

Management of Strengthening Character Education Through Example and Characteristics

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ABSTRACT

This study aims to describe the real situation/state of the management of character education through example and habituation in schools. The approach taken in this study uses a descriptive qualitative approach. Data collection techniques were carried out by observation, interviews, and documentation. Data analysis was carried out in three steps; data condensation, data presentation, and conclusion drawing. The conclusions of this study indicate: a) program planning to strengthen character education has several stages, namely observation, coordination, compiling work programs, program implementation, supervision, and evaluation, b) school principals are assisted by teachers, vice principal and related parties c) program implementation through four stages of activities, namely integration, exemplary, civilizing/ habituation , and cooperation with parents, d) direct program supervision process, e) program evaluation through the stages of evaluation preparation, data processing, and improvement. The findings in the field can be ascertained that the management of character education through exemplary and habituation is in accordance with the theories of several experts and the field in every process of activity in management to improve character education through exemplary and habituation continuously in one period according to the existing situation and conditions.

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Introduction

Etymologically, management is a translation of English management. Management is a process in order to achieve goals by means of having people and other organizations, meaning that "Management as a process of planning, organizing filling leaders, staff, and controlling to optimize the use of implementation resources effectively and efficiently" (Hidayatullah, 2010). Management is the process of planning, executing, directing, controlling, and controlling Organizational Resources in achieving its goals. Core in the sense of Management is a process, method, art, or activity. The processes of management activities include planning, executing, monitoring, controlling, directing, directing, and so on. S. Hardhienata (Setyaningsih, 2021).

Education is an effort to prepare students in the future, has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian

nation. The education in question must be in accordance with the target goals that have been formulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 3 reads: The purpose of National Education is to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the law states that education works to shape character. This character is called character. Character education has an important role in moral formation. Character is related to moral concepts, moral attitudes, and moral behavior, (Thomas Lickona, 2012). Based on these three components, good keywords are supported by knowledge of goodness, the desire to do good, and do good deeds as well.

(Muslich, 2011) Stating that character education is a system of understanding character values to school members which includes components of knowledge, awareness, willingness, and action to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that they become human beings. Character is the typical good values (good values, willing to do good, real good life) which are embedded in oneself and manifested in behavior. The relationship with education, that character education is defined as value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain, realize and improve in everyday life with good intentions. (Setiawati, 2017).

Rahardjo (2010: 16) states that character education is a holistic educational process that connects the moral dimension with the social realm in the lives of students as the foundation for the formation of a quality generation who are able to live independently and have agreed principles of truth.

Strengthening character education is a continuation and process of the national character education movement which began in 2010. Strengthening character education (character education) or moral education (moral education) today needs to be implemented to overcome the moral crisis that is currently engulfing this country. These crises include increasing social interactions, such as illegal drugs (drugs) and pornography. Apart from these two cases, violence against children and adolescents is also rampant, theft, cheating habits, and brawls which have become social problems which until now have not been completely resolved.

Therefore, it is necessary to strengthen a movement for Strengthening Character Education which is applied to educational institutions, namely schools. As a formal educational institution, the school prepares students to be able to make themselves capable, skilled in overcoming the problems of life and life, and later become independent human beings, according to the ideals and expectations of the nation. The running of an educational institution is not only determined by the school, but also by the wider community as a supporter, the government as a policy maker is the main scope that must work together to achieve the ideals and expectations of an education. This is in line with the Government's policy through the Ministry of Education and Culture, Research and Technology in realizing the goals of national education, developing the character of students, increasing literacy interests and abilities, developing various kinds of student learning in fulfilling the requirements to achieve 21st century skills that are critical, creative, communicative and collaborative in an atmosphere of in the midst of the Covid-19 pandemic. Therefore, in the context of character education goals, there needs to be good management and synergy between the various components of education involved, both formal, non-formal, and

informal, both in schools, families, and communities. This is in accordance with the principle of Reinforcement Character Education in the Presidential Regulation of the Republic of Indonesia Number 87 article 5 of 2017 concerning Strengthening Character Education, which is oriented to the development of the potential of students, the application of exemplary through habituation all the time in everyday life in the school environment.

Based on some of the explanations above, it can be concluded that in realizing character education, it can be done by instilling character values into students as a foundation for the creation of independence in everyday life. So that in the future we can become human beings who have the right principles of life and can be made easier.

Hery Noer Aly (1999 :178) the meaning of the word "exemplary" in the same sense that is to give an example. The same thing was conveyed by Nurdin (2019) Exemplary is an attitude that exemplifies previous values that can be imitated by many people and can be said to be intentional. Exemplary views in a broad sense, namely respecting the words, attitudes and behaviors inherent in educators (Aqib, 2011: 86). Exemplary in the realm of education is a way of educating by giving examples, so that students can imitate both in terms of words, actions, and ways of thinking and many other positive things, therefore an educator should be careful in thinking and speaking.

Habituation is also important in the activities of the learning process. This is very important because any knowledge or behavior gained from habituation will be very difficult to forget or lose, so this method is very useful for educating children. Habituation comes from the basic word ordinary is common / often. Habituation is the process of inculcating a habit, seeking an action to get used to it, so that a person does not realize what is already there because it has become a habit. Therefore, habituation in education is an educational process that takes place by getting students to behave / behave, speak, think and do certain activities according to good habits, because not everything that is done is good / right. Therefore, in the management of character education instilled in children, both at school, in the community, at home, of course, it cannot be separated from the example and habituation of the adults around them.

Method

Research was conducted by the author using a descriptive qualitative approach. Qualitative research is based on the philosophy of post-positivism, because it is useful for examining natural objects, (as opposed to experimental researchers) contributing as a key instrument, sampling, data sources are carried out purposively and snowball, collection techniques are triangulation (combined), data inductive/qualitative, and qualitative research results are more meaningful than generalizations (Sugiyono, 2011: 299). (Bodgan, R., C., & Biklen, S., 1982 :27-29); Frankel & Wallen (1998: 379-401), describe that the qualitative characteristics are: (1) The background of the researcher is as an instrument, (3) is descriptive, (4) Qualitative research is more about the process than the results, (5) Data analysis is carried out inductively, and (6) qualitative research is more important. Danial (2009, p. 62) "descriptive method is a method that aims to systematically describe a situation, the condition of the object of study at a time accurately". The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena under investigation. In terms of collecting data obtained from various sources, backgrounds, and various ways in this research is through library research, literature study is the first step in data collection. Literature study is data collection that is directed to search data and information through

documents, both written documents, photographs, pictures, and electronic documents that can support the process of writing research reports. According to (Sugiyono., 2017) document study is a complement to the use of observation and interview methods in qualitative research. Even the results of qualitative research will be higher if it involves/uses document studies in its qualitative research methods. In addition, data collection techniques were carried out by interviews and observations, notes, reports and documents obtained from the principal, vice principal and related parties in it. The data is collected and then analyzed and interpreted, then said as a result of research from the validity of existing data sources.

Results and Discussion

Management Planning for Strengthening Character Education through Exemplary and habituation.

The real step in planning character education at SMAN 28 Jakarta is to socialize the importance of character education in schools which is based on the output of education so far that does not appreciate character education and estimates of the need for human resources which are very important in global competition.

The basis for planning for Strengthening Character Education is the government regulation regarding continuing character education, the results of observations, and the results of data collection. The basis for planning the Character Education Strengthening number can be as follows: 1) government regulations regarding Strengthening Character Education, namely Presidential Regulation of the Republic of Indonesia 87 of 2017 concerning Strengthening Character Education, 2) based on field observations which include observations of school environmental conditions, based on observations of human resources (teaching and education staff) and observation of the results of student behavior, (3) Analyzing or processing data.

The stages in planning for Strengthening Character Education at SMAN 28 Jakarta, consist of: 1) conducting a study of regulations related to Strengthening Character Education. 2) Observations to determine the condition of the school environment and the characteristics of students. 3) Meeting coordination to determine the coordinator 4) Coordinator with team members prepares the program 4) implementation of the realization of the program that has been determined 5) Monitoring and evaluation to unite that implementation is running according to the planned program and obstacles are found as an evaluation to improve the quality of the program to make it more good. Planning for Strengthening Character Education is formulated in the form of the SMAN 28 Jakarta Work Program, namely:

1. Student welcoming activities
2. Tadarus / reflection, morning motivation
3. picket cleaning class,
4. Prayer before and before the end of learning
5. The integration of integrated character strengthening in learning
6. Dhuhur prayer in congregation
7. Basic Leadership Training Activities for Class X Students at SMAN 28 Jakarta .
8. Student Council/MPK Leadership Basic Training Activities
9. THALASSIC SMAN 28 Jakarta Inter-School Competition
10. ASEAN ROBOTIC Competition
11. Basic Scout Actualization Training
12. Workshop on Strengthening Faith and Taqwa
13. Social service and teaching at SMAN 28.

During the planning process for the Strengthening Character Education program at SMAN 28 Jakarta, several parties were involved, including: educators, education staff, committees, and representatives from the Education Office, namely Supervisors. The involvement of these parties is certainly very important to support the success of the Education Strengthening program through Example and Habituation at SMAN 28 Jakarta. Effectiveness and efficiency in school planning must be programs that are flexible/ flexible and centered on virtues and character education for students, which include learning programs, teaching, curricular development, training participants, school finances, curriculum elaboration into teaching materials, school buildings, laboratories, libraries, and school relations with the community (Sagala, 2012). Therefore, planning is said to be effective if the principal involves teachers to take part/cooperate in an effort to streamline school programs through collective efforts with teachers to achieve the goals that have been set effectively and efficiently. The findings obtained by researchers in the field regarding the planning formulated in the Education Strengthening Program through Modeling and Habituation at SMAN 28 Jakarta are in accordance with the theory that has been carried out by the experts.

Organizing the Management of Strengthening Character Education through Exemplary and Habituation.

Organizing is an effective relationship between individuals, so that they can work together efficiently, with personal satisfaction in terms of carrying out tasks in environmental conditions to achieve certain goals, (Hasibuan, M, S, 2011) An educational institution/institution certainly requires an organization to be more well- organized, it is useful to make it easier for an organization to carry out the agreed plans previously.

In the management of Strengthening Character Education, the Principal as the person in charge of the activities, is assisted by the deputy principals and related parties. As for the description from the management program to strengthen character education are: (1) school principals, as the person in charge of school activities and policies, (2) vice principal, assisting the principal in program preparation, program implementation, supervising the program, and evaluating the running of the activity program, (3) the relevant parties as the executor of the activity.

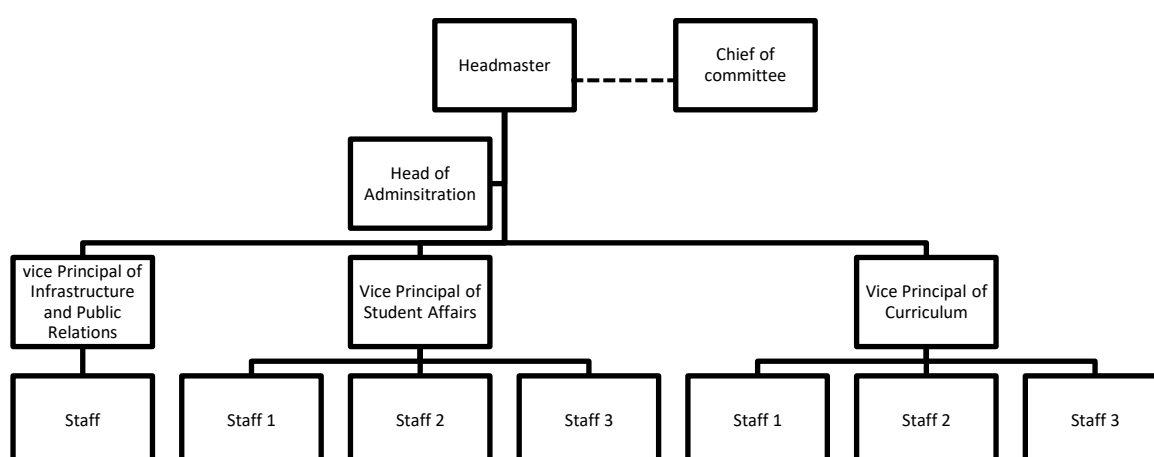


Figure 1. Organizational Structure of SMAN 28 Jakarta

Implementation of Character Education Strengthening Management through Example and habituation.

The implementation of character education management is the realization of planning previously set. As for the implementation of the activities , as follows: 1) integration, to adjust the agenda of program activities school , 2) exemplary, is an example that can be imitated by students in terms of that have been taught or exemplified by teachers in schools, 3) civilizing, can be interpreted as a habituation activity that contains elements of five main values to improve character education, religion, nationalism, mutual cooperation, independence, and integrity, 4) cooperation with all teams involved in school activities both from internal to external schools , to the success of the school program and provide support for the running of the program improve character education through example and habituation.

The implementation function here is a movement from planning and organizing activities (Amtu, 2013). The emphasis of the implementation function is the creation of cooperation between members of the organization as well as on the increase the morale of all members in order to achieve organizational goals. Its implementation is more emphasized on activities that are directly related to individuals or organizations (Febirauqa, 2012). Direction and guidance activities as the implementation of implementation in management require and develop effective and efficient communication. implementation is the implementation of planning and organizing that has been determined so that it can produce output as expected (Husein, 2019). The work programs that have been implemented in the Management of Strengthening Character Education through Example and Habituation at SMAN 28 Jakarta are:

1. Welcoming students at the gate, getting students used to greeting, respecting teachers, friendly smiles, and polite character.
2. Tadarus/reflection, morning motivation and singing the anthem Indonesia Raya at 06.30-07.00 WIB, familiarizes students with religious, disciplined, literative, and nationalist characters.
3. Class cleanliness picket, student learning character of cooperation (mutual cooperation), and care for the environment,
4. Prayer before and before the end of learning, religious character learning.
5. Integration strengthens the integrated character in learning, through discussion, problem solving, debate, project and presentation learning activities.
6. Dhuhur prayer in congregation, an example by teachers and school principals as well as habituation for students.
7. Basic Training Activities for All Students which were attended by class X students at SMAN 28 Jakarta . Activities were carried out virtually during the Covid 19 pandemic or at Kopassus Cijantung in the period before the Covid 19 pandemic. The material includes line education, discipline, leadership, cooperation, and national insight
8. OSIS/MPK Leadership Basic Training Activities attended by prospective OSIS /MPK administrators at SMAN 28 Jakarta.
9. activities between schools THALASSIC SMAN 28 Jakarta, organizational habituation to manage events independently and mutual cooperation (cooperation), hard work, discipline, honesty, and integrity

10. ASEAN ROBOTIC competition, organized players manage events independently, gotong royong (cooperation), critical and creative reasoning, hard work, honest, ordinary and entrepreneurial
11. Basic Scout Actualization Training, familiarizes students with chivalry, religious, social care, cooperation, discipline, independence, nationalism and integrity.
12. Workshop on Strengthening Faith and Taqwa, activities for strengthening religious character, cooperation and social care .
13. Social service and teaching SMAN 28, learn to think creatively critically, empathize and care for others, cooperation and nationalism. (Letter, 2021)

The implementation of the character strengthening activity program at SMAN 28 Jakarta is shown in the following figure:



Figure 2. The Implementation of Character Strengthening Activity Program

Based on the description described above It can be said that the findings are obtained from what they are and in accordance with the theory that has been carried out. So that it can be the key is that the implementation of the Management of Character Education through Example and Habituation program is correct, what is exemplified by habituation of the attitudes/behaviors of teachers and employees who are in the school environment and also imitated by the students.

Management Supervision of Strengthening Character Education through Exemplary and habituation.

Supervision is a fundamental process that is needed in an organization (Fattah, 2004) The role of supervision in an educational institution is very important because it determines the good or bad of a plan, therefore it must be done as well as possible. Supervision can be

defined as a process measurement and assessment of the level of personnel work management and the level of efficiency of the use of facilities work in contributing to organizational goals (Amtu, 2013). Monitoring purpose is to prevent errors, create a transparent atmosphere, and improve performance organization (Kurniadin, & Machali, 2012). Based on the discussion that has been reported by the author it can be said that what is observed in the field is in accordance with the theory displayed. Supervision is carried out by the principal in terms of rediscovery of the work program has been implemented, which aims to improve or maintain a program of activities strengthen the character education that has been done.

Evaluation of Character Education Strengthening Management through Example and habituation.

After conducting supervision, the next step is evaluation, with the aim of fixing the previous program which was deemed not appropriate and not yet on target, it is hoped that in the future it can be better and exactly as expected. Likewise with the program to strengthen character education at SMAN Jakarta. The series of activities in the evaluation of the evaluation plan for the ongoing evaluation of activities, the principal supervise (supervision) to collect data, process and analyze data, and conduct meeting, to find a solution to the problem, so that the next activity can be better. The management program strengthens character education through exemplary and habituation. This practice is carried out from planning to completion evaluation in the hope of achieving the goals of character students who apply the five values, improve education character. Management findings strengthen the character of education through example and habituation at SMAN 28 Jakarta.

The activities in this evaluation stage include: 1) preparation of an evaluation plan, 2) the head of supervision or supervising, 3) processing and analyzing data, 4) holding meetings, in order to find solutions to these problems, so that in the future it can be better. The essence of evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria. in order to make decisions (Kurniadin, & Machali, 2012). The purpose of the evaluation is obtaining a basis for consideration, ensure effective and efficient ways of working, and obtain solutions on the obstacles experienced (Fattah, 2004). The information informed by the author, it can be said that the education in this evaluation of character management through example and habituation at SMAN 28 Jakarta is in accordance with the theory that has been carried out by experts. Evaluation of character education programs has four stages, namely starting from preparing an evaluation plan, supervising, processing data, as well as repair meetings, this is done to determine the quality of management at SMAN 28 Jakarta, based on certain considerations and criteria in order to make decisions.

Conclusion

Planning to strengthen character education has several stages, namely observation, coordination, compiling work program, program implementation, monitoring, and evaluation. It is implemented in order to achieve the goals that have been set. Observations were made to find out how the condition the school environment and students in improving the character of education through this example and habituation can achieve the goals expected by all parties. A coordination meeting is held for team selection, which is called school development team. The work preparation program carried out, and assisted by the development team school and core coordinator. The next step is the implementation of the program followed by supervision, and the purpose of knowing whether the work process is

in accordance with previously determined procedures or has not been fulfilled according to the planned program, and stages the last is evaluation, with evaluation it is hoped that the program that has been implemented can be reviewed whether it is in accordance with expectations or needs improvement in the future, with the hope of improving the program to be better than previously. Organizing is formed to achieve goals effectively and efficiently. This character strengthening education program is direct. That is, the principal directly supervises when is the activity take place. I carry out surveillance with supervision so that can find out how the teacher's performance in learning in the classroom regarding the strengthening program character education, so that it can be used as an evaluation for future improvements. The evaluation program has four stages, starting from preparing an evaluation plan, supervising, processing data, and in the meeting, this is done in order to maintain the quality of the values of improving character education through example and habituation to be an inspiration for students, so that the goals of education can be realized.

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