MANAGEMENT OF CHARACTER EDUCATION IN SCHOOLS (CASE STUDY ANALYSIS IN SMA TERPADU KRIDA NUSANTARA BANDUNG)

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Abstract

The decline of national values caused by the weakness of character education. This research aims to gain an overview of the character education management in high school-based boarding school in Bandung. The method used is descriptive qualitative approach method and technique of triangulation. Research results show that management education character was made based on the appropriate program of management and the functions are used. The conclusion that the management of character education in high school-based boarding school in Bandung was made from planning, organizing, implementing and monitoring that in it there is the assessment process although those are not optimal.

Keywords: *Character Education and Management*

A. Introduction

The problem of low character occurs at the learning level, both in regular, full day and boarding schools so that it has a negative impact on the implementation of character education programs, both in terms of planning, organizing, implementing, monitoring and evaluating. This problem occurs due to the inadequate provision of curricula, infrastructure, human resources and costs plus the lack of concern and the lack of involvement of families, communities and all stakeholders regarding character education.

Technological advances and times have had a huge impact on moral crises in children. The development of technology today will result in the erosion of children's morale. This is influenced by the circulation of information from social media which has a negative element content every time it is always consumed by children that are not suitable for viewing at basic age. In addition, the resulting effect will affect the tendency of modern behavior (westernized culture) and the occurrence of local culture drought which has its own peculiarities.(Purniadi Putra, 2019).

Various social phenomena that occur at this time is very worrying, from various conflicts of moral ethical life degradation that occur in Indonesia in varying scope. According to Thomas Lickona (P Putra & Aslan, 2019), there are 10 indications of a decline in consciousness that is happening in the community at this time including: (a) violence and anarchy, (b) acts of theft, (c) fraudulent acts, (d) neglect of the applicable rules, (e) brawls between students, (f) intolerance, (g) the use of bad language, (h) premature sexual maturity and irregularities, and (i) self-destructive behavior.

According to Ginanjar & Kurniawati (Mutmainnah, 2020), the factors that cause moral crisis in students can be viewed from various things including; Lack of students in understanding the importance of moral education and social wrong factors, mass media, both print and electronic media which damage social morals, especially in adolescence, who are experiencing development and are easily influenced by cultures that are not good for their mental development, the influence of globalization and science and technology that is so fast is also one of the causes of moral degradation of students. Indeed, the very rapid development of the world of science and technology lately has a very fatal weakness, because it does not base itself on the conception of the tauhid creed. As a result, which is very dire for human life is becoming more visible, human dignity is getting worse.

Character education is efforts that are designed and implemented systematically to help students understand the values of human behavior related to God Almighty, themselves, others, the environment, and

nationality that are manifested in thoughts, attitudes, feelings and actions based on religious norms, law, manners, culture and customs, this is in accordance with (Nasional, 2011), character education aims to develop the values that shape the character of the nation, namely Pancasila, namely as follows; (1) develop the potential of students to become human beings with good hearts, good thoughts, and good behavior, (2) building a nation with Pancasila characteristics and (3) developing the potential of citizens to have a confident attitude, be proud of their nation and country and love mankind .

Shaping the character and morals of students, not by teaching them with verses, arguments, or the like. According to Lickona (E.Mulyasa, 2016) that the importance of three components of character (component of good characters), namely moral knowing, moral feeling or feeling about moral, and moral action or moral action. Moral indicators knowing; moral awareness, knowing moral values, taking other people's point of view or perspective (perspective-taking), understanding the meaning of moral (moral decision), knowing oneself (self knowledge). Indicators of moral feeling include conscience, respect for yourself and others (self-esteem), understand the emotional condition of others (empathy), love the good, control yourself (self-control), open to the truth and maintaining humility. Meanwhile, the indicators of moral action include the ability to think, feel and act morally (competence), have the desire and moral energy (will), and have habits.

Character education will go well with the use of management ,. Management is a process consisting of planning, organizing, mobilizing and controlling to achieve goals. According to (Siswanto, 2015), management is the science or art of planning, organizing, arranging, directing and controlling resources to achieve predetermined goals. If the manager is good at carrying out management functions, then the results will be good too, so if the opposite happens, if the manager is not good at carrying out management functions, then the results will be less good. In line with (Hary, 2018), it is stated that management is what managers do. Based on this, it will be more focused and easier to achieve in order to achieve the expected goals if the application uses management according

to the steps taken. According to Terry (Syafaruddin, 2005) states that management is the ability to direct and achieve the desired results by empowering people and other resources. Management according to Stoner (Helmawati, 2015), defined as the process of planning, organizing, leading and controlling the work of organizational members and using all organizational resources to achieve the organizational goals that have been set.

Based on this, the purpose of holding this research is to obtain a description so that it can be described about the management of character education in schools in order to improve and develop the character values of students properly through planning, organizing, implementing, monitoring and evaluating as well as the results of developing values. character at school.

B. Method

The approach used in this research is to use a qualitative approach, namely through an approach that is carried out by collecting information in the form of words or descriptions without requiring calculations. Researchers obtain data and statements from the results of direct interaction between researchers, the object under study and the people in the research area. While the method used in this research is descriptive method by describing, analyzing and uncovering phenomena in the form of planning, implementing, organizing, monitoring and evaluating character education programs. The data described comes from interview manuscripts, field notes, photos, videotapes, personal documents, notes or memos and other official documents. This study examines forms, activities, characteristics, changes, relationships, similarities and differences with other phenomena. Furthermore, the technique used in collecting qualitative research data is through observation, interviews and the use of documents or known as triangulation, which according to (Sugiyono, 2017) triangulation is a data collection technique that combines various data collection techniques and existing data sources. By describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups regarding information about planning, organizing, implementing, monitoring and evaluating

character education in schools. The procedure, which is carried out from the early stages of this research, formulates the problem and is carried out before the researcher goes to the field, then the researcher observes the place of research while it is taking place in the field even to the writing of the research results. The researcher then recorded the data found in the field regarding planning, organizing, implementing, monitoring and evaluating the results of character education in schools.

After all the data is collected, the data is analyzed and processed using this data analysis so that the results of this study are expected to produce a valid final conclusion. This data analysis was made through three methods of analysis, namely data reduction, data presentation and data verification. In this study the data were analyzed interactively and took place continuously until they became large and large like snowballs. That is, the data obtained from observations, interviews and documentation studies on planning, organizing, implementing, evaluating and the results of character education in school. starting from the beginning of the study in the form of a description or description of an object that was previously unclear, there was no bright spot, then after being examined it became clearer. collected as much as possible until it is saturated and there is no more data left to be collected again to be further reduced and presented and drawn into a valid final conclusion.

C. Finding and Discussion

The results of research findings regarding character education in schools, obtained data that schools have implemented character education management, including: planning, organizing, implementing, supervising or controlling in which there is an assessment process, as well as activities in dormitories. In planning, SMAT Krida Nusantara created its own curriculum, namely the national curriculum by developing character values that have been determined by the foundation, namely nationalist character of State defense and religion as superior values that are relevant to the vision, mission and goals of the school. It was also found that there are still teachers who have not made planning programs for other character values that are in accordance with the planning contained in the educational planning program in extra-curricular, co-curricular and

school culture intra-curricular activities. In organizing, SMAT Krida Nusantara created two organizational structures for schools and foundations but did not make any special organization for its own character education program.

Meanwhile, in terms of implementation, it was found that SMAT Krida Nusantara focused more on the superior character of nationalism, namely the character of State defense. These superior character values are further developed through curriculum activities, education participation, school culture and habituation. Apart from nationalism, religious and skills are also developed. It's just that in the implementation of character education that is integrated into intra-curricular, extra-curricular and co-curricular activities, there are still teachers who have not implemented other character values in accordance with the planning contained in the lesson plans and so on.

Supervision of character education is supervised by the Krida Nusantara Foundation and school principals who in its implementation together with teachers, educators and education personnel, parents, school committees and community supervision, both in intracurricular, co-curricular and extracurricular activities or class-based, culture-based community schools and culture-based, it's just that the highest control is under the full supervision of the foundation because the school is under the control of the foundation.

This is bad in theory (Hasibuan, 2011), that the badness of this direct supervision method is that it will result in a manager's time being consumed, so that time for other work is reduced, for example planning and others and reduces the initiative of subordinates, because they feel that their superiors are always watching them.

Schools have used management, including planning, organizing, implementing, monitoring and evaluating or assessing. It's just that, character education planning that is integrated into learning activities in intra-curricular activities contained in learning tools, there are still subject teachers who have not planned, prepared, selected and decided to include character education content that will be implemented in learning, this is because they are still unequal training in curriculum development that

includes character education in learning, lack of understanding of science, ignorance or lack of understanding of how to make planning programs that contain character education in teacher learning tools and so on because in essence the planning of activities must be prepared, selected and decided to be carried out further.

As planning according to theory (T. Hani Handoko, 2015) that planning is the selection of a set of activities and subsequent decisions what to do, when, how, and by whom. Discussion of the findings of character education planning in schools, it can be said that character education planning has been prepared and planned by selecting or determining the character values developed in schools towards national character values in learning activities, as well as planning human resources by being given main tasks in accordance with their respective functions so that the program can run well and consider the present and future times so as to achieve the expected goals.

Character education materials are designed and planned in an integrated manner which is integrated into the three main lines of education, namely integrated in; 1) Intracurricular activities, by including material containing the values of character education through learning in all subjects, 2) through co-curricular and extracurricular activities, and 3) through cultural and habituation activities that are interrelated with one another and influence each other This character development is prepared and planned using techniques or models of coaching, habituation, modeling, motivating and enforcing rules.

According to (Zuchdi, 2008), that the cultivation of values is rooted in the formation of noble character / morals emphasizing four things, namely the inculcation of values, exemplary values, facilitation, and the development of academic and social skills. Organizing character education in schools has developed two organizational structures, namely the dormitory organizational structure and the school organizational structure. made in accordance with the main tasks and functions of each and a separate decree is made to make the character education movement successful, it's just that a special organizational structure has not been created for a separate character education program so that it is still

integrated into the school organizational structure, however, the human resources contained in the school organizational structure can can carry out character education in accordance with the main task and function in developing character education values developed in schools for the success of character education programs so that the goals are achieved. As is (Ujang Cepi Barlian, 2014) states that human resources are very influential on a program that is made. In every activity, the human factor is the key to the success of these activities.

To achieve the goal of character education as expected, it is carried out with good cooperation from all human resources arranged in an organizational structure, with the main person in charge, namely the foundation and the daily responsibility by the principal as well as daily tasks by teachers who are given their respective duties and functions. each in a work mechanism according to a mutually agreed schedule.

Implementation of Character Education in high school-based boarding school in the city of Bandung implementation is in accordance with the planning made in the school. Supervision of Character Education in high school-based boarding schools in the city of Bandung is controlled or supervised by the Foundation together with the principal who is then also supervised by educators and education personnel, parents, school committees to supervision by the community, both on intra-curricular activities, ko -curricular and extracurricular activities of culture and habituation which are carried out through a system of teaching, habituation, modeling, motivating and enforcing rules but the highest supervision is carried out entirely by the foundation.

Character education in this boarding-based school has an important role in building the character of the nation's children because for 24 hours continuously the boarding school applies, so that they can be trained and accustomed to getting character education in three educational environments, as a good collaboration between family and non-education formal in the community.

According to (Handayani, Barlian, & Ujang Cepi, 2014), states that character education has an important role in building the character of the nation's children, someone will have good character if they are trained

from an early age to get used to doing good deeds and see good examples whose initial formation is in informal education, namely the family environment as the most learning place early and non-formal education in the community.

Based on this, students get the results of character education in accordance with the expected character values which are reflected in the output of graduates which emphasizes religious beliefs, faith and devotion to religious love (religious) and love of the motherland (nationalist) which includes the knowledge component, awareness or willingness and action to carry out character values, both towards God, themselves, fellow humans, the environment and the State that grows from the souls of students and is reflected in the daily lives of students. Students in school get character education results that have an impact on the results of academic competency scores and skills. This can also be seen from the results of the students' graduates in boarding school-based schools, many of whom continue to higher education levels as expected. This means that students who receive character education will be aligned in obtaining good academic results, spiritual attitudes, social attitudes and skills.

E. Conclusion

Character education management in planning school activities through three main channels, namely integrated through learning activities, integrated through extracurricular and co-curricular activities as well as acculturation and habituation activities. The organizing stage, only limited to using organization in the existing organizational structure in schools, has not yet created a special organizational structure for character education so it cannot work together better. Furthermore, in the implementation stage, the implementation process is limited to a program implemented according to the character values developed. Supervision or control of Krida Nusantara High School's character education has been running optimally, but it is not entirely implemented according to the existing theory so it must be developed especially in the steps of comprehensive supervision of each personnel. Not only relying on supervision from foundations or school principals so that supervision is carried out which is continued at the assessment stage, so that it is more real and cooperative and authentic. Furthermore, the supervision process which is continued with an assessment, shows that there are still aspects

that are not optimal, including in terms of steps and human resources in carrying out supervision followed by character assessments, this indicates that the supervision of character education carried out in schools is not optimal. The results of character education in high school based on boarding school have been successful according to the existing theory, to become a human with the character as expected, although there are still a few whose results are not optimal. Only limited to the application of the results of academic competence in knowledge and skills. There are still character education results that are not in accordance with the character values developed in schools which are reflected in the output of graduates that are more emphasized on religious beliefs, faith and devotion, love of religion (religious) and love of the homeland (nationalist) including components of knowledge, awareness or willingness , and actions to carry out character values, both towards God, oneself, fellow humans, the environment, and the nationality so that they become humans with superior character as expected.

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