

Management of Character Education in School-Based Quality Improvement (A Case Study at The Yayasan Eben Haezer Manado School)

Prof. Joulanda. A, M. Rawis

joulanda_rawis@unima.ac.id)

Jenny Nancy Kaligis

jennykaligis@unima.ac.id

Faculty of Education, Manado State University

Manado State University, Faculty of Economics

Email correspondent: Joulanda_rawis@unima.ac.id

ABSTRACT

Quality education is produced by quality processes. Through the formation/development of character values that are internalized into superior individuals, superior quality graduates will be produced. The implementation model uses habituation (habituation), personification, exemplary models of one's behavior (role models), integration of extracurricular, intra- and co-curricular activities and programs and the formation of a conducive environment (bi'ah). The supervision model uses internal control management through rules and attitude books, and externally through home visits; (3) The implications for school policies are in the form of a character-based curriculum, a set of rules for the process of habituation and targets to be achieved; a systemic-integrative character education management system; quality of graduates with excellent academic and religious characteristics awareness: having awareness of realizing quality character values: having faith and piety, loving knowledge, doing good deeds, confident, having noble character, and contributing to society, according to expectations, satisfaction, pride and community trust. The findings of this study are: a systemic-integrative character education management model, based on personification, role modeling and habituation.

Keywords: Character Education, Quality of School Education

INTRODUCTION

There are at least seven values that are important to develop into characters, namely: discipline, responsibility, respect and obedience, hard work, empathy, confidence and communicative. Quality character and moral development has three fundamental foundations, as stated by Thomas Lickona (1991) in Muhaimin, that to educate good character and values to students requires an integrated approach between the

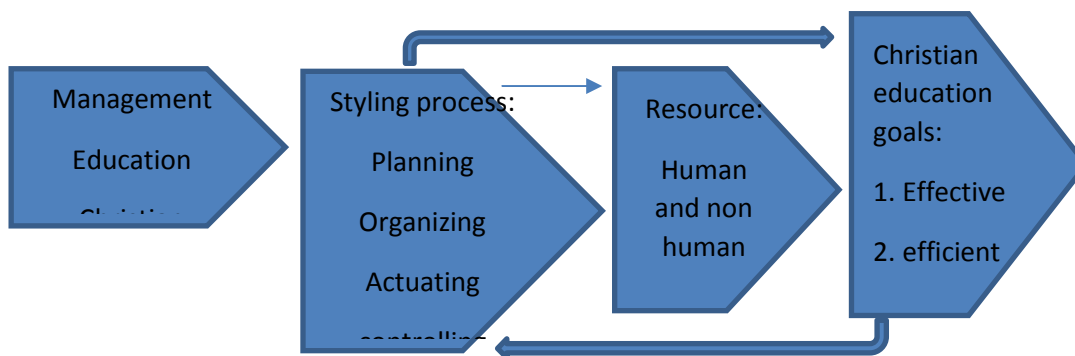
three components as follows, namely: (1) moral knowing , which includes: moral awareness, knowing moral values, perspective-taking, moral reasoning, decision making and self-knowledge, (2) moral feeling, which includes: conscience, self-esteem, empathy, loving the good, self-control, humility , and (3) moral action, which includes: competence, will, and habit. Thus, students will have competence, strong will and habits in carrying out good moral values. The three integrated components are expected to increase national independence, increase national competitiveness and be able to contribute to the development of world civilization.

Based on the opinions of the experts above, it can be concluded that education management is a science that studies how to manage educational resources to achieve predetermined educational goals.

1. Christian education management

Christian education management is a new branch of knowledge that was initiated to achieve the goals of Christian educational institutions and Indonesian education in general. As a new branch of knowledge, Christian education management implements management principles, functions and theories in an effort to develop or advance Christian education. The interpretation and implementation of Christian values in theory and practice is unique to the field of Christian education management according to its name.

From the explanation above, Christian education management is a process of structuring education that is carried out through planning, organizing, staffing, coaching, organizing, communicating, motivating, budgeting, controlling, supervising, evaluating, and reporting activities systematically to achieve quality educational goals. effective and efficient. This definition can be schematized as follows.



CHRISTIAN EDUCATION MANAGEMENT CONCEPTS

2. Character building

Character education is understood as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior that is in accordance with the noble values that become

one's identity, manifested in interactions with God, oneself, one another, and the environment. These values include: honesty, independence, courtesy, social nobility, intellectual thinking, including intellectual sensitivity and logical thinking.

Meanwhile, Hill said that character determines someone's private thoughts and someone's action is done. Good character is the inward motivation to do what is right, according to the highest standard of behavior, in every situation. Whereas character education teaches habits of ways of thinking and behavior that help individuals to live and work together as a family, community and nation and help make responsible decisions. In fact, character education is an essential thing that is the task of schools but so far it has received little attention, so that it has led to the development of various social diseases in society. Therefore, schools are not only obliged to increase academic achievement, but are also responsible for the formation of good character.

3. MPMBS Policy Implementation

Efforts to improve the quality of education have never stopped being carried out by the government and actors/stakeholders. Whereas in the implementation of quality MPMBS policies, various inputs are involved, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), school facilities, administrative support and infrastructure and other resources and the creation of a conducive atmosphere.

Implementation of the MPMBS policy functions to synchronize the various inputs or synergize all components in the teaching and learning interaction (process) both between teachers, students and supporting facilities in the classroom and outside the classroom, both in curricular and extra-curricular contexts, both within the scope of academic and non-academic substance. non-academic in an atmosphere that supports the learning process.

Quality in the context of educational outcomes refers to the achievements of schools at any given time. The quality or achievement achieved or educational results (student achievement) can be in the form of academic ability test results (eg general tests, US or UN). It can also be in the form of achievements in other fields such as achievements in a sport, art or certain additional skills, for example: computers, various types of techniques, services.

These phenomena are in line with Long's opinion as quoted by Abdul Wahab, who said that in many cases, the policy implementation process will always open opportunities for "reorientation" or policy transformation. There is practically no straight line that stretches and connects between policies and the final policy outcomes. Long's opinion is really proven/happened in the implementation of the MPMBS policy.

RESEARCH METHODS

A. Research Approach

This study uses an interpretive paradigm with a qualitative approach, a case study type and a multi-case design. Data was collected according to Denzin and Lincoln's theory which uses natural settings as a direct data source. This research is expected to be able to describe and discover in a comprehensive and complete manner the management of character education in realizing the quality of graduates at the EBEN HAEZER MANADO Foundations schools. In addition, this research is expected to be able to build a theory inductively which is then used to obtain substantive findings in accordance with the research focus which is abstracted as formal findings. Thus, this study uses a qualitative approach. This means that the data collected is not in the form of numbers,

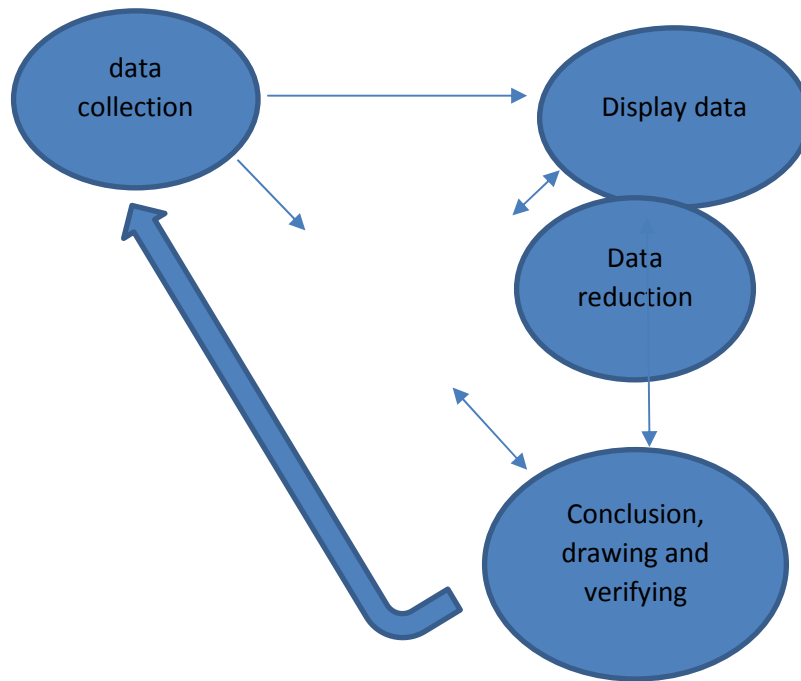
Data and Data sources

In qualitative research, a lot of data collection uses interview techniques, so the data source is called an informant. Informants are people who provide information related to the focus of research. To make it easier to identify data sources, researchers classify them into three, namely people, places and symbols.

Data analysis technique

Data analysis is the process of systemically tracking and organizing interview transcripts, field notes, and other materials collected to increase understanding of these materials so that the findings can be presented to others. As revealed by Patton in Moleong that data analysis is the process of arranging data sequences, organizing them into a pattern, category and basic order unit. In this study, data analysis was carried out from the initial data collection until the overall data was collected.

To obtain accurate data regarding the research conducted, researchers use the steps mentioned by Miles and Huberman, which are briefly visualized in the chart below:



Data Analysis Process According to Miles and Huberman

The data obtained by researchers in the field needs to be tested for its validity. Testing the validity of the data to gain credibility can use source, time and technique triangulation. Sugiyono (2010: 372) explains that triangulation in testing credibility is checking data from various sources in various ways and at various times. The triangulation used in this research is technical triangulation and source triangulation.

1. Engineering Triangulation

Triangulation techniques to test the credibility of the data is done by checking data from the same source but with different techniques. Researchers revealed data about school management using interview techniques, then checked by observation, and documentation studies.

2. Source Triangulation

Source triangulation to test the credibility of the data is done by checking the data with the same technique from different sources. This study used source triangulation which was conducted through interviews with school principals, teachers, and school committees.

RESEARCH RESULTS AND DISCUSSION

In principle, the implementation of the Character Education Management program in School-Based Quality Improvement (a case study at the YAYASAN EBEN HAEZER MANADO school) has been implemented and is running in accordance with the wishes and expectations of all school members, but of course its implementation cannot be separated from supporting and inhibiting factors in the implementation of the program. because its implementation involves many elements such as school principals, deputy principals, teachers, administrative staff, students, school facilities and infrastructure as well as the involvement of parents of students, the community, school committees, and the school environment (educational stakeholders). The elements involved, apart from being a supporting factor, can also be an inhibiting factor. Therefore,

1. Supporting factors

Supporting factors are factors that provide support for the implementation of the Character Education Management program in School-Based Quality Improvement in FOUNDATION EBEN HAEZER MANADO schools. the findings in the field come from internal and external factors, namely as follows:

There is a foundation commitment to implementing a curriculum based on applicable policies, in order to improve the quality and quantity of graduates based on the National Examination, students are given additional learning enrichment starting from class X to class XII. Self-development is provided in the form of counseling guidance, study clubs, skills development clubs (PMR, Scouts, and others). In addition, there are adequate resources, although they are diverse, but formally they are in accordance with the minimum standards of education in carrying out their professional duties. Furthermore, the school has a clear vision and mission, goals, objectives and programs, which serve as guidelines for the members of the Manado EbenHaezer Foundation school to be able to realize them together so as to create quality output.

Factors supporting the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools depend on the leadership of the school principal himself, in this case as the principal actively coordinates with staff in implementing activities at school. The deputy principal of the school functions as an element that assists the school in the context of improving and guaranteeing school quality. The teacher carries out learning activities according to the educational calendar and predetermined programs. The homeroom teacher provides guidance to students, during class hours and outside of class hours. The cleaning staff cleans the school every morning, so that when learning activities begin, the school feels comfortable. Besides that, This school has a safe, orderly and comfortable learning environment and climate so that it supports the learning process in a comfortable manner. Therefore, the school continues to strive for factors that can foster this climate including all school members from the principal, teachers, staff, and students attending and going home on time, flag ceremonies every Monday, making announcements that are important to know by madrasah residents and the community, cultivating morning gymnastics/exercise in the foundation is expected that all school residents are physically and mentally healthy, so that the implementation of tasks that are their respective responsibilities can be completed properly, and pay attention to the completeness of the administration of organizing activities,

The environment of a school greatly influences the smooth success of an activity in the learning process at school. the situation and condition of the school environment is quite safe and conducive to community participation in maintaining security and order in the foundation's environment to provide comfort in the learning process activities. If viewed from its geographical location, the position of the school is very strategic so that it is easy to reach from various directions so that it can meet the community's need for education, especially senior secondary education. As explained by the deputy principal of the school that one of the things that really supports learning activities in this school so that so far it can run well and smoothly is the problem of the situation and condition of a safe and orderly school environment. because the participation of citizens in maintaining security and order in the environment is very supportive. Moreover, the location of the madrasa is quite strategic, so it really helps the community in meeting the educational needs of their children.

Furthermore, security and order factors in a school greatly support the smooth implementation of learning programs in madrasas, so that the implementation of the Character Education Management program in Improving School-Based Quality at the EBEN HAEZER MANADO FOUNDATION schools can run well. As stated by the principal, a supporting factor that is no less important is the awareness of madrasa residents in creating a conducive atmosphere, climate and school environment, good communication, especially between school members, and also the school and the surrounding community, so that activities It can be seen that the school has a safe, orderly and comfortable learning environment or climate so that the teaching and learning process can take place comfortably.

Another supporting factor is the role of parents in the family environment which is very important in helping to educate their children, controlling, supervising, and providing motivation so that they always learn both at home and at school. In addition, the role of the school committee as a representative and extension of parents and the community in assisting the smooth learning process in schools is in the form of mental and financial assistance, so that what is expected by the community for schools can be realized.

Based on the description above, it can be concluded that there are 2 supporting factors for the implementation of the Character Education Management program in School-Based Quality Improvement in FOUNDATION EBEN HAEZER MANADO schools, namely internal and external factors. Internal factors include: 1) the school has strong leadership, 2) the school has a vision and mission as well as clear goals and objectives, 3) there is a safe, orderly and conducive school environment. While external factors supporting the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools are: 1) the role of parents/guardians of students in supporting their children's education, 2) the role of the school committee in providing support to schools.

The supporting factors above, are in line with Umaedi's opinion that there are several indicators that show the character of the concept of Character Education Management in School-Based Quality Improvement in YAYASAN EBEN HAEZER MANADO schools, including the following: (1) a safe and orderly school environment; (2) the school has a mission and quality targets to be achieved; (3) schools have strong leadership; (4) there are high expectations from school personnel (principals, teachers and other staff including students) for achievement; (5) continuous development of school staff according to science and technology demands; (6) there is continuous evaluation of various academic and administrative aspects; (7) communication and intensive support from parents/community.

2. Obstacle factor.

Related to the inhibiting factors are factors that can hinder or even thwart the implementation of the Character Education Management program in School-Based Quality Improvement in YAYASAN EBEN HAEZER MANADO schools, including in terms of funding which is still very limited, there are several facilities that are lacking, there are several building facilities and other facilities and infrastructure are not yet owned by the school. Most of the facilities and infrastructure are available but still very simple. There are several building facilities as well as other facilities and infrastructure that have not been owned, such as an adequate and complete library room, although currently there is one but not yet sufficient, and reading books in the library have not been completely fulfilled according to the needs of teachers and students.

Another inhibiting factor is the low culture of discipline and enforcement of school rules, such as the existence of some teachers who still use feelings in enforcing discipline, so that many students break the rules when dealing with certain teachers who often ignore the violations they commit. Another inhibiting factor that comes from students. The attitude of students is still unstable, so they think committing violations is something to be proud of if they don't get caught. Almost every day there are still some students who are late for quite a variety of reasons, for example because they wake up late, the distance from their house is too far from school and so on, for which realistically the reasons presented are still acceptable. The solution is carried out by increasing the awareness of the school community and implementing school rules in a fair and indiscriminate manner. In addition, it is necessary to establish cooperation with parents/guardians of students to monitor their child's progress at home and at school.

Observing the various inhibiting factors stated above, it can be concluded that these inhibiting factors include: inadequate learning support facilities, minimal funding, low discipline culture and enforcement of madrasa rules, not yet understood the concept and objectives of Character Education Management in Quality-Based Improvement Schools in the EBEN HAEZER MANADO FOUNDATION schooling both school residents and interested parties and the role of parents/guardians of students involved in preparing school program planning have not been maximized.

Based on the description above, it shows that the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools to improve the quality of education is inseparable from the factors that hinder the implementation of school-based management on an ongoing basis, by him it is to ensure that the implementation of school-based management It is necessary that the performance of teachers always monitors the activities of the learning process in schools. Likewise with regard to facilities and infrastructure factors that can support the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools, so that improving the quality of education can run in accordance with the applicable program carried out by school principals, educators and students.

The factors stated above need to be used as material for evaluation to avoid failure in the implementation of the Character Education Management program policies in School-Based Quality Improvement at the EBEN HAEZER MANADO FOUNDATION schools. Failure to implement a policy tends to be due to human factors, where decision making sometimes fails to take into account the fact that there are human problems (human error) which are very complex and varied, both the government as a policy maker and schools and their citizens as policy actors and target groups.

With regard to the inhibiting factors for implementing Character Education Management policies in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools, Wohlstetter and Mohrmann's research results revealed four types of implementation failures, namely First, simply adopting the model as it is or no creative efforts. Second, the Principal works based on his own work agenda without regard to the aspirations of the school community. Third, decision-making power is concentrated in one party. Fourth, considering the Management of Character Education in School-Based Quality Improvement at the EBEN HAEZER MANADO FOUNDATION schools is a normal thing and without serious effort it will succeed by itself, whereas in reality the implementation of Character Education Management in School-Based Quality Improvement at the MANADO EBEN HAEZER FOUNDATION schools takes time, energy, and thought on a large scale. The four indicators described above indicate that in order to avoid the failure of the implementation of the Character Education Management policy in School-Based Quality Improvement in the YAYASAN EBEN HAEZER MANADO schools, the involvement or active participation of all policy actors (coalition of actors/stakeholders) is required to review, understand and make adjustments or adaptations (reformulations) based on the principles of cooperation, linkage, togetherness and accountability as well as transparency.

The implementation of the Character Education Management Program policy in School-Based Quality Improvement in YAYASAN EBEN HAEZER MANADO schools needs to be supported by the spirit of democracy and transparency towards a commitment/consensus so that the implementation of the Character Education Management policy in School-Based Quality Improvement in YAYASAN EBEN HAEZER MANADO schools goes well, and the policy objective (improving the quality of education) is achieved. Coalition of actors/stakeholders namely school principals, deputy principals, teachers, administrative staff, students, parents, community, school committees/, relevant government officials, care about educational activities in schools. Therefore, from the side of power, school principals have the authority to implement the Character Education Management program in School-Based Quality Improvement at MANADO EBEN HAEZER FOUNDATION schools. In practice, school principals are required to apply open and participatory leadership. The school principal cannot use his authority/authority absolutely without regard to input and aspirations from subordinates or staff. In terms of interests, school principals have high desires and expectations for improving the quality of student achievement by implementing the Character Education Management program in School-Based Quality Improvement at the EBEN HAEZER MANADO FOUNDATION schools. Meanwhile, the strategy adopted by school principals for the successful implementation of the Character Education Management program in School-Based Quality Improvement at

YAYASAN EBEN HAEZER MANADO schools is to implement democratic leadership and participatory management with all school members. In terms of power, the teacher has the power in determining the teaching materials that will be given to students and has the power in the assessment process after the learning process takes place. Viewed from the side of interests, teachers have high willingness and expectations to improve the quality of student achievement both academic and non-academic. While the strategies carried out by the teacher included providing additional lesson hours and providing extracurricular lessons (Sports, Arts, Scouting, PMR, etc). This is expected to have a positive impact on increasing the efficiency and effectiveness of school performance, by providing comprehensive education services that are responsive to the needs of the local school community.

To overcome the obstacles encountered in implementing the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools, the madrasah head as a leader requires expertise and skills in managing management functions in order to achieve the goals and objectives of the school, as well as in leading the school. . The openness of a school principal is important and primary.

Another solution is the need for increased collaboration with school committees through the participation of the community and parents/guardians of students. To strive to overcome all obstacles faced by trying to make a settlement by deliberation with related elements and involved in learning process activities both directly and indirectly through the participation and participation of the community and parents of students in assisting the implementation of education, so that the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools can run well and the benefits can be felt by all parties.

CONCLUSIONS AND RECOMMENDATIONS

Factors supporting the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools, namely: having strong leadership, having a vision and mission as well as clear goals and objectives, the existence of a safe, orderly and conducive school environment, the role of parents/ guardians of students in supporting their children's education and the role of the school committee in providing support to schools.

While the inhibiting factors include: incomplete facilities and infrastructure, minimal funding, low discipline culture and enforcement of madrasa rules, the concept and objectives of Character Education Management in Improving School-Based Quality at the EBEN HAEZER MANADO FOUNDATION schools are not well understood. schools and interested parties as well as the role of the community in assisting school programs has not been maximized. Efforts to improve and improve the quality of education through the implementation of the Character Education Management program in School-Based Quality Improvement at YAYASAN EBEN HAEZER MANADO schools, schools must pay attention to what is the community's view of the quality of education, so by implementing this program, the public can feel there is a change in quality improvement education,

REFERENCE

- Admin. 2012. Character Education Curriculum, <http://www>.
- Asmani, Jamal Ma'mun. 2012. Handbook of Internalizing Character Education in Schools. Yogyakarta: DIVAPress.
- Atmodiwiryo, Soebagio. 2000. Indonesian Education Management. Jakarta: PT. Ardadizya-Jaya.Azzet,

- Akhmad Muhaimin. 2011. Urgency of Character Education in Indonesia. Yogyakarta: Ar-Ruzz Media.
- Hill, Siritwati. Character Education. <http://sumut.kemenag.go.id>.
- Hadi, Amirul and Haryono. 2008. Educational Research Methodology. Bandung: Faithful Library.
- Hadi, Sutrisno. 1995. Research Methodology. Yogyakarta: Andi Offset.
- Hamalik, Oemar. 2008. Curriculum Development Management. Bandung: Rosdakarya Youth.
- Hanson & Owen in Oyibade. 1981. Applying the General Systems Theory to Students Conflict Management in Negeria's Tertiary Institutions. New York: BisiBook.
- Imran, Ali. 2003. Education Management: Core Substance and Extension, in Burhanuddin, et. al (ed). Education Management Substantive Analysis and Its Application in Educational Institutions. Malang: State University of Malang.
- JAM Rawis, 2015, Journal of Quality and affordable education, Effect of educational supervision services in public elementary schools in the city of Manado.
- Mantja, W. 2002. Educational Management and Teaching Supervision. Malang: Wineka Media.
- Megawangi, Ratna. 2007. Character Parenting Space. Bandung: Read.
- _____. 2007. Character Education: The Right Solution to Build the Nation. Depok: Indonesia Heritage Foundation.
- Miles, MB & Huberman, AM 1994. Qualitative Data Analysis. California: Sage Publication.
- Moleong, Lexy J. 2000. Qualitative Research Methodology. Bandung: Rosdakarya Youth
- _____. 2005. Qualitative Research Methodology. Bandung: PT. Rosdakarya youth.
- Mu'in, Fatchul. 2011. Character Education Theoretical and Practical Construction. Yogyakarta: Ar-Ruzz Media.
- Mulyasa, E. 2001. Madrasah-Based Management: Concepts, Strategies, and Implementation. Bandung: Rosdakarya Youth.
- _____. 2013. Character Education Management. Jakarta: Earth Script.
- Mulyasana, Dedy. 2011. Quality and Competitive Education. Bandung: Rosdakarya Youth.
- Munro, Lesley and Malcolm. 2002. Implement Integrated Quality Management. Jakarta: PT. Gramedia.
- Muslich, Mansur. 2011. Character Education Responding to Multidimensional Crisis Challenges. Jakarta: Earth Script.