadership of the foundation here is to be able to place the human resources owned in the appropriate duties and authorities in the sense of the right man in the right place. As Rifa'i said: Organizing there are staffing activities (placement) and mixing of all organizational resources. Organizing is a process of managerial activity to build an organization that is given the task of carrying out a predetermined plan in order to achieve the goals of the organization (Rifa'i, Muhammad, 2019)

## 3) Implementation

The implementation of improving the quality of character education in schools and dormitories can be carried out by strengthening the process of developing the affective realm completely, gradually and continuously both in formal, informal, and non-formal educational institutions. The affective domain can be developed based on emotional aspects, as is the case with interests, talents, attitudes, feelings, obedience to morals, empathy, self-management and so on. The process of forming this effective realm as explained by Krathwohl, Bloom, & Masia, there are five stages that can be done, namely: receiving (acceptance), responding (response), valuing (assessment), organization (organizing), and

characterization (characterization) (Krathwohl, D. R., Bloom, B. S., & Masia, 1973). Character education also involves four other affective elements, namely: interest, attitude, value, and appreciation.

#### 4) Supervision

Supervision or evaluation and control are one of the integral parts. Based on research, the evaluation system with a dormitory system (pontren) is carried out with authentic evaluation techniques (authentic assessment). Authentic assessment is used in schools using a variety of assessment techniques both in process assessment and in the assessment of results. Authentic Assessment is used by teachers to assess the competence of learners. Process assessment is carried out through observation and reflection to improve learning programs and improve the quality of services to students (Mulyasa, 2013)

Then an authentic assessment is carried out by the teacher to find out the ability of students in the learning process at school and in the dormitory. This assessment technique is considered very appropriate to find out the ability of students in each competency and character values formulated.

#### . 5) Supporting Factors

Factors supporting the improvement of the quality of character education include leadership, human resources, facilities and infrastructure, policies and partnerships.

The leadership of the principal has an important and strategic role in realizing the vision, mission and objectives of the school. The professionalism of the principal will show the quality of the school's performance. Furthermore, teachers are human resources who play a role in shaping the good character and noble character of students. As a quality teacher according to Mulyasana that "Quality education is born of quality teachers". In Law No. 14 of 2005 concerning Teachers and Lecturers chapter 1 article 1, that:

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education on the path of formal education, primary education and secondary education. The position of teachers

as professionals is intended to increase the dignity and role of teachers as learning agents serves to improve the quality of education and national education (Republik Indonesia, 2005)

In infrastructure, the quality of character education will be realized with adequate facilities and infrastructure. According to Mulyasa, that "the key to the success of character education is with adequate facilities and learning resources (Mulyasa, 2018).

Policies that underlie and regulate the implementation of government policies on character education in formal education management units, including;

- a) Law Number 20 of 2003 concerning the Indonesian National Education System
- b) PP Number 19 of 2005 concerning Indonesian National Education Standards (Pemerintah RI, 2005)
- c) Presidential Regulation of the Republic of Indonesia No. 87 of 2017 concerning Strengthening Character Education
- d) Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units (Permendikbud RI No 20 Tahun 2018, 2018)
- e) Law Number 18 of 2019 concerning Islamic Boarding Schools (Republik Indonesia, 2019)
- f) Vision, mission, character education programs in schools and dormitories (pontren)

Schools and dormitories carry out the alignment of character education policies and noble morals ranging from the highest policies to derivative policies in schools and dormitories and a commitment to implement them through the cooperation of all school and dormitory residents involving the government and the community so that these policies can be implemented properly so as to realize the improvement of the quality of character education.

In the educational partnerships that are established, there are several legal foundations used in implementing educational partnerships, including:

- a) PP Sisdiknas Number 19 of 2005, article 49 paragraph 1 and article 61 paragraph 1 (Presiden Republik Indonesia, 2005)
- b) Law No. 17 of 2007 on national development plans 2005-2025

Based on these regulations, schools need to establish partnerships with various parties in order to improve the management of education, especially improving the quality of character education.

#### 6) Inhibiting Factors

Factors hindering the improvement of the quality of character education, including management problems, hr problems in schools by school principals and dormitory leaders, school teachers and dormitory teachers, school staff and dormitory staff are the lack of maximum understanding, attention, and strengthening the role of teachers and principals.

Based on research, in these two schools, the infrastructure is not optimal so that it has an impact on the suboptimal character education program. A very broad and beautiful school environment can actually be used as a source of contextual character learning, but most of them do learning only in the classroom. The problem of character education policy as perpres no. 87 of 2017 concerning the strengthening of character education and permendikbud no. 20 of 2018 concerning strengthening character education in formal education units, in these two schools have agreed to the policy, but there is still a lack of control role from the policymakers (Permendikbud RI No 20 Tahun 2018, 2018). This has led to the inconsistent implementation of character education and also the success rate of character education achievements is less significant both at the central and regional levels.

Furthermore, the problem of partnership, in these two schools is only limited to partnerships in the internal schools, has not been fully established with parties outside the school. This causes limited resources owned by the school in order to realize a comprehensive and maximum character education program.

## 7) Solution

Solutions to improve the quality of character education include improving human resources educators, fostering student discipline through student discipline coaching which is carried out since the beginning of the implementation of activities in schools and dormitories. Schools and dormitories carry out student discipline development through making rules and regulations, providing punishment to students who violate the rules, rewarding students who obey the rules, and consistency in enforcing rules, punishments and rewards by giving teacher example to students and students carry out the habit of carrying out all rules and abandoning all prohibitions in schools and dormitories in daily life.

Then the development of facilities and infrastructure, the development of facilities and infrastructure as well as learning facilities and resources in schools and dormitories. The development of these facilities and infrastructure is by cooperating with the government and the community in terms of nodes and arrangements. Furthermore, strengthening policies with the vision, mission and programs to improve the quality of character education in schools and dormitories is a strengthening of character education policies issued by the government. Then on expand the partnership. Schools and dormitories can improve the quality of character education by collaborating in partnership with various components, all school residents, the government, other educational institutions, and the community.

## **E. Conclusion**

Concluded in general, that the management of improving the quality of character education in realizing the noble character of students in boarding schools that are oriented towards improving the quality of complete and integrated character education services involves all components of the school, both internal and external in accordance with the vision, mission, goals and programs of the school which must be realized in a certain period of time through the analysis of the resources owned, both HR and other resources. In fact, the management of improving the quality of character education in realizing the noble

character of students in boarding schools is still considered ineffective because it still faces several obstacles, especially the human resources owned and other school resources owned. The management of improving the quality of character education in realizing the noble character of shiva in boarding schools in the two schools has not been optimally carried out according to the stages of management. Quality improvement management has been implemented although not all principles of quality improvement management are running as they should. This has implications for the non-optimal strengthening of character education in realizing noble akhlak and is constrained because it is hampered by various obstacles.

### **Acknowledgment**

Article entitled Management of Improving the Quality of Character Education in Realizing the Noble Morals of Junior High School Students in Boarding Schools (Descriptive Study at NU Darul Ma'arif Kaplongan Junior High School and Al Ishlah Islamic Junior High School Balongan, Indramayu Regency). is entirely the result of Kartono's work through a scientific research.

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