

The Management Program of Character Building Education

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The widely purpose of this study is to find out a comprehensive description of the Program Management of Character Education at Junior High School. While specific goals of this study are: to analyze planning, organizing, implementation, mechanism of controlling of Character Building Education Program. This is a qualitative research which will describe many informants such as the principal and teachers of Junior High School and also parents. Data analysis was performed by Miles and Huberme models including data collection, reduction, presentation with its inference and verification. The results shows that the understanding of the concept of character education environment of Junior High School is quite good and the implementation of it is a sharing responsibility among the principals, teachers, employees, family inclusive a society; the planning is well done with two approaches: a) indirectly through integration into all subjects and activities outside of teaching, b) direct means making character education as a subject; the organization included human resource management, the management of facilities and infrastructure is doing well as the management of tasks and responsibilities of Teachers, Employees, Students and Parents; the implementation of an integrated manner go through the involvement of schools, families and the environment supports the achievement of competence and character formation of students; and controlling is carried out by all components of the stakeholders (Teachers, Employees, Students and Parents)

Keywords: *Management Program , Character Building Education*

INTRODUCTION

Character building education has become a polemic in various countries, the views of the pro and contra have colored the discourse of character education for a long time, in truth, character education is an essential part of fundamental and the main task of the school, but the character education issues so far less attention. Due to the lack of attention to character education in the school realm, has led to the growth and the increasing impact of various social ills in the community, such as loss of values mutual cooperation, honesty, decency, social glory, self-respect and so forth.

Character building education is an important aspect in delivering the success of humanity as a generation of the nation in the future. Where, a strong character will form a strong mental, with a strong mentality will certainly give birth to a strong spirit, always think long process, never give up and take responsibility for what is done, and hit the current of surging storms and dangers. By preparing a generation that has a strong character is one effort to make the generation as the winner in an increasingly competitive field both in the present and future.

Some things related to the management of character building education programs cannot be separated from the planning, organizing, implementation, and control of character education programs. Educational Programs are concerned with the process of carefully defining the direction, objectives and actions as well as assessing the appropriate

resources and methods / techniques. While organizing is the process of organizing, allocating and distributing work, authority and resources among members of the organization to achieve organizational goals. The implementation is a human relationship in leadership that binds the subordinates to be willing to understand and donate power in an effective and efficient in achieving the goals of an organization. And control is a process in directing a set of variables to achieve predetermined goals and targets.

Stoner said that management is the process of planning, organizing, directing and supervising the efforts of members of the organization and the use of other organizational resources in order to achieve organizational goals that have been established. Meanwhile, according to Nickels, et. al that "the process is used to accomplish organizational goals through planning, organizing, directing, and controlling people and other organizational resources" (management is a process undertaken to realize the goals of the organization through the rendition of activities in the form of planning, and control of people and other organizational resources).

Character building education is a system of inculcating the values of character to the school community which includes the components of knowledge, awareness or willingness, and actions to implement those values (Zainal Aqib, 2012 : 20). David Elkind & Freddy Sweet, interpret the character building education as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within ". Thomas Lickona gives a sense of "Character building education is the deliberate effort to develop good character based on core virtues that are good for the individual and good for society". Character education is a deliberate effort to develop good character based on good core virtues for the individual and good for society.

Meanwhile, according to D. Yahya Khan, character building education teaches habitual ways of thinking and behavior that help individuals to live and work together as family, community, and nation. And, help others to make decisions that can be accounted for. In other words, that character education teaches the students to think intelligently, activates the midbrain naturally. Suparlan argues that the educational enthusiasts of character try to paint important pillars in character education, such as: 1) Responsibility, 2) Respect , 3) Fairness, 4) Courage, 5) Honesty, 6) Citizenship, 7) Self-discipline; 8) Caring and 9) Perseverance.

Meanwhile, the Age of Ma'mur Asmani argued that character building education should be based on principles, among others: promoting the basic ethical values as the basis of character; identify the character comprehensively in order to encompass, feeling, and behavior; using a sharp, proactive and effective approach to character building; creating a caring school community; providing an opportunity to learners to show good behavior; have coverage of a meaningful and challenging curriculum that respects all learners, builds their character, and helps them to succeed; ensuring the growth of self-motivation in the learners; functioning all school staff as a moral community that shares responsibility for character building education and adheres to the same basic values; sharing of moral leadership and broad support in building character education initiatives; functioning families and community members as partners in building character; evaluating school

character, function of school staff as teacher characters, and manifestations of positive characters in the lives of learners.

METHODOLOGY

The setting of this research was carried out in the environment of Junior Higher School . This research uses a qualitative or naturalistic method because it is done in natural condition. Qualitative research method is a research method used to examine the natural condition of the object, where the researcher is a key instrument, data collection techniques are conducted in triangulation, the data analysis is inductive, and the qualitative research results emphasize the meaning of generalization.

The dimensions of actors in this study include; Principals, Civic Subject Teachers, Religious Education Teachers, Counselling Teachers, Parents of Students (representing school committees), and Students.

The period of research conducted for approximately 1 (one) year. With a qualitative approach, the theoretical basis is:

1. Phenomenological approach, meaning that researchers try to understand the meaning of events and their links to ordinary people in certain situations.
2. The symbolic interaction approach, the assumption is that it is symbolically assumed that the objects of people, situations and events do not have their own sense, otherwise the sense is given to them. Understanding that people give to their experience and interpretation process is essential and decisive.
3. Cultural approach, meaning to describe culture according to this perspective a researcher may be able to think of an event in which humans are expected to behave properly.
4. The Ethno methodological approach seeks to understand how societies view, explain and describe their own way of life. Ethno methodology seeks to understand how people begin to see, explain, and describe the order of the world in which they live. A qualitative researcher who applies this viewpoint seeks to interpret events and social events in accordance with the point of view of the object of his research.

FINDINGS AND DISCUSSION

1. The Nature of Character Building Education Program

Character education is one of the efforts in creating the development of the soul of children both inward and outward, in order to realize the nature of human nature to lead to a better civilization. As an example ; teachings to respect the elder, polite speech sign must be shouted, share affection, look better and neat, help each other and so forth where all the form of character education process.

History has noted that the concept of character building education of the nation has been long before the independence of Indonesia, where Ki Hajar Dewantoro as a national hero has expressed his views on character building education, with the principles, among others: (1) The right of one to govern oneself with the purpose of orderly unity in public life; (2) Teaching means to educate the child to be independent of his mind, mind and energy; (3) Education must be in harmony with life; (4) Culture itself in harmony with nature must be able to provide peace of life; (5) Must work according to their own strength; (6) Need to live with oneself and (7) unbound, inner birth prepared to provide service to students.

Where the main function of the character education program among others; (1) develop the basic potential to be good-hearted, good-minded, and well-behaved; (2) strengthening and building multicultural nation behavior; (3) improving the nation's competitive civilization in the association of the world, as the government hopes with the application of character building education based on 18 values that comes from religion, Pancasila, culture, and national education goals Character Education Program Planning .

2. Character Building Education Program Planning

Similarly, the planning of character education program at Junior High School proposed that planning is done by involving the school community (school leaders, teachers, employees, students and parents of students and the environment around the school) will bear a sense of belonging and the encouragement of school people to joint work out that the character building education program can be successful.

2.1. Organizing Character Building Education Program

One of the Principal of Junior High School says that the organization in the implementation of character education in the school environment has two approaches namely; 1) Internal approach, this is the responsibility of the school through activities, teaching and learning, school culture, and co-curricular and / or extra curricular activities. This means that the principal is responsible, while the vice principal and the guardian of the Class as the organizer, while the BP Teacher, the Religious Teacher and the PPKn Teacher as the content filler. The other teachers as a team evaluate the results of the character education program. 2) External approach, this is the responsibility of parents and the whole community because it is done in everyday life of the house and in the life of society.

This means that the Principal involves the School Committee to be able to assist in the application of character education that has been taught in schools to be applied to the home and community environment. The structure of organizing the school character education program based on the existing school structure of the Principal ◊ Vice Principal Curriculum Sector, Deputy Head of Student Affairs ◊ Treasurer ◊ Companions ◊ Guardians Class, Teachers and Employees ◊ Students.

2.2. Implementation of Character Building Education Program

It also stated that the implementation of character building education in this school at least taken through four alternative strategies in an integrated manner. First, integrate character building education content that has been formulated into all subjects. Second, integrate character building education into daily activities at school. Third, integrate character building education into activities that are programmed or planned. Fourth, building communication cooperation between schools with parents of students.

2.3. Control of Character Building Education Program

The same thing was also conveyed by the headmaster of Junior High School that the control related to the character education program in order to do the process of supervising, comparing and correcting the implementation of the character education program in this school. So some of the agreements have been made and produce instruments or indicators of the values of character education that have been agreed. The components or indicators in the implementation of character education programs delivered by the Principal, among others, related curriculum and learning, educators and education personnel, learners, facilities and infrastructure, and financing. With the character values seen, among others; Deity, Self, Fellow, Environment and Nationality as recommended in the character education guidelines issued by National Education.

While the method or way that is done is to provide an assessment while the learning process takes place, the above mentioned, also delivered by the supporting informant (teacher) that the control of the character building education program is conducted in several ways, among others; self-assessment, peer assessment, and teacher observation. Where self-assessment is done by giving the students the problem to be answered and solved, then the teacher gives stimulation to the students to do their own assessment. In addition to self-assessment, peers are also used as an assessment instrument. His peers were given the opportunity to give judgment to his other friends. The value of self-assessment and peers is augmented by teacher assessment based on the results of daily activities at school and test. The results of the three assessment instruments were then collected in one of the teachers as a companion teacher. The task of companion teachers is to make analysis and identification.

Based on the results of the analysis and identification, then the companion teacher made a follow-up plan of the aspects of self-development of students related to character building education, which then proposed to the parties as to be included in the school activities plan and budget allocation. A class re-test process in which the process takes place, for example; self-test class test process, and can be accounted for vows is the most important part of the character building education program. While other ways through extracurricular, example; scouting activities, discipline, and mutual cooperation and mutual assistance in goodness are always emphasized.

CONCLUSIONS

Based on the results of research and data analysis on the management of character education programs in Junior High School, it can be concluded as follows:

1. Understanding character building education programs is a shared responsibility between Schools, Teachers, Employees, Families including Communities (Stakeholders).
2. The planning of character building education program is done by two approaches: a) directly through integration into all subjects and b) indirectly through activities outside the teaching in this case extracurricular activities
3. Organizing in character building education programs includes the management of human resources (Teachers, Employees, Students, and Old Student), management of facilities and infrastructure, and management of tasks and responsibilities of Teachers, Employees, Students and Parents Student.

4. Implementation of character building education programs is conducted in an integrated manner through the involvement of schools, families and the environment in order to support the achievement of competence and character formation of learners.
5. The control of character education programs focuses on the school organizational functions, which do not come naturally and individually, but are done by all components of stakeholders (Teachers, Employees, Students and Parent Students).

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