

Implementing the Management of Character Education in SDIT Nurul Ishlah Banda Aceh

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Abstract: The purpose of this research is to know the character education program, program implementation, evaluation program and the obstacles that are found in SDIT Nurul Ishlah Banda Aceh in implementing character education. Research subject of the principal, the chairman of the foundation, the class and parents. Data collection techniques through interviews, observations, and documentation studies. Research result showed that character education program at SDIT Nurul Ishlah is good enough, compiled before the school year begins. The implementation of character education follows a national curriculum combined with SDIT Nurul Ishlah curriculum. The teacher council prepares syllabus and lesson plan with character values, teachers can add praiseworthy traits of morality such as Siddig, Tabligh, Fatanah and Amanah. The evaluation of character education is conducted periodically and comprehensively at the end of semester, with the aim to know the aspects that need to be continuously improved.

Keywords: management, character education, national curriculum.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui Program pendidikan karakter, pelaksanaan program, evaluasi program dan kendala yang ditemukan di SDIT Nurul Ishlah Banda Aceh dalam melaksanakan pendidikan karakter. Subyek penelitian kepala sekolah, ketua yayasan, kelas dan orang tua/wali. Teknik pengumpulan data melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa program pendidikan karakter di SDIT Nurul Ishlah sudah cukup baik, disusun sebelum tahun ajaran dimulai. Pelaksanaan pendidikan karakter mengikuti kurikulum nasional yang dipadukan dengan kurikulum SDIT Nurul Ishlah. Majelis Guru menyusun silabus dan RPP dengan nilai-nilai karakter, guru dapat menambah akhlak terpuji seperti Siddig, Tabligh, Fatanah dan Amanah. Evaluasi pendidikan karakter dilakukan secara berkala dan menyeluruh pada akhir semester, dengan tujuan untuk mengetahui aspek-aspek yang perlu terus ditingkatkan.

Kata kunci: menejemen, pendidikan karakter, kurikulum nasional.

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■ INTRODUCTION

Curriculum 2013 (K13) is implicitly referred to as Character education curriculum, which aims to change the attitude of learners to be smarter in being, independent, skilled and berakhlaql karimah in everyday life (McGrath, 2018; Davydova et.al., 2016). Learning in the curriculum 2013 develops a realm of attitudes, knowledge, and skills with a gradual acquisition path. Attitudes are gained through the activity of accepting, executing, appreciating, living, and practicing. Knowledge is gained through the activity of remembering, understanding, implementing, analyzing, evaluating, and creating. As for skills gained through the activity of observing, asking, trying, associating, presenting, and creating (Núñez & Bode, 2019; Horton-Deutsch & Sherwood, 2017).

The 2013 curriculum has four points, the core competency of 1 (KI 1), which contains the religious value, KI 2 has humanitarian social value, KI 3 contains knowledge, and KI 4 contains the learning process. In KI 1 and KI 2 There is no material taught but to be a spirit in every subject taught. K13 comes loaded with the substance of character education is not a coincidence process. K13 was born in anticipation of future generations 'moral slums, such as adolescents 'increasing violence, the use of poor language, drug use, the lower the respect for parents and teachers, mutual and hatred among others. The emergence of awareness applying the character education, is the commitment of the Government to build a future generation of people who are able to compete globally by still having national resilience.

In some schools, the education of characters in addition to the curriculum (syllabus and RPP) is also practically visible in the school environment (Nabi et.al., 2017; Vo, Zhu, & Diep, 2017; Ma, Pender, & Welch, 2016). Practical character education is done through school environment and school programs such as the implementation of big and national days. For

example, the culture of Smiles, Greetings is a good behavior that starts to be done by schools. Honest cafeteria, that is a cafeteria who invite purchasing any needs without getting involved with the seller. Success in the process of forming a graduate character of an education unit is determined not only by the quality of process and learning outcomes, but also supported by the power of management of the school achieved its institutional objectives. This means that the quality of the character education in one school is reflected by the school graduates (Hirsch, 2019; Harris, 2016).

The management of character education in this study focuses on strategies applied in organizing character education in schools in describing religious values and lofty values in implementing school social missions through Management activities. The Integrated Islamic Elementary School (SDIT) Nurul Ishlah Banda Aceh is a school that has the specificity of combining religious values through its integrated Islamic Lebel into school learning and management. Therefore, the author wants to examine how the implementation of character education management in the integrated Islamic Elementary school Nurul Ishlah Banda Aceh with the problem of implementing character education management at the Integrated Islamic Elementary School (SDIT) Nurul Ishlah Banda Aceh."

Theoretical Foundation

Understanding of education management

The word management comes from the English language, namely the management of the verb to manage, generally interpreted as administering the managing. The word management literally translates to management and management (Scriven, 2017; Toivanen & Väänänen, 2016). The definition of management in terms can be mentioned that "management is conducting the management of resources that are owned by the institution/organization that is

human, money, methods, materials, machines, and marketing Systematic in a process (Steiss, 2019; Rossiter et al., 2018). Management is defined as the management of resources in an institution or organization.

Management is a systematic collection of knowledge, gathered and received according to the universal sense of the manager (Hugos, 2018; Alvesson & Gabriel, 2016). Management is a process of achieving goals by working together through people and other organizational resources. Management is a process or framework involving the guidance and direction of a group toward organizational objectives or real intent. Management is an activity, the implementation is “managing”-management-, while the implementation is called manager or manager.

From some definitions according to the origin of the word and the definition of the expert opinion, it can be concluded on what is meant by management. Management is the process of planning, organizing, implementing and monitoring in managing resources to achieve an effective and efficient goal. Based on the definition above, a school institution requires a management system that is managed in a sitematis organized to manage activities in the school (Soobaroyen, 2019; Sharp, Green, & Lewis, 2017; Setó-Pamies & Papaoikonomou, 2016). Therefore, its management must be able to run systematically through the stages initiated by a plan until the next stage in a integration in the process, so that the importance An educational organization.

Character Education

Literally ‘ character ‘ is the quality or strength of the mental or moral, morality or personality of individuals who are special personalities that distinguish from other individuals. The sense of character here is likened to morality, morality or ethics. To find out the following characteristics and morality. This situation causes

the soul to act thoughtlessly or deeply considered. This situation has two types: (1) natural and departing from the character, for example in people who are easily angry because of the most small things, or who are afraid to face the most trivial incident, laugh excessively just because of a very ordinary thing that Amazed him; (2) is created through habits and exercises. At first this situation occurred because of consideration and thought, but later through continuous practice, into character.

Lickona explains the character definition by giving examples of a character. In line with the definition of Dennis, in his book *Introduction to Psychology: Exploration and application* defines the character as a subjective judgment of one’s personality relating to the personality attributes that can be Unacceptable to the public. Character is the absolute answer to creating a better life in the community.

Character Education Objectives

Operational objectives of character education in school settings are as follows: 1) strengthening and developing the values of life that are considered important and necessary to become a personality of the special student ownership as Values are developed. 2) pro of read the unequal learners with the values developed by the school. 3) establishing a harmonious connection with family and society in portraying the responsibility of the character together. The objectives of the character education include the following: Develops the affective potential of learners as human beings and citizens who have character values. Develop the habits and behaviors of the most praised learners and align with the universal values and cultural traditions and character of the nation. Instilling the spirit of leadership and responsibility of learners as generations of the nation’s successors. Develop learners ‘ ability to be independent and creative. Develops the

environment of the school life as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high national flavor and full of strength.

Character building processes and strategies in elementary school

Character formation can not be done take for granted or origin so after one or two studies, it is necessary to process a serious time and effort from an institution like school. Meanwhile the process that is done must be the correct, measurable and systematic ordinance. For example, the value of that character is a guideline in conducting learning, and is adapted to the development of students. Of course, the ability of the learners, the sport, the sports, and the taste of students in elementary school is not the same as students in secondary school. By knowing the value of the character that corresponds to the level of student progression, a teacher will be more informed to teach learners and can parse the evaluation as expected.

The school had a very urgent role in the character education of a student. Especially for learners who do not get the character education at all in the circled and their families. What Benner propounded, of course, was not unconsciously, but rather based on the results of his research on the tendency of society in America, where the children spent longer in school than they were at home. William Bener came to the conclusion that what is recorded in the memory of a student in school, apparently has a big influence on their personality or character when mature. In short, schools are one of the most effective rides in character education internalization of students.

Character education management procedures in elementary School

School character Education is also very related to school management or management. The management in question is how the education

of character planned (planning), implemented (actuating) and controlled (controlling) and evaluation in the educational activities in the school adequately. Such management is like the values that need to be implanted, the content of the curriculum, learning, assessment, educators and education personnel or other related components (Hanushek et.al., 2019; Rosser, 2018). Thus school management is one of the most effective media in character education applications in schools.

The following describes character education management procedures include: Character education planning by identifying the types of activities in schools that can realize character education that needs to be mastered, Develop learning materials for each type of activity in the school, develop the design of the implementation of each activity in the school (objectives, materials, facilities, schedules, teachers/facilitators, approach implementation, evaluation) prepare facilities Supporting the implementation of character building programs in school

Implementation is an activity to realize the plan to be a real action in order to achieve the objectives effectively and efficiently, so it will have value. In implementing the internalization of character values is the core activity of character education. The implementation of education in schools can be reached at least four strategic alternatives. First, integrate the educational content of the character that has been formulated into all subjects. Secondly, integrating character education into daily activities at school. Third, integrating character education into activities that are programed or planned. Fourth, establish cooperative communication between schools and students ' parents.

Character education is certainly not able to provide a multiple-choice evaluation system or to answer memorized questions such as other subjects. The things that need to be observed in conducting evaluation of character education,

namely: 1) Students' progress can be observed through behavior in the school environment; (2) Character effect on the outside environment of the school; (3) Their lives after graduating from school.

Evaluation is the final stage of a plan. Evaluation is the spearhead of measurement on what has been done. In the evaluation it may be noticeable the extent to which the activities, programmes, objectives, and vision set can be achieved. In the evaluation section, all advantages, disadvantages, responses will be visible. Then evaluation is an important part in the management system. The character education assessment is more at the point of success in the acceptance of values in the attitudes and behaviors of learners according to the values of the character applied and practiced in daily life. Types of assessments can be an assessment of attitudes and behaviors, both individuals and groups.

■ METHODS

Research approaches are research plans and procedures that include measures, from broad assumptions to detailed methods of data collection, analysis, and interpretation. On a qualitative approach, researchers are a key instrument in data collection, the focus of the research is on the perception and experience of the informant and the way they perceive life. In essence qualitative research seeks to observe people in their environment interacting with them, seeking to understand their language and interpretation of the world around. Researchers are trying to illustrate the context of the research interactively, presenting a variety of perspectives on the phenomenon, and continuously digging up the data studied during the field directing the management implementation process Character education in the integrated Islamic Elementary school Nurul Islah Banda Aceh.

Measures of data collection carried out include efforts to restrict research, collect information through observation and interviews whether structured or not, documentation, visual materials, and designing protocols to record and Record Information. In qualitative research, the data appears more tangible words, not a series of numbers. Qualitative Data is collected in various ways for example: observation, interviews, digest of documents, recordings are then processed through the subsequent qualitatively analyzed logging, typing and editing. To avoid subjective data, it is necessary analysis, analysis is very decisive, because through optimal data analysis and precise interpretation will be obtained by the results of meaningful research.

After all data is collected, the next step is data analysis. The purpose of data analysis is the process of finding and structuring systematically the data obtained from interviews, observations and documents, data found through the research process will not necessarily be used unless the process Data grouping in advance to avoid the nature of subjectivity. Sugiyono suggests that "qualitative data analysis measures are through data reduction, data presentation, and concluding conclusions.

■ RESULTS AND DISCUSSION

Character education planning at the Integrated Islamic Elementary School (SDIT) Nurul Ishlah

SDIT Nurul Ishlah Banda ACEH was established in June of 2004 with a headmaster and assisted by 5 teachers, under the foundation of education, social and Da'wah Al Hikmah (now Hikmah Sejati). The number of students in the first year was 28 who were all seated in one class. After the Tsunami, these first-generation students were only 15 people left where most of the students were victims of the Tsunami. In the tenth year, the whole student SDIT Nurul Ishlah

amounted to approximately 390 people consisting of Class 1 to grade 6. This very significant increase showed how much the community gave SDIT Nurul Ishlah a huge trust in building and educating the next generation of the nation.

SDIT Nurul Ishlah to blend the field of general learning with the field of religious studies in a balanced and even incorporate divine messages throughout the field of school study also conditioned students in a living environment filled with Islamic nuance, with Make the mosque as a central activity of worship and the absorption of Ruhiah values. SDIT Nurul Ishlah also seeks to integrate optimally the cognitive, effective and psychomotor aspects of the process and teaching and learning activities. SDIT Nurul Ishlah also seeks to involve the role of parents and society in the coaching and education of the students.

In addition, SDIT Nurul Ishlah with all the potential and capabilities that are trying to roll the educational activities for the Putera-puteri Islam to have: Aqidah and the worship of the Saheeh, Aqal Yang Dzakiy, Akhlaq the Karimah, the Qowiy body, in accordance With the Qur'an and As-Sunnah, smart, creative and knowledgeable, polite, trustworthy, honest, firm, orderly, disciplined, courageous, and responsible, healthy, fit and agile. With the provision, it is hoped that they become capable leaders of competent, reliable, and able to raise the harp and degrees of life in the welfare of the world-hereafter.

The education planning of the character in SDIT Nurul Ishlah is adequate and in accordance with the procedure of planning concept. Character education planning must be based on the vision of the character education established by the school. In this case the vision and mission of school SDIT Nurul Ishlah strongly supports character education. Planning is the whole process of thinking the determination of all

activities to be done in the future in order to achieve the objectives. The planning of character education is conducted by the relevant parties, as well as the mechanism of implementation, organizational, time and place, and supporting The results revealed that before the implementation of character education in SDIT Nurul Ishlah first carried out the internal meetings of the Foundation, the school principal and the entire teacher Council. This is in accordance with the theory above that in the planning involved parties concerned, in addition to the RPP and the programs that are prepared, SDIT Nurul Ishlah also make training to teachers related to the implementation of character education.

Implementation of character education in the integrated Islamic Elementary School (Sdit) Nurul Islah Banda Aceh

Implementation is an activity to realize the plan to be a real action in order to achieve objectives effectively and efficiently, so that it has value quality. The implementation of character education in SDIT Nurul Ishlah has been running as a theory of character education implementation, which is implementing the integration of character values in RPP, and learning process. Similarly, the implementation of character education in this school corresponds to the 2013 curriculum which contains the character values for elementary school children with thematic systems.

In addition to the integration of character values in the curriculum, SDIT Nurul Ishlah School also established communication with the students parents, and in the school environment installed a display that supports character education. This is in accordance with the theory that one of the aspects that also provide shares in the formation of a pattern of thinking, the attitude and behavior of a person is the environmental factor where the person is living.

Evaluation of character education programs in the Integrated Islamic Elementary School (Sdit) Nurul Islah Banda Aceh

Based on the explanation of the above research shows that the evaluation of character education at SDIT Nurul Ishlah School in Banda Aceh has been implemented well and systematically. This complies with the Ministry of Education regulation on the 2013 curriculum standard which contains the aspect of character assessment in the school curriculum. In RPP Sekolah SDIT Nurul Ishlah Besides integrated character values also there are special points in the assessment aspect of attitude or character.

The evaluation of character education is conducted systematically through assessment of attitudes such as manners, responsibilities, cooperation, religious, caring, and others. The evaluation of character education in SDIT Nurul Ishlah is not based on figures but on narrative. This is in accordance with the theory of Lickona that describes the things that need to be observed in conducting evaluation of character education, namely: 1) Student character progress can be observed through his behavior in the school environment; (2) Character effect on the outside environment of the school; (3) Their lives after graduating from school. The results showed that teachers conducted evaluation of character education in the form of tables with written descriptions.

The results of the study in accordance with the Ministry of National Education (2011) mentioned the assessment of success through the following steps; 1) Develop an indicator of the values set or agreed; 2) Develop various assessment instruments; 3) recording the achievement of indicators; 3) conducting analysis and evaluation; 4) Follow up. SDIT Nurul Ishlah developed a character education assessment on two major aspects of the spiritual assessment and attitude assessment aspect [16].

Barriers to application of character education in the integrated Islamic Elementary School (Sdit) Nurul Islah Banda Aceh

Based on the results of the research through observation and interviews there are several obstacles faced by SD IT Nurul Islah Banda ACEH in the implementation of character education, the obstacles experienced also various, including: 1) understanding of different school citizens About character education, so it takes patience and hard work from the school in an effort to equate perception in order to implement character education as expected. 2) Limited control of the school and environmental factors students live. In this case the school is unable to monitor the child's activities in the living environment. This is because students spend more time at home, so teachers cannot optimally monitor student activities in a residential environment. 3) The character of a poor place of residence and a lack of parental attention to learners, is a factor of the character building inhibitory learners. 4) It is not easy to guide learners to have the expected character. Because different student characters and limitations of teachers in observing student characters make teachers not optimal in assessing the students ' characters. From some of the obstacles above, the obstacles that teachers often experience in achieving character education are the influence of media and the environmental conditions in which learners are the impediments to make the teachers less optimal in monitoring Student activities in a residential environment, so that the less-than-good characters brought from character education implementation environment.

CONCLUSIONS

The planning of character education in SDIT Nurul Ishlah Banda Aceh is well done, systematically structured. In planning, the

foundation makes an internal meeting with the school principal and a teacher council to compose character education, vision and mission of the school created to support the implementation of character education, as well as school room displays explaining Implementation of character education at the school. After conducting internal meetings to develop character education planning, the headmaster conducts further communication with the Teachers ' Council and The Guardian. This is done so that the implementation of character education can run well according to the planning made.

The implementation of character education in SDIT Nurul Ishlah Banda ACEH follows the curriculum that has been determined by the way the Teacher councils prepare syllabus and RPP, in the RPP integrated character values to be implemented in the process Learning. This is in accordance with the National Education Ministry's decision on character education in the 2013 curriculum. Character values are included by the teacher in the material of a lesson, such as responsibilities, hard work, discipline, social care, religious, courtesy, thorough, intelligent, democracy and so forth, even among the teachers also include Praiseworthy qualities of the apostles such as Siddiq, Tabligh, Fatanah and Amanah.

The evaluation of character education is done periodically and comprehensively on each learning process. After completion of the learning process, the teacher gives the character assessment by Smudge to the values of the character that has been prepared. This is a periodic assessment, meaning that no specific time is specified. The evaluation is also done comprehensively at the end of every study or school exam. Teachers prepare two tables to be filled as a character education evaluation which is student's spiritual assessment and attitude assessment.

Barriers experienced by the school that is the school principal and teacher Council are experiencing limitations in controlling character education outside the school that is in the family and society. This is an obstacle because according to the school principal and the Teacher Council, character education must engage Tri Center, besides school, also family and environment.

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