

Management of Character Values Implementation in Junior High School Students



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ABSTRACT: This study aims to describe SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin students' practices of character values implementation about curriculum management, participation management, empowerment management, and partnership management. This study was conducted at SMP IT Ar-Rasyid and SMPN 1 Batu Licin utilizing a qualitative, phenomenological case study research design. Principals, vice principals, teachers, and students were the primary sources of information. Data collection was carried out through observation, interviews, and documentation. Meanwhile, the data analysis of the collected data was done through reduction, drawing conclusions, presentation, and verification. The first finding is that the implementation of character values development in students of SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin is the management of curriculum implementation to shape the character of students. It demonstrated that the character education process of students is in accordance with the activity program planning and the lesson plan. The second finding is related to the implementation of character values development in the parents of students at SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin. It is the implementation of management participation of parents of students to form the disciplined character of students at home with habits such as sh a lat Dhuha, habituation of patriotism, habituation of sunnah and obligatory prayers, and exercise habituation. The third finding is the implementation of instilling character values regarding empowerment management in teachers and students of SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin. This is the implementation of empowerment to form the character of responsibility, as evidenced by the student monitoring book program and the implementation of structured tasks for *Mabit* and *Imtaq* activities. The last finding is implementation of character values development for relationship management with government agencies for students of SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin.

KEYWORDS: Management, Implementation, Cultivating Character Values

I. INTRODUCTION

Character education is not a new concern in Indonesia. This concern has been implemented under the name of character education. Education is focused on the process of learning and forming a responsible personality (Baihaki, 2022). However, it has not yet yielded optimal outcomes. Several moral concerns, such as escalating teen aggression, the deterioration of language and vocabulary, exam cheating, drug usage, and student brawls, continue to demonstrate characterless behavior. This is a dangerous trend among young people (Lickona, 2012). The current lack of morality and national character can be corrected by implementation of character education. Improving the morality of the younger generation is not a novel concept within the field of education. Several alternatives to overcome the character crisis have been implemented, and the law is being enforced more strictly. Education is regarded as a preventative measure by the Ministry of National Education. This is because education creates a better generation of nations. As a preventive measure, education is anticipated to improve the quality of the nation's youth in numerous ways. And can ignore and diminish the sources of cultural issues and national identity.

Suriansyah in Ato (2022) states that the next generation of the nation must be a generation with character and integrity in order to maintain the nation, state, and religion. The current character of the nation's children shows that there is a failure in educational institutions in terms of growing human beings with noble character or morals. What is taught in schools about good values has not formed human beings with character, meaning that efforts to achieve educational goals carried out by schools have not been fully achieved. Education in schools only prioritizes academic achievement which only helps students to become intelligent and intelligent but pays little attention to character education which helps them become good human beings.

Character education goes beyond teaching what is right and wrong. Character education is more than that; it is an endeavor to instill positive behaviors (habituation). Thus, students can behave and act in accordance with the values that have formed their personalities. A good character education must incorporate good information (moral knowing), good feelings or loving good (moral feeling), and good behavior (moral action) so that students' behavior and attitudes become unified.

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According to Sulistyowati (2011), "the altering values of national and state life, and the decreasing knowledge of the nation's cultural values" are the two primary reasons why character education must be implemented. The implementation of character education by religious teachers and Civics Education at SMP Negeri 1 Batu Licin tends to transfer material and transfer values, while only touching the surface domain of value internalization. This has not had the optimal effect on the learning of the students as a whole. This is evidenced by the occurrence of irregularities such as dishonesty, disciplinary violations, lack of respect for teachers, lack of responsibility of students towards assignments assigned by teachers, lack of fighting power, and lack of concern for a variety of problems in the school environment and society, such as ignorance. Moreover, the absence of national ideals is a common occurrence.

SMP IT Ar-Rasyid which is located on Jalan Raya Batulicin in Segumbang Village, Batu Licin District, Tanah Bumbu Regency was chosen as the school to be evaluated. With a total of 155 students, their ethnic backgrounds and personalities are diverse. Some of the teachers at SMP IT Arrasyid are already certified, demonstrating that they have excellent qualifications. There are 19 teachers and staff members at SMP IT Arrasyid. At SMP IT Ar-Rasyid, the school's character is developed in accordance with the school's vision, which is to cultivate a generation that is faithful, religious, of noble character, intelligent, skillful, independent, and concerned about the environment. The second school analyzed was SMP Negeri 1 Batulicin, located in Jalan Raya Batu Licin in Batu Licin, Tanah Bumbu Regency, with 815 students from diverse religious and cultural backgrounds. In accordance with the school's goal, which is the construction of a superior, cultured, intellectual, capable, and competitive school with worldwide competition on the foundation of faith and piety, it is essential that all school members implement and carry out character curriculum management. The correct response to the aforementioned challenges is to implant the right character values and habits in the educational environment, so that they can produce generations of individuals with excellent character who are acceptable to society. Based on the aforementioned description, the researcher concentrated on qualitative descriptive research with the title "Management of Implementing Character Values in Junior High School Students: A Case Study at SMP IT Ar-Rasyid and SMPN 1 Batu Licin."

II. METHOD

This research approach is qualitative by using phenomenol. The research subjects of this study were SMP IT ArRasyid students and SMPN 1 Batu Licin students. A number of informants were chosen based on the research objectives to determine the subjects of the study, using a technique known as purposive sampling. This type of research is in the form of qualitative descriptive research, and the approach taken was through a qualitative approach with a case study design. The data was collected using nonparticipant observation, in-depth interviews and documentation (Alwsilah, 2012). The researchers used the Miles and Huberman model to analyzed the data (Sugiyono, 2014). It was done through data reduction, data collection, data presentation and drawing conclusions. The researchers must be able to adapt and establish good communication with people in the research location, so that any information and data that would be collected obtained in a complete and comprehensive manner. The research setting was at SMP IT Ar-Rasyid, Jalan Raya Batu Licin, Segumbang Village and SMP Negeri 1 Batu Licin on Jalan Raya Batu Licin, Batu Licin Village. The setting of the research study was determined at SMP IT ArRasyid and SMP Negeri 1 Batu Licin because the schools considered by the researchers as having character report cards. The research study was focused only on SMP IT Ar-Rasyid and SMPN 1 Batu Licin so that this research was in line with what the researchers expected.

In qualitative research, the research instrument is the researcher themselves so that the researchers must be "validated". The data in this study used two types of data sources, namely as follows: primary data and secondary data. As main data, the researchers utilized the results of the interviews with the informants regarding the research issue. Following the completion of data collection is the data analysis phase. The purpose of multi-case analysis is to compare and integrate the findings collected from each site, place, and research subject, as well as to compare and integrate the findings between sites. It is expected that the research subjects share the same qualities.

This research used a multi-case study in two different research sites, namely SMP IT Ar-Rasyid and SMPN 1 Batu Licin. Cross-site data analysis was intended as a process of comparing the findings obtained from each site, as well as a process of integrating between sites. The findings obtained from SMP IT Ar-Rasyid arranged categories and themes, analyzed and made narrative explanations which were then developed into substantive theories.

III. RESEARCH RESULTS AND DISCUSSION

The focus of the research can be drawn as follows.

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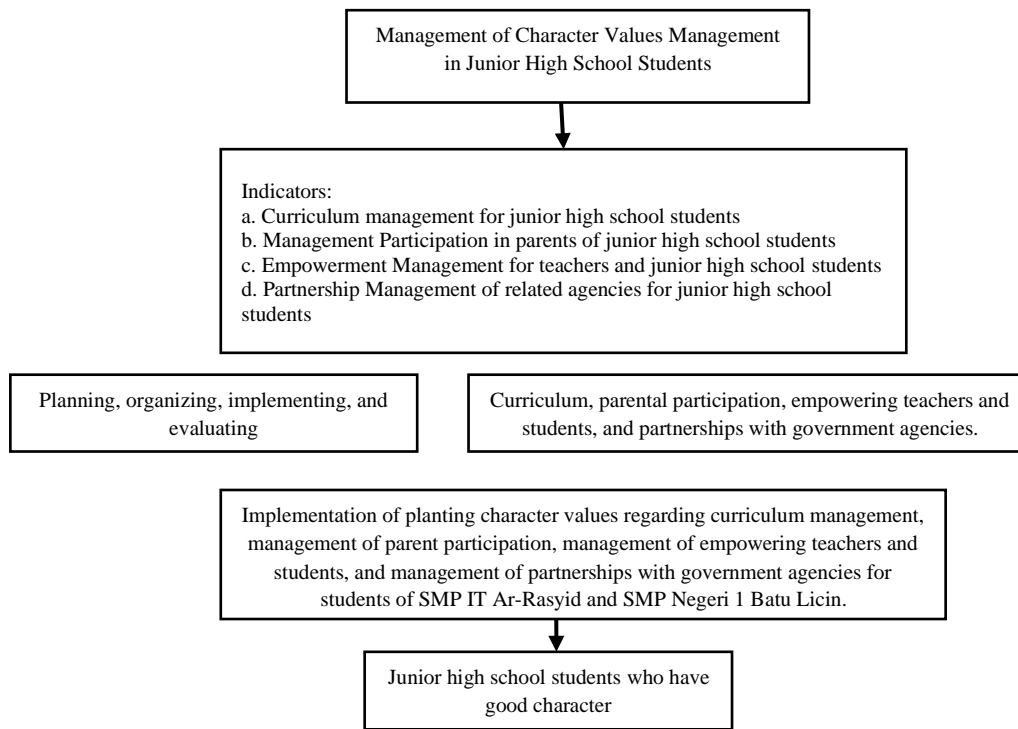


Figure 1. The flowchart of the management of the character values implementation in junior high school students

A description of the findings at Site 1 and Site 2 management of the character values implementation in junior high school students can be seen in the following research findings.

Finding at Site 1: SMP IT Ar-Rasyid

The implementation of character values regarding curriculum management at SMP IT Ar-Rasyid is the management of curriculum implementation to shape the character of students showing that the management process begins with curriculum planning. The planning process can be seen in the planning of the learning curriculum through coordination meetings to discuss program planning activities with a one-year budget based on the lesson plan. There is a curriculum section on strengthening character education for students. The 2013 curriculum focuses more on student character. In Curriculum 13, there is Core Competence 1 and Core Competence 2. It is specifically for the character values implementation of students. Thus, specifically for subjects there is habituation before starting learning, there is prayer first, then instilling discipline, polite character, being responsible for carrying out lesson activities when appropriate with the vision and mission of the school and the lesson plans

The implementation of establishing character values about participation management at SMP IT Ar-Rasyid is the execution of participation management such as activities conducted following curriculum planning. Students' parents would be invited to participate in an annual meeting to support school programs. The objective is for all parents to engage in the school program. The objective is to develop the disciplined character of students through the implementation of the habituation of Dhuha prayer, the habituation of patriotism, the habituation of *sunnah* and obligatory prayers, and the habit of sports, which is monitored by the parents of students using a contact book. Curriculum planning with extra-curricular scouting programs, da'wah training, faith and piety coaching nights (*mabit imtaq*) for religious assessment and independence are used to promote character qualities regarding empowerment management in SMP IT Ar-Rasyid. The nature of responsibility inherent in the student monitoring book program, application of organized tasks, and *mabit imtaq* activities is shaped by the implementation of empowerment. As for implementation, *mabit* per three months for extracurricular scouting and da'wah training once a week after the noon prayer to teach the children. When discussing curriculum planning for the management of character values implementation in SMP IT Ar Rasyid under the auspices of the Integrated Islamic School Network foundation, the curriculum must automatically adhere to the Integrated Islamic School Network curriculum. The religious values are multiplied in comparison to other public schools. Therefore, the majority of school practices are tied to religious ideals. On Monday through Thursday, each class's Dhuha prayer is followed by reading surah AdDhuha to An-Naas. On Friday, Dhuha prayer is done for all classes. Then, on Saturdays morning, exercise is done on the school yard. The objective is to cultivate children who are devout, religious, and always respectful of the environment. There are also activities for the third month of the month of *mabit imtaq* (faith and piety building night), thus youngsters from the lightning boarding school start on Friday afternoon and arrive on Saturday, much as the students in the boarding schools. The implementation of establishing character values about empowering management for SMP IT Ar-Rasyid teachers involves planning, organizing, implementing, and assessing activities such as training course attendance, subject teacher deliberations, and coordination meetings.

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The management of character values implementation regarding partnership management in SMP IT Ar-Rasyid is an activity that is carried out after joint planning in partnership with government agencies in the school area. In collaboration with the public health center, the Health Service, the Polres, and the National Narcotics Agency, the Health Center plans socializing activities for youth in the school program. Students' disciplinary dispositions are shaped through the implementation of partnership management-related character values.

Finding at Site 2: SMPN 1 Batu Licin

The management of character values implementation regarding curriculum management in students of SMP Negeri 1 Batu Licin is the management of curriculum implementation to shape the character of students. It showed that the management process begins with curriculum planning. The planning process can be seen in the planning of the learning curriculum through coordination meetings to discuss program planning activities with a one-year budget based on the lesson plans. It relates to vision and mission and curriculum and curriculum management from vision and mission. As for curriculum planning, good habits are usually implemented, such as Dhuha prayers, cleaning activities around the school, morning exercises, and ceremonies held every Monday. For curriculum management, teachers or teaching staff have already handled it, namely the habit of students to greet the teachers when they meet a teacher, see their teacher being approached and give greetings and greetings. Students also carry out *muraajaah*. The management of character values implementation regarding participation management in SMP Negeri 1 Batu Licin students' parents is the implementation of participation management which is an activity that is carried out after curriculum planning has been carried out. Implemented to form the disciplined character of students manifested in the implementation of the habituation of Dhuha prayer every day, a schedule is made so that children must pray Dhuha prayer according to schedule, habituation of patriotism, habituation of sunnah and obligatory prayers, and sports habituation monitored by students' parents.

On the management of character values implementation regarding empowerment management for students of SMP Negeri 1 Batu Licin, the target is to create students who are faithful, pious and always keep the environment clean. This planning is in collaboration with school relations with the community. There is also collaboration with mosques staff to clean up the school environment and its surroundings in cooperation with the community to create a clean, faithful and pious environment. The management of character values implementation regarding empowerment management for SMP IT Ar-Rasyid teachers is an activity that is carried out by planning, organizing, implementing and evaluating such as attending training courses, meeting the subject teacher association, and coordination meetings.

The management of character values implementation regarding partnership management in SMPN 1 Batu Licin students is an activity carried out after joint planning with government service partners in the school area. The implementation of character values regarding partnership management is carried out to form the disciplinary character of students. In order to achieve maximum results in cultivating character, it means that there must be a plan in collaboration or partnership with the police, health service, and mosques.

According to Grindle, implementation is a general process of administrative action that can be examined at a certain program level (Mulyadi, 2015). Meanwhile, according to Suhaimi in Ato (2022), management is a discipline that understands why and how people work together to achieve the goals that have been set. Schools carry out education management in general and integrate the inculcation of religious character values regarding learning management for all subjects, extracurricular activities, habituation activities and community-based activities (Sudaryanta, 2019). Curriculum as a series of designs and rules regarding content, objectives, techniques, learning media is implemented as the basis for implementing teaching and learning to get results as expected (Zinatir, 2022). Meanwhile, the management of character education in junior high schools is a pattern of cultivating the character of students with various supporting elements such as school activities, rules or regulations in junior high schools. In addition to the supporting elements for forming the character of *akhlakul karimah*, it also has several strategies to support the achievement of the concept of character education management such as: exemplary, learning, empowerment and acculturation, observation, and assessment (Asnawati, 2021).

Participation of parents of students is a form of parental involvement in educational programs. Their participation is indicated in meetings, expressing opinions, and involvement in monitoring and evaluating educational activities (Wavedi, 2016). According to Cinantya, Suriasyah, & Asniwati in Afifah (2019), religion-based character education implemented by Islamic schools shows that all school components including all students and parents carry out religion-based character education.

Empowerment of teachers certainly cannot be done partially. Teacher empowerment is carried out in a hierarchical and holistic process. Each process will affect the next process, so that supervision must be ongoing. Empowering teachers through training will have no impact if there is no guidance system as a follow-up to the results of training and supervision in carrying out follow-up and the teacher recruitment process which will only become an ordinary process if a competency briefing system is not created for the teacher (Sofandi, 2019). With teacher empowerment management, it is hoped that teachers will be able to carry out their duties and obligations diligently, confidently, motivated to produce good performance so that the results are optimal and satisfying (Sari, 2022). Then, empowerment of students through extracurricular activities are activities carried out outside of class hours at school or outside

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school with the aim of broadening students' knowledge, getting to know the relationship between several lessons, channeling talents and interests, and perfecting coaching to become real Indonesian people (Suprihatin, 2019).

The partnership between the public health center and schools only occurs when the public health center visits schools, the activities of the public health center at school are screening, health counseling, immunization, and school environment development (Muzakkiroh, 2005). Good communication will also enhance good partnerships, so as to build a positive interaction the main thing is to do with communication between partners. Factors supporting the success of character education are regular communication between schools and government service partners (Nikmah, 2022). The implementation of character education in learning is carried out by the teacher to form noble moral values and is integrated into the syllabus and lesson plans using a conceptual and cooperative approach (Tajudin, 2022).

IV. CONCLUSION

The results of this study bring the following conclusions. (1) The management of character values implementation regarding curriculum management in students of SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin is the curriculum implementation management to shape the character of students indicating that the process of character education flow of students is in accordance with the plan program of instilling character values in the lesson plan. (2) The management of character values implementation regarding participation management in the parents of students at SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin is the implementation of management participation of parents of students forming the disciplined character of students at home with habits as manifested in the implementation of the habituation such as Dhuha prayer, patriotism habituation, *sunnah* and obligatory prayer habituation, and sports habituation. (3) The management of character values implementation regarding empowerment management for teachers and students at SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin is the implementation of teacher empowerment participating in trainings, subject teacher association, and coordination meetings. It empowers students to form the character of responsibility manifested in the monitoring book program, implementing structured tasks for Mabit and Imtaq activities or creating students who are faithful, pious and always keep the environment clean. (4) The last one is the management of character values implementation regarding partnership management with government agencies in students of SMP IT Ar-Rasyid and SMP Negeri 1 Batu Licin is an activity that is carried out in collaboration with partner government agencies in the school area. Implementation character values regarding partnership management are carried out to form the disciplinary character of students.

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