

Character Education Curriculum Management



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ABSTRACT: This study aims to see the management of character education curriculum at SMA PGRI 6 Banjarmasin. The phenomena that occur are juvenile delinquency, student brawls, drug abuse, promiscuity and others. This study uses a qualitative description approach related to (1) planning, (2) organizing, (3) implementing, and (4) assessing the character education curriculum. Data sources: principal, school committee chairman, vice principal, homeroom teacher, teachers, and students. Data collection techniques: interviews, observation, and documentation. Interactive data analysis, namely data reduction, data presentation and conclusions. Data validity tests are carried out by triangulation of sources and methods. Research findings: 1. Planning (a) analysis of the needs of opportunities and challenges faced by schools, (b) formulating and answering philosophical questions: thorough and meaningful learning, objectively and eliminating subjective traits, (c) determining: character education design in grades X, XI, and XII, (d) making master plans: short-term, medium-term, and long-term plan programs. 2. Organizing: (a) rational: responsible for the principal, supervisor, school committee, coordinator of vice principals, executive teachers and homeroom teachers, (b) organizing to integrate character education into the content of each subject matter, (c) organization of materials: character learning in grades X, XI, and XII, (d) organization of teaching and learning activities: daily and scheduled, (e) resources, tools, and infrastructure: exist according to the field, (f) determination of measurement of learning outcomes: effective and personality grades A and B. 3. Implementation: (a) preparation of lesson implementation plans, (b) elaboration of material by teachers, (c) determination of strategies and methods: lectures, questions and answers, assignments, activities / actions, examples of examples, (d) provision of resources, tools, and facilities: library books, laboratories, ceremonial fields, honesty canteens, classrooms, (e) determination of ways and tools for assessing learning processes and outcomes: teacher assessment, (f) learning environment settings: inside and outside the school. 4. Assessment: (a) implementation by teachers according to minimum standard criteria, (b) problems: specifically not having instructions.

KEYWORDS: Curriculum Management, Character Education

I. INTRODUCTION

The development of national character is an effort to realize the mandate of Pancasila and the preamble of the 1945 Constitution motivated by the reality of the nation's current problems such as orientation and not yet lived by Pancasila values, limitations of integrated policy tools in realizing Pancasila values, the threat of disintegration of the nation and state, the weakening of national independence (Sri, 2011). In the life of a country, education plays a very important role to ensure the survival of the state and nation, because education is a vehicle to improve and develop the quality of human resources. Indonesian society with its pace of development still faces severe education problems, especially related to the quality, relevance, and efficiency of education.

Quality learning is not only determined by curriculum renewal, available facilities, sympathetic teacher personality, meaningful learning, broad insight into teacher knowledge about all subject areas, but also teacher mastery over classroom management (Rahman, 2008). Furthermore, in understanding the concept of curriculum there are at least three understandings that must be understood, namely (1) curriculum as substance or as a learning plan, (2) curriculum as a system, namely the curriculum system which is part of the school system and education system and even the community system, (3) curriculum as a field of study, namely the field of curriculum study which is the field of study of education and teaching curriculum experts (Sukmadinata, 2004).

Referring to this opinion, it can be affirmed that the curriculum is an educational design that contains a series of student learning activities. Thus, implicitly the curriculum has a purpose, namely the purpose of education. In addition, it is also clear that many factors are related to the implementation of education, namely teachers, students, parents and the environment.

The important points of the curriculum are as follows; (1) The educational curriculum that prevails at one time has actually tried to adopt all the learning needs of students. The educational curriculum is always improved in accordance with the development of science in society and preserves the nation's cultural values. (2) A curriculum should be designed comprehensively, integratively, balanced between various educational objectives, and adaptive and forward-looking and not solely due to political interests. (3) Competence can be interpreted as the habit of thinking and behaving according to the context and what is expected of students as a

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result of education is to do something contextually but also creatively that will believe in the cultural treasures of the nation. (4) Readiness and support from teachers, students, parents, and the government are needed in realizing the goals of education in the school system. (5) The era of globalization marked by free competition between countries must be balanced with the application of a curriculum that emphasizes the importance of national independence in building its own national civilization (Sukmadinata, 2004).

Since the 2011-2012 school year which has been running for several months, schools have been eager to implement the latest curriculum, namely the character curriculum. The point is that schools and teachers need to integrate good character values in all activities in school, especially classroom learning activities.

II. METHODOLOGY

The approach used in this study is a qualitative approach, because in describing data in the form of written or spoken words from people and observable behavior will be more appropriate using a qualitative approach. Qualitative research as a Research Procedure that produces descriptive data in the form of written or spoken words of people and observed behavior (Bodgan, 2004).

This approach was chosen based on the consideration that this research is the process or implementation of character education curriculum management at SMA PGRI 6 Banjarmasin which data mining is carried out, and the perspectives of participants and researchers highlight dynamic situations that are often invisible to outsiders (Sonhadji, 2004). This research took place at SMA PGRI 6 Banjarmasin. SMA PGRI 6 Banjarmasin was chosen as the place of research because from a visit to a preliminary study of 18 private equivalent high schools in Banjarmasin City, it was found that SMA PGRI 6 Banjarmasin had programmed ethics/character material in the curriculum. The data analysis obtained in this study was described in the form of words, sentences and paragraphs in the form of narratives. The narrative contains situations, interactions, events, statements and behaviors, and objects studied according to field notes as a result of observation and documentation study after the interview transcript.

In accordance with the descriptive design, the analysis and interpretation of data is carried out through the descriptive data analysis stage.

III. RESULT

Based on the results of data analysis, this study found

Focus 1

Development of adiwiyata program. With the renewal of the vision, mission, and goals of the school that instills the values of love and care for the environment, the curriculum applied in the school also equates with the curriculum as if adiwiyata. As well as environment-based extracurricular development.

Focus 2

Empowering teachers and staff in school adiwiyata programs. With the school adiwiyata team formed during the initial meeting of the preparation of the school adiwiyata program, the implementation of adiwiyata was filled by the principal, teachers, staff, and parents of students who participated in helping the program run. Responsibility of members in the team, environmental competency coaching, and monitoring and evaluation.

Focus 3

Procurement of facilities and infrastructure in the management of the Adiwiyata program in the form of healthy canteens, waste banks, *ecobrick* plants, *green houses*, infiltration wells, bio gas, biofloc fish cultivation, and solar electricity.

Focus 4

Partnerships with outside institutions in the development of adiwiyata programs. In collaboration with PT. Adaro voluntarily provides financial assistance to develop adiwiyata programs in schools, besides that schools also collaborate with other government agencies such as D inas Pendidikan, Dinas Lingkungan Hidup, and the PU office, School Committee, so that schools can better develop adiwiyata programs.

Based on the findings above, the School Adiwiyata Management model can be described:

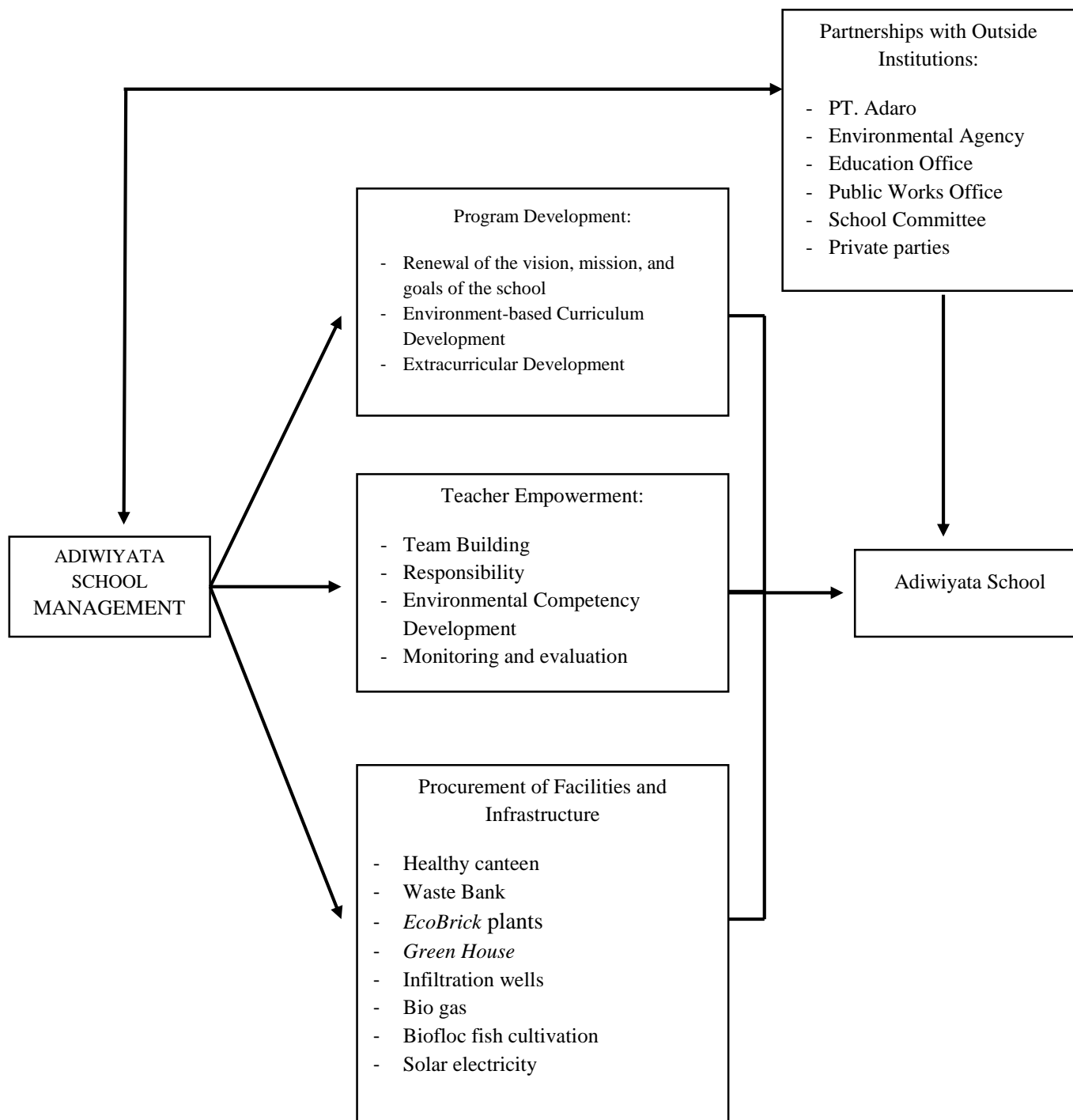


Figure : School Adiwiyata Management Flow

Management aims to ensure smooth and coordination of functions in school management, this is to assist in providing maximum benefits to all parties related to school management. (Ato Wartoni, M. Saleh, S, 2022; Tajudin Noor, Rustam Effendi, S, 2022; Uwais Alkarani, Ahmad Suriansyah, A. R. S, 2022; & Zainatir Raiyah, Ahmad Suriansyah, A. 2022). The description of the findings in adiwiyata School Management can be seen in the following research findings:

A. Character Education Curriculum Planning at SMA PGRI 6 Banjarmasin

1. Planning Needs Analysis

The Principal of SMA PGRI 6 Banjarmasin together with the teacher council and school committee have carried out an analysis of the needs of character education curriculum planning at SMA PGRI 6 Banjarmasin through an analysis of the opportunities and challenges faced by the school. The opportunities obtained include having as many as 419 students consisting of 118 male students and 213 female students. While the challenges faced include: (1) students who are not accommodated in public schools, (2) the condition of students aged 15-18 years also makes it a challenge, their behavior is unstable seeing the current conditions and

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situations of adolescent children vulnerable to moral and ethical violations. (3) students mostly live in suburban neighborhoods of more than 50% are quite difficult to manage, the level of indiscipline of SMA PGRI 6 Banjarmasin students tends to be greater.

2. Formulate and Answer Philosophical Questions

SMA PGRI 6 Banjarmasin summarizes or integrates character parts into learning activities thoroughly and meaningfully by trying to see everything objectively and eliminate subjective things. Philosophically contained in the character education curriculum is to discuss all problems faced by humans, including the problems of moral decline today. Philosophically, the planning of the character education curriculum at SMA PGRI 6 aims to solve educational problems that are currently widely discussed in the community. School is philosophically a place to form good character for students through habituation and is implemented through a continuous educational process, organized reconstruction, and changing life experiences.

The preparation of the character education KTSP at SMA PGRI 6 Banjarmasin has contained matters concerning the development of character education values. Planning is carried out by recording the condition of the initial document containing the values of cultural education and national character then integrating the values of national character and culture education into the Syllabus and RPP carried out by teachers.

For the stages of implementing the curriculum planning function at SMA PGRI 6 Banjarmasin, the curriculum needs to be translated into a learning implementation plan (RPP). Teachers make comprehensive preparations before carrying out the teaching and learning process in class. At this stage the teacher makes preparations from starting to determine the learning objectives of the material to be delivered, the right methods to use, media and tools that support the learning process, source books or references, and evaluation tools to be applied. In this planning stage, it is also necessary to understand the following: (1) describe the syllabus, (2) have an academic calendar, (3) compile annual programs, semester programs and learning program plans.

SMA PGRI 6 Banjarmasin also made the School of Love, which is a school for affection or a place of learning full of true love and affection. Character is not only acquired through learning knowledge, but also through investing in noble ethical, aesthetic, ethical values, through the application of credit points, cultivating good values and vice versa, condemning and preventing the occurrence of bad values. Furthermore, applying character-based education by applying it to every lesson in addition to special subjects to educate character such as religious lessons, moral history and indigenous culture of the Indonesian nation.

3. Determine the Design of the Character Education Curriculum

Teachers at SMA PGRI 6 Banjarmasin design the character education curriculum by connecting the subject matter taught from character education / ethics designed at school. Teachers compile lesson plans, then describe them according to their respective fields. The character education curriculum that each subject matter to be studied will have an impact on the future of students to moral ethics such as respecting both the thoughts or opinions of others and in a very tolerant attitude.

SMA PGRI 6 Banjarmasin has implemented curriculum design and learning directed so that the learning process is in accordance with the objectives that have been formulated. Teachers are given the authority to develop curriculum designs so that the teaching and learning process has a deep meaning in students and teachers. The design made by the teacher is in accordance with the conditions and learning needs and the subject matter outlined in the basic competence (KD). The headmaster is responsible for guiding and directing curriculum development and learning but has not supervised its implementation.

The character education curriculum design implemented by the teachers of SMA PGRI 6 Banjarmasin has been made in the education and teaching plan or more briefly the education program. Teachers have taken a modern view of the curriculum. The curriculum aims to convey knowledge that must be taught to children. This is not only taken from well-viewed textbooks but the subject matter is taken also from other sources such as the internet.

4. Make a Master Plan for the Character Education Curriculum

The master plan made at KTSP character/ethics education includes a short-term plan program (1 year) concerning: (1) attendance with a target of 95%, (2) Students have charisma such as working hard, having knowledge, high discipline, good environmental insight, and having adequate skills and can carry them out in daily life personally and school environment (3) 50% of students who are Muslim can read the Quran well and right. Medium-term planning (4 years) includes: (1) 97% student attendance, (2) the target of achieving an average UAN score of 6.00 graduates, (3) 80% of students who are Muslims can read the Quran properly and correctly, (4) students have ethics and culture in themselves, association at school, and society. Long-term programs (9 years) include: (1) 98% student attendance, (2) the target of achieving an average UAN score of 7.00 graduates, (3) 80% of students can read the Quran properly and correctly and have charity, (4) students have ethics and culture in themselves, association in school and society.

B. Organizing the Character Education Curriculum at SMA PGRI 6 Banjarmasin

1. Rational Organizing

The rationale for organizing the character education curriculum at SMA PGRI 6 Banjarmasin is carried out through the process of grouping all tasks, responsibilities, authorities and components in the work process so as to create a good system in order to achieve the goals set in the planning. In organizing is carried out by detailing work to achieve goals, dividing the entire workload into

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activities that can be carried out by individuals or groups, establishing work mechanisms to coordinate work in a harmonious whole, monitoring, and taking steps to maintain and increase effectiveness. In organizing there are at least two main components, namely: (1) the principal as the person in charge of implementing activities, the school committee and coordinator of the vice principal for curriculum as advisors, and homeroom teachers assisted by TU staff as implementers, and (2) the organizational structure of the character education curriculum at SMA PGRI 6 Banjarmasin.

2. Structural/Content Organizing

The organization of the structure/content of the character education curriculum is carried out by SMA PGRI 6 Banjarmasin through the integration of character/ethics education into the content of each subject matter content. The structure/content of the character education curriculum is from KTSP and Syllabus which are elaborated and integrated with the content of character/ethics in accordance with the subject matter and basic competencies (KD).

3. Organizing Character Education Curriculum Material

The organization of the character education curriculum at SMA PGRI 6 Banjarmasin is carried out by selecting and sorting people and allocating facilities and infrastructure to support that person's duties in order to achieve goals, including in determining duties, responsibilities and authorities. The function of the principal as a leader describes how managers direct and influence subordinates, both teachers and administrative personnel (employees), how to be willing and able to carry out tasks by creating a pleasant atmosphere to work together.

The organization carried out at SMA PGRI 6 Banjarmasin from the structure as an organization that was formed there is a process of dividing labor into smaller tasks, imposing those tasks on people who are in accordance with their abilities and allocating resources, and coordinating them in the effectiveness of achieving organizational goals.

The organizational process created by SMA PGRI 6 Banjarmasin also involves the following stages: (1) detailing the work by determining the tasks that must be carried out to achieve organizational goals, (2) dividing the entire workload into activities that can be carried out by individuals or groups, (3) combining the work of members in a rational and efficient way, (4) establishing work mechanisms to coordinate work in a harmonious whole, and (5) the headmaster monitors and takes adjustment measures to maintain and improve effectiveness.

4. Organizing KBM

The school organizes teaching and learning activities through a schedule for the distribution of teaching tasks from Monday to Saturday from 07.30 to 14.00, then in the afternoon scheduled self-development activities.

5. Sources, Tools, and Infrastructure

The organization of resources, tools, and infrastructure of the character education curriculum has been made by the school, especially the use of resources, tools, facilities and infrastructure such as prayer rooms, fields, ceremonies, student work practices, and others.

6. Determination of Learning Outcome Measurement

The determination of the measurement of learning outcomes of the character education curriculum is set by the school and must be adhered to by every teacher and student. Measurement of learning outcomes is on effective and personality with very good provisions (A) good (B), sufficient (C), and less good (D). Students get at least A and B grades to move up the grade. C grades will be considered for grade advancement and D grades will not be upgraded. The determination of the measurement of learning outcomes has been conveyed by the principal to students and parents.

Character education at SMA PGRI 6 Banjarmasin is effectively measurable, namely the involvement of all parties in activities that reflect discipline. preparation of character education implementation tools in the form of: 1 formation of a character education curriculum team, 2 providing examples or best practices for the implementation of character education at each level of education 3 involving school staff / employees as a learning and moral community that shares responsibility for character education and strives to follow the same core values that guide the education of students, fostering moral leadership and long-term support for the basic initiatives of character education and 4 engaging families and community members as partners in efforts to develop character education-based curricula.

C. Implementation of Character Education Curriculum at SMA PGRI 6 Banjarmasin

1. Preparation of Learning Plans and Programs

Teachers at SMA PGRI 6 Banjarmasin develop learning plans and programs for the character education curriculum even though they use various formats according to their respective teachers' fields of study.

The delivery of the obligation to prepare learning plans and programs is carried out orally by the principal through the vice principal for curriculum and directly to the teachers in general, the teachers have carried it out, but some are late in making it. The teachers develop learning plans and programs by describing KTSP into a character education curriculum in each basic competency (KD), then include character elements such as ethics, noble character, mutual cooperation, mutual respect and hard work.

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For the stages of implementing the lesson plan (RPP), teachers at SMA PGRI 6 Banjarmasin make comprehensive preparations before carrying out the teaching and learning process in class. At this stage the teacher makes preparations from starting to determine the learning objectives of the material to be delivered, the right methods to be used media and tools that support the learning process of source books or references, and evaluation tools that will be applied. The preparation of learning planning is carried out based on the syllabus of the academic calendar, annual program (prota), semester program (promissory note), and assessment.

The preparation of character KTSP at SMA PGRI 6 Banjarmasin has contained the development of the nation's character and cultural education values. The preparation of RPP is carried out by recording the initial conditions, identifying cultural and character education values, and integrating the values of character education and national culture in the implementation of KBM by teachers in, for example, the preparation of RPP guided by the syllabus.

2. Material description

The elaboration of character education curriculum material is carried out by teachers in RPP according to their respective fields of study in teaching and learning activities and then applied in daily activities, such as shaking hands when fellow school residents meet, greeting each other, carrying out congregational prayers during religious lessons in the last hour, and others outside of study hours to support the implementation of the character education curriculum at SMA PGRI 6 Banjarmasin.

SMA PGRI 6 Banjarmasin has implemented KTSP where teachers are more creative in describing the curriculum with innovative efforts such as character education curriculum that encourages the creation of a fun learning atmosphere. Principals *reward* teachers who can make inroads by creating innovative learning models.

The elaboration of character education curriculum material is carried out by teachers of SMA PGRI 6 Banjarmasin wisely by utilizing the potential of resources in the learning process. Teachers make innovative creations in concocting material from several sources both as main and companion materials combined with their learning experiences, with the aim of making the learning process in character education more effective for teachers and efficient for students.

SMA PGRI 6 Banjarmasin carries out the elaboration of learning materials more focusing on the learning experience that must be possessed by students in learning process activities. The content and curriculum material contain all aspects related to cognitive (knowledge), affective (attitude or behavior), and psychomotor (skill or skill) aspects contained in the subject matter delivered in the learning process activities. Curriculum materials and learning activities are directed to achieve the goals of all these aspects.

3. Determination of Strategies and Methods

The strategy used in implementing the character education curriculum at SMA PGRI 6 Banjarmasin is from the principal delegating to the vice principal as well as to the teachers. The teachers then convey to the students the methods used are generally question and answer lectures, activity/action assignments, and exemplary examples. The implementation is in the form of good values such as religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievements, friendship (communication), love of peace, love of reading, social care, care for the environment, and responsibility.

Strategies and methods in the elaboration of the character education curriculum at SMA PGRI 6 Banjarmasin are carried out by maintaining a conducive and collaborative atmosphere that leads to increased student independence, careful thinking on strategies for cognitive motivation, and epistemic, cognitive, and social awareness and suitability of teaching and learning.

4. Provision of Resources, Tools, and Facilities

The provision of resources, tools, and facilities in the character education curriculum at SMA PGRI 6 Banjarmasin is carried out by all teachers through reading materials in library books, congregational prayer activities at the prayer room, laboratory practice activities, ceremonial discipline in the ceremonial field, honesty canteen, classroom, science practice room, and skill room. Equipment used for example the Quran for Muslims with recitation together, examples, pictures, and also IT media. Widely used facilities are classrooms and school environments.

In the learning process at SMA PGRI 6 Banjarmasin, a subject matter does not stand alone. The implementation of character education curriculum learning has received support in the form of learning media or reference books (references), the provision of resources, tools, and facilities that need to be provided to improve the effectiveness of character education learning.

Teachers at SMA PGRI 6 Banjarmasin have used learning resources in the implementation of character education curriculum such as utilizing computers in educational programs in the form of computer assisted instruction (CAI). They have made internet tools and means to carry out learning. Teachers who are proficient in using computers can use it in the learning process. The selection of sources, tools, and means from the software is carried out using a format that has been designed in advance by the teacher.

In implementing the character education curriculum at SMA PGRI 6 Banjarmasin, some teachers still do not use learning aids to direct students to organize student inquiry activities, but most teachers already use them.

5. Determination of Ways and Tools for Assessing Learning Processes and Outcomes

Determination of ways and tools Assessment of learning processes and outcomes carried out in the character education curriculum at SMA PGRI 6 Banjarmasin as stated by the principal of SMA PGRI 6 Banjarmasin through the application of daily discipline and

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teaching and learning processes. The assessment tool is through credit points and teacher assessment results. A record book of student points violations is provided in the daily supervisor and the assessment results of teachers teaching in class.

Ways and tools Assessment of the learning process and outcomes of the character education curriculum at SMA PGRI 6 Banjarmasin is carried out by teachers through assessment of student attitudes and assessments using tests, the use of mechanical methods of school supervision such as assessment by reading essay exams, short answer exams, multiple-choice questions on a wide scale carried out in several subjects such as Indonesian, civic education which is specifically related to character learning materials.

6. Learning environment settings

The setting of the learning environment at SMA PGRI 6 Banjarmasin looks as usual, the learning environment runs in accordance with learning activities such as reading the Quran, praying, and teaching and learning activities. Except for congregational prayer activities, hygiene activities, flag ceremonies, and practices, they are carried out in their respective places that have been provided.

Learning settings The character education curriculum at SMA PGRI 6 Banjarmasin is carried out inside the school and outside the school. The experience of students at school can be obtained through various educational activities, including: participating in classroom learning, skill practice, sports and art exercises, field trip activities, or practice in the school laboratory.

D. Assessment of Character Education Curriculum at SMA PGRI 6 Banjarmasin

1. Implementation of Character Education Curriculum Assessment by Teachers

The implementation of the character education curriculum assessment by teachers is carried out through guidelines made by the school, namely the minimum completeness criteria for each subject. For ethics/character at least attitude is set B. Assessment of the character education curriculum is included in affective and personality values with categories A, B, C, and D.

2. Obstacles / Problems Faced by Schools

The obstacle to the assessment of the character education curriculum by teachers is that specifically the school has not provided instructions on the ways of assessment in the implementation of this character education curriculum. The assessment carried out by the teachers is based on observations and records of violations and places the assessment on affective and personality aspects that are in accordance with school regulations.

At SMA PGRI 6 Banjarmasin, problems were found in the development of character education curriculum, namely teacher education, provision of classrooms, buildings, and school equipment. To solve the problems of teachers and education personnel through competency education approaches, training and professional development assistance programs have not been optimal.

IV. CONCLUSION

Based on the results of the above research, the following conclusions can be drawn:

1. SMA PGRI 6 Banjarmasin has implemented one of the steps in education management, namely planning the character education curriculum by conducting needs analysis, formulating and answering philosophical questions, determining curriculum design, and making a master plan.
2. SMA PGRI 6 Banjarmasin has also implemented one of the steps in management, namely organizing the character education curriculum by making rational, structure / content, material organization, preparing KBM, structure, tools, infrastructure, and determining the measurement of learning outcomes.
3. SMA PGRI 6 Banjarmasin has also implemented one of the steps in management, namely the implementation of the character education curriculum by preparing learning plans and programs, elaborating material, determining strategies and methods, providing resources, tools, and facilities, determining ways and tools Assessment of learning processes and outcomes, and setting the learning environment.
4. SMA PGRI 6 Banjarmasin has also implemented the final step in management, namely the assessment of the character education curriculum by teachers and the assessment of obstacles / problems faced by the school.

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