

Management of Character Education in Increasing Graduates is Noble

Journal of Islamic Studies, Vol. 3 No. 1, 2020, pp: 11-20
<http://journal.islamicateinstitute.co.id/index.php/jois>
DOI: <https://doi.org/10.32506/jois.v3i1.660>



Eka Fingkirani

Universitas Islam Nusantara, Bandung, Indonesia

Corresponding Author, Email: fingkiranie@yahoo.com

Sutaryat Trisnamansyah

Universitas Islam Nusantara, Bandung, Indonesia

Email: sutaryat@uninus.ac.id

Uman Suherman

Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: uman@upi.edu

Sofyan Sauri

Universitas Islam Nusantara, Bandung, Indonesia

Email: sofyans@uninus.ac.id

Received: January 2020 | Accepted: March 2020 | Published: June 2020

Abstract

Character education is indeed not a new thing in the world of education, but the facts that show character education have not been in line with changes in the behavior of students. To produce noble graduates need education systems and school management which lead to the process of forming the character of students in both planning, implementation, effective evaluation. The general purpose of this study is to find out and analyze character education management in increasing noble graduates. The specific objectives of this study are analyzing and describing (1) character education planning in increasing noble achievements; (2) Implementation of character education in increasing graduates of noble character; (3) Evaluation of character education in increasing graduates of noble character; (4) The obstacles that occur in the implementation of character education in increasing noble-character graduates; (5) Character education solutions in increasing noble achievement; (6) Impact of character education management in improving noble-character graduates. The study was conducted with a descriptive study approach at SDN 1 Wanaraja Garut, SDN 1 Tegalpanjang Garut, and SDN 1 Citangtu Garut with qualitative methods. The conclusion of this study is a demand for the importance of implementing character education at all levels of education, especially in basic education, is a necessity. The condition of socio-cultural life today indicates the importance of developing character values in each individual as early as possible. Characters turned out to have an impact on changing attitudes, mindset and also the pattern of students in their daily life, so students not only become human knowledge but also have an honest, polite, polite, skilled, disciplined, and confident attitude.

Keywords: *Management, character education, noble character.*

INTRODUCTION

Education is a medium that is very influential in building human intelligence and personality for the better. Therefore, education is continuously built and developed so that the implementation process produces the expected generation.

The Indonesian people continue to strive to improve the quality of education, especially in the face of developing developments in the era of digital technology and communication sophistication. Globalization demands that penetrate and hit quickly to all aspects of life, so this condition demanded immediately anticipated by the Indonesian people by preparing strong and global developmental development. Repairing human resources that are intelligent, skilled, independent and noble will continue to be pursued through the educational process. In producing superior students, expected education processes are also evaluated and corrected. One of the efforts to

improve the quality of education is the emergence of ideas about the importance of character education in the world of education in Indonesia.

Talking about character etimologically is a character or habit that is seen in humans in interacting as social beings. According to Simon Philip (2008: 235), characters are a collection of values that lead to a system, which underlie thinking, attitudes and behaviors displayed. In line with the expression, Zainul Fitri (2012: 20) revealed that "characters are human behavior values associated with God Almighty, ourselves, fellow human, environment and nationality, which is tangible in mind, attitude, feeling, words, and acts based on religious norms, law, tatakrma, culture and customs ". When viewed from an aspect based on its understanding, it turns out the character and morality do not have a significant difference, both of them are defined as an action that no longer needs to think because it has become a habit attached to someone's soul. The similarity of meaning of character and morals was also expressed by Sauri. S (2013: 7) stating that "the character is like morals in the view of Islam". So that he stressed that character education was very important to create good character or noble character of each individual. From some of the above definitions it is clear that the character is a positive development of intellectual, emotional, social, ethics and individual behavior that with good character or superior is a person who tries to do the best things to God Almighty, himself, to others, the family environment, society, Nation and State by optimizing all potential knowledge and accompanied by consciousness, emotions and motivations (feelings).

Characters are related to moral strength, connoting 'positive', not neutral. So the 'character of character' is a person who has a positive moral (certain) quality. Thus, education builds characters, implicitly means building the nature or pattern of behavior based or related to positive or good moral dimensions, not negative or bad. Paterson and Seligman (Gedhe Raka, 2007: 5) formulate the relationship between 'character strength' with policy. Strength Character is seen as psychological elements that build policies (virtues). One of the main criteria of 'Strength' character is that the character contributes greatly in realizing the potential and ideals of a person in developing a good life, which is beneficial to him, others and his people.

Currently character education is not only being discounted in the family and community environment but also in the school environment. Character education in schools in Indonesia is applied nationally in the form of a curriculum, which starts from elementary to high school. Primary school education is one of the levels of education in the National Education System which is the basic foundation in determining how the next education process. Primary school education prioritizes the formation of character, character, and personality of students. Character formation is needed to equip students anticipate future challenges. Elementary school age children are critical times in character formation. According to Freud, failure in providing planting and coaching of characteristics of character in elementary school children will form a problem that has problems in adulthood.

The Indonesian Minister of Education said that "the movement of strengthening character education becomes the main foundation and spirit of the implementation of education. Character education at the elementary school level of the portion of 70 percent. The implementation of education includes five main characters sourced from Pancasila, namely religious, nationalism, integrity, independence and mutual cooperation. The key to character education success lies in the role of the teacher which ideally has closeness and attached to his students. The teacher can find out the intellectual development, and personality of his students ".

The thing that will be caused by the problem above will certainly affect the morals of the students who lead to negative things, this is in accordance with the research conducted by Hidayat (2012) in the Garut Regency area as follows: (1) the low level of honesty of students, which evidenced by the existence of cheating culture when each moment of tests / exams; (2) decreasing ethics in being and respect for older parties, parents and teachers; (3) decreased ethics in using polite and polite

language; (4) Increasing cases of fighting and criminals carried out by students at the level of basic and secondary education units; (5) Increasing cases of juvenile delinquency in the form of cases of fights, drugs and sexual cases which are mostly carried out by secondary education students; (6) Increased number and variety of activities in adolescent groups, several activities that lead to adolescent delinquency or negative forms of activities.

The above problems, are part of some of the problems found and the increase in negative directions is also smaller than the increase in positive value, but the fact is enough to provide information about the low character of students and increase concerns about the development of character character and morality of students. The above problems of course cannot be repaired only with activities between meeting teachers and students, but there are other more important things, namely improvement in the system applied to each school in supporting the implementation of character education, the application of a management system that is able to improve the system It has been there so it will produce outcome / graduates who do not only have intelligence intelligence but also have good / noble characters.

Starting from the phenomenon, researchers are interested in conducting research titles: "Character education management in increasing noble graduates" (descriptive study at SDN 1 Wanaraja, SDN 1 Tegalpanjang, SDN 1 Citangtu Regency Garut). The author chose the elementary school because the elementary school was one of the core schools that had implemented character education in the learning process.

The general objective of this study is to produce a hypothetic model on character education management in increasing noble graduates ..

The specific objectives to be achieved at the end of this research include:

1. Analyze and describe character education planning in increasing noble graduates
2. Analyzing and describing the implementation of character education in increasing noble achievement.
3. Analyzing and describing the evaluation of character education in increasing noble graduate.
4. Analyzing and describing character education barriers in increasing noble graduates
5. Analyzing and describing character education efforts in increasing noble graduates
6. Analyzing and describing the impact of character education in increasing noble graduates

The philosophical foundation in this study, researchers refer to the philosophy of reconstructionism is a stream that tries to overhaul the order of old composition and build a modern-patterned cultural life system. This opinion considers that the school is a pioneer of change in society. The method used is descriptive method with a qualitative approach.

The philosophy of reconstructionism, assuming that education is expected to be able to print output that not only control cognitive areas, but also has good skills and internalize it with a good attitude. Because education also aims to pass on good values and is considered important for a person's personality coaching. The implications of values (axiology) in education must be integrated in full in the life of education practically and cannot be separated by values that include intelligence, scientific values, moral values, and personality perfectly. Perfect understanding here is determined by each person, society, the nation according to the situation and conditions.

Education according to Law Number 20 of 2003 concerning the National Education System mentioned that:

Education is a conscious and planned effort to realize the atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-

control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country.

In the context of education in elementary school, in order to develop the potential of students in accordance with the goals and functions of national education, namely believers and devoted students, have noble character, spiritual physically healthy, have extensive science insights, capable, creative, innovative, thinking Critical, fast and precise in troubleshooting, entrepreneurial, independent, and become a democratic and responsible citizen, the elementary school becomes character formation.

Sanusi (1998: 267) explains that education is a process of educating or teaching students who are assumed to have several functions such as among other things help grow and transform positive values while empowering and developing the potential of students's personality.

Wynne in megawangi (2007: 8) says that there are two definition of character, first show how to behave, if someone behaves dishonest, cruel or greedy, then the person concerned is a bad character, on the contrary if someone behaves honestly, likes to help then manifest a noble character. Both are closely related to 'personality'. Someone is said to have character if his behavior is in accordance with moral rules.

Lewis (2004: 6) adds an understanding of character, namely: caring, honest, respectful to others and responsibilities. Whereas according to Sauri (2013: 7) this character is similar to morals, which comes from the word *Khuluk*, which is a character or habit of doing good things. N.K Singh (2000) states that characters are a system of beliefs and habits that direct the actions of an individual.

In the process of developing and formation, a person's character is influenced by two factors, namely environmental factors (nurture) and default factors (nature). Psychologically character behavior is the embodiment of the potential of Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adverse Quotient (AQ) owned by someone. While someone who has characterized by religious views on him contained the potential of *Sidiq*, *Amanah*, *Fathonah* and *Tabligh*. According to the educational theory a person is said to have character if it has cognitive, affective, and psychomotor potentials that are actualized in their lives. As for the social theory, a person with character has logic and sense in establishing intrapersonal and interpersonal relationships in community life. Configuring characters in the context of the totality of psychological and socio-cultural processes is grouped in four categories, namely; (1) Heart (Spiritual and Emotional Development); (2) Impacting (Intellectual Development) (3) Sports and Kinesthetics (Physical and Kinesthetic Development) (4) Taste and *Karsa* (Affective and Creativity Development). The four psycho-social processes are holistic and coherent interrelated and complementary in order to form the formation of character and embodiment of sublime values within a person (Ministry of National Education, 2010: 9-10).

Mulyasa (2013: 12) states that the indicators of the success of character education programs in schools can be seen from various daily behaviors that appear in every activity as follows: (1) Awareness; (2) honesty; (3) sincerity; (4) Simplicity; (5) independence; (6) concern; (6) freedom in acting; (7) Accuracy / Accuracy; (8) Commitment.

METHOD

Research with the main topic of character education management in increasing noble graduates using a qualitative approach and choose descriptive study methods, in line with the objectives to be achieved, namely presenting a comprehensive picture of describing and analyzing character education management in increasing noble graduates.

The study was conducted in three elementary schools, namely SDN 1 Wanaraja, SDN 1 Tegalpanjang, and SDN 1 Citangtu in Garut Regency by involving the principal, teacher, education personnel, and students who were assessed or were considered to understand the problem of research as the data source.

Data collection is done by interviews and observations at the research location, which is also reinforced by reviewing written documents. Researchers in this case act or function as data collection instruments. Another thing related to research, the author states several types of data and the source, namely: interview (words and actions), direct observation or observation and documentation or photo library.

In this section it was stated that in qualitative research the main data collection techniques were observation, interviews, documentation and combined all three or known as data triangulation.

RESULT AND DISCUSSION

Education character education in Indonesia explicitly and implicitly listed in Pancasila, 1945 Constitution National Education Sisdiknas number 20 of 2003 that education is a conscious and planned effort to realize the learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, Personality, intelligence, noble character, and the skills needed by themselves, the public while the national purpose of education in general is to be able to produce humans as healthy and intelligent individual beings, or improve faith and devotion to God Almighty, noble character.

Character education management is a very important thing in achieving a goal because character education management design is an effort to encourage students in developing character education so that their behavior is good. Examples of good education management design of course the purpose of character education will not be achieved, therefore character education design must be arranged in such a way as to be effective so that it reaches the target. Character Education Management is a management process that always pays attention, considering, and internalizing and integrating character values originating from values of good, moral, culture, local wisdom, and religious law, and nationality and government policies are actualized in each action Management of education.

The stages in character education management from the results of the study can be seen in the image below:

1. Character education planning

Planning is the entire thought process of determining all activities that will be carried out in the future in order to achieve goals. For this reason, the ability is needed to conduct visualization and looking forward to formulating a pattern of actions to realize noble achievement graduates. Therefore, SDN 1 Wanaraja, SDN 1 Tegalpanjang, and SDN 1 Citangtu compiled a planning program based on school visions but previously the initial step of planning in character education management was equalizing the perception of the importance of peg integration of character values at school.

The results showed that the education management carried out in the three schools was to develop character education management design involving all school components. Aspects that are seen from the preparation of management design and the process of implementing character education management draft. After the design of the implementation process is created, then socialized to each teacher and educator in order to equalize perceptions.

In general, the planning applied in the three schools is using an integrated strategy implicitly in a

typical culture in every activity at school. Explicit character values can be delivered through learning in class and extracurricular activities. Character development in more elementary schools with planting values. The development of characters in order to be referred to as integral and intact must determine explicit planning and methods used, so the purpose of the development of the character is increasingly directed and effective.

Program planning and character education activities at school, it is necessary to involve school components and fulfilling educational standards, the contents of the management of the subject. School Management, Implementation of Kokurricular and Extracurricular Activities, Infrastructure Facilities, Financing, Anne-Marie and Ethos Work Teachers, Students, and Education Personnel.

It can be concluded that the objectives of character education are forming the personality of students to become plenary humans, in harmony and balanced in various fields of life. This means that in the planning of basic character values explicitly listed in the vision, mission and school goals, AH and realized in each subject at school.

The planning in the development of characters at SDN 1 Wanaraja, SDN 1 Tegalpanjang, and SDN 1 Citangtu made by schools contained in long-term and medium-sized development plans. Strategic plan that contains vision and mission and purpose. The charity of the character of the character of the noble character is integrated in the subject and which is later documented in the form of an integrated curriculum of the education unit.

2. Implementation of character education

Character education is an education involving planting knowledge, love and planting good behavior that is a pattern / habit. Character education cannot be separated from the basic values that are considered good. In education in elementary school, values that are considered important to be internalized into their behavior include: (1) God's love and truth; (2) responsibility, discipline, and independent; (3) mandate; (4) respect and polite; (5) affection, care, and cooperation; (6) Confident, creative, and never giving up; (7) Fair and leadership soul; (8) Good and humble; (9) tolerant and love of peace.

Scouts are only a merging of social scientific discipline which are then combined into one so it is easy to implement. In its implementation, coaching has carried out the concept of increasing character through scouting activities in elementary schools that enable students, both individually and group, actively seeking, exploring and finding concepts in increasing character education activities through scouting activities in elementary school. Scout development in elementary school is done only in the upper class, namely class 4, 5 and 6. so they understand the concept delivered in scouting coaching. Through integrated scouting activities, it can take one topic from one branch of a particular science, then equipped, expanded, and deepened with other branches of science. Topics / Themes can be developed from issues, events, and problems that are emerge. Can form problems that can be seen and solved from various disciplines or perspectives, for example floods, settlements, slums, tourism potential, and so on.

In character education management, each educational unit is given freedom and freedom in developing noble skills and morals in accordance with the conditions and needs of each school.

Implementation of character development, referring to the curriculum to achieve vision through mission and programs and processes. This is a benchmark for success in developing characters in the three schools. The learning method that prioritizes the existence of interactive processes in learning and is supported by relevant learning media. In the teacher's learning process implement a cooperative and contextual learning approach that integrates the character values of noble character in all subjects being taught and contained in the syllabus and RPP. Through teaching and learning

activities in class, daily activities in the form of culture of education units. In extracurricular activities as an enrichment of knowledge is carried out the habituation of the behavior of the character of the character of the noble character in the form of scout, sports and religious activities. Also in daily activities at home and in the community.

Its implementation gradually through planting, growing, and developers, by providing examples of either fabric for students, so that students become close to the target of activities, namely the implementation of character values so that the implementation becomes clearer, easy and the results are optimal.

3. Educational Evaluation of Kharakter

Extrunishy Evaluation of Character Education in SDN 1 Wanaraja, SDN 1 Tegalpanjang and SDN 1 Citangtu Using Total Quality Management There are improvements to all components and carried out in a continuous improvement in construction to improve the previous program, so that in the future it can get better. The activities in the evaluation include: (1) Preparation of evaluation plans, (2) The principal conducts supervision or supervision, (3) processing and analyzing data, (4) held a meeting to find a solution to the problem, so that the next activity will be better ,

The right and accurate information can be obtained in evaluation activities (Wiyono and Sunarni, 2009). The nature 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 and Machali, 2012). The purpose of the evaluation is to obtain a basis for consideration, ensure effective and efficient work methods, and obtain solutions to the obstacles experienced (Fattah, 2009).

Based on the explanation it is in accordance with the theories that have been described. Evaluation of character education programs has four stages, starting from developing an evaluation plan, supervising, processing data, and repair meetings, it is done to determine the quality of something, based on consideration, and certain criteria in order to make decisions.

The monitoring and evaluation of character education management in increasing graduation is noble in three schools running quite effectively. Evaluation is carried out in all components related to character education development activities, on planning evaluations, the implementation and evaluation process of results on each component of rolling character development at SDN 1 Wanaraja, SDN 1 Tegalpanjang and SDN 1 Citangtu. Activities in evaluation include: (1) Preparation of Evaluation Plans, (2) The principal conducts supervision or supervision, (3) processing and analyzing data, (4) hold a meeting to find a solution to the problem, so that the next activity will be better. While evaluation in the education process, directed at the Planning and Implementation Program Character education carried out by teachers to students, continuously covering all aspects of student activities and life in the school. Evaluation of character development as a tool to assess three cognitive, apecable and psychomotor sphere carried out every learning activity, UTS, and UAS. Monitoring and Evaluation Instruments in the form of guidelines for order, the Renstra book is capable of becoming a program to collect program achievement and become valuable information for reflection and further improvement programs.

4. Character education obstacles

In general inhibiting factors in the development of character education at SDN 1 Wanaraja SDN 1 Tegalpanjang and SDN 1 Citangtu namely (1) Factor (Human Resources), among others, is that the teacher does not understand the technique of character assessment, teacher understanding of the concept of character education that is still not thoroughly , the teacher does not have sufficient competencies to integrate character values in each subject; (2) The second factor

includes educational facilities and infrastructure, becoming an inhibiting factor if the educational facilities and infrastructure are not available, not well documented, or lack of funds for its care and maintenance; (3) The influence of the environment and also the media is also one of the inhibiting factors for the implementation of the development of character education at school.

The obstacles faced in character education management in increasing graduates of the noble character of students, comes from many factors both internal factors and external factors that are very related to each other.

Obstacles on internal factors, namely still unfurnished planning carried out by schools in the formulation of character education management policies including the preparation of planning only involving teams that represent the elements in the school, only in the preparation have not involve external components (external) as well as people old, alumni and stakeholders. The cargo of religious curriculum in the form of additional face-to-face clocks and coaching / extracurricular activities focuses on education / coaching noble character. So that in its implementation it can be said to have not been consistent.

5. Character education solutions

Efforts to overcome obstacles are the responsibility of an educational institution in this case SDN 1 Wanaraja, SDN 1 Tegal Panjang, and SDN 1 Citangtu. The solutions carried out in obstacles in the implementation of character education are by efforts to improve structures and procedures in the school environment. Other efforts to face obstacles that occur in internal factors are to seek training, workshops and KKG for educators to improve their competencies in understanding the development of character education in schools, improving and striving facilities and infrastructure to support the implementation of the implementation of the development of character education in schools.

The solution to external factors is to increase cooperation and establish harmonious relations and foster support of parents and communities regarding programs that have been launched by the school, especially in the implementation of character education. At the family and community level, the school cooperates with parents and stakeholders / communities to keep an eye on and foster their sons when they are outside the school environment. All of this is done continuously continuously.

The solution to the implementation of the planting of school characters is the existence of planting 6 values, namely: physiological / physical value, rational value, ethical value, aesthetic value, theological value, and teleological value. Of these values can be included in the character field and on curriculum planning so that it can be implemented in the cokurricular and extracurricular education in an integrated manner.

The efforts made to overcome the obstacles of the implementation of character education management in increasing noble graduates in the three schools is to seek the provision of supporting facilities and infrastructure in the implementation of character education, train / fostering teachers so that they have better competencies by including training, Workshop and KKG so that they are able to internalize character values to students, schools improve ourselves in forming better character education management by opening as much suggestions and twisting as much as possible from all parties involved. In collaboration with parents and the community to foster and supervise students when they are outside school / home. Because the role of parents is also very important in supervising, and controlling students so that the success of planting character values will be realized properly according to what is expected.

6. Impact of character education

There are some impacts produced by the existence of character education in schools, including:

- a. Against the overall development of human resources

Character education is not only able to make a child has noble character, but can also increase his academic success. Educational experts argue that it emphasizes the academic education and understates the importance of character education is the main cause of the failure to build a quality human being. So it is not excessive to put character education as the foundation of the development of a complete human resource where the character is an important input in the construction of human resources

- b. Against academic success

Character education is very influential on the academic success of students. Some studies have sprung up to prove the correlation between character education and the academic success of students. One summary of several important discoveries about this was published by a bulletin, character educator, published by the Character Education Partnership.

There are some of the impacts produced by the existence of character education carried out by the three schools, namely not only to provide much better academic results, but also improve the skills and attitude of each student, so that people foster public trust in the school in guiding and fostering children His son in the school, and the most important thing is that he can receive graduates and recognized their existence can also be felt in the community.

CONCLUSION

Demands for the importance of implementing character education at all levels of education, especially in basic education, is a necessity. The condition of socio-cultural life today indicates the importance of developing character values in each individual as early as possible. Characters turned out to have an impact on changing attitudes, mindset and also the pattern of students in their daily life, so students not only become human knowledge but also have an honest, polite, polite, skilled, disciplined, and confident attitude.

Character education management is important to be implemented in every educational unit, considering character education management is a core in the successful implementation of character education at school.

REFERENCES

- Depdiknas. (2003). *Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Depdiknas RI.
- Indrajit, R. E., & Djokopranoto, R. (2006). *Manajemen Perguruan Tinggi Modern*. Andi Offset.
- Kneller, G. F. (1971). *Intruductionto The Philosophy of Education*. John Wiley & Sons, Inc.
- Moleong, L. J. (2001). *Metodologi Penelitian Kualitatif*. Remaja Rosda Karya.
- Sondang, P. S. (2012). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Sukmadinata, N. S. (2012). *Pengembangan Kurikulum: Teori dan Praktek*. Rosdakarya.
- Sutisna. (2002). *Perilaku Konsumen & Komunikasi Pemasaran*. PT Remaja Rosdakarya..

