



Social Sciences and Humanities

Program Management of Strengthening Character Education in Elementary Schools

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Abstract

The purpose of this study is to describe the management of strengthening character education in elementary schools. This research used a qualitative approach with a case study design. This research was conducted in 20 elementary schools at Denpasar Bali by taking a sample of 200 respondents. Data were collected using observation, interviews and documentation. Data analysis was conducted through three stages: data condensation, data presentation, and conclusion drawing. This research shows: (1) strengthening character education is planned by involving six stages, namely observation, coordination meetings, preparation of work programs, program implementation, supervision, and evaluation, (2) the principal is assisted by a team of school developers and coordinators, (3) the programs are implemented through four stages, namely program integration, cultural development, exemplary, and cooperation with parents, (4) direct program supervision, (5) program evaluation which includes planning, supervision, data processing, and improvement meetings.

Keywords: management program, strengthening, character education, elementary school

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Introduction:

Education as an effort to prepare students for their role in the future, has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation. The education in question must be in accordance with the achievement of the objectives that have been formulated in Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System Article 3 which reads: National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human

beings who believe and are devoted to God Almighty, Have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Based on the Law states that education serves to shape character. This disposition is called character. Character education has an important role in moral formation. According to Lickona (in Isnaini, 2016: 36) character is related to moral concepts, moral attitudes, and moral behavior. Based on these three components, it can be concluded that good character is supported by knowledge of goodness, the desire to do good, and

doing good deeds.

Strengthening Character Education is a continuation and revitalization of the national movement of character education that began in 2010. Strengthening character education or moral education during this period needs to be implemented to overcome the moral crisis that is currently sweeping this country. The crisis includes increasing promiscuity, such as drug abuse and pornography. In addition to these two cases, there is also widespread violence against children and adolescents, theft, cheating habits, and brawls that have become social problems that until now have not been completely overcome.

In addition to issues that threaten the integrity and future of the nation, Indonesia also faces challenges and competition on the global stage. For example, the low index of Indonesia's individual development that threatens the nation's competitiveness, the physical weakness of Indonesian children due to lack of sports, the low sense of art and aesthetics and ethical understanding that has not been formed during the education period. From these various reasons, it has become a strong basis for strengthening the nation's identity and identity through the national education movement by launching the Character Education Strengthening Movement which is applied to the primary and secondary education levels.

The presence of strengthening character education has a very important role, because changes in student behavior (as a result of the character education process) are largely determined by environmental factors. In other words, the formation and environment that includes the physical and cultural environment of the school, school management, curriculum, educators, and teaching methods.

Character building through environmental factors can be done through several strategies, including example, intervention, habituation that is carried out consistently and strengthening. In other words, development in character building requires a transmitted example, intervention through the learning process, training, continuous habituation in the long term which is carried out continuously

and strengthening, and must be balanced with noble values. This is in accordance with the principles of KDP in the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education article 5 which reads: (a) oriented to the development of student potential as a whole and integrated, (b) exemplary in the application of character education in each educational environment, and (c) takes place through habituation and all the time in everyday life.

The pattern of character building in each educational institution is quite varied, this is due to differences in regulations that have been applied with the conditions of each educational institution, because each institution has different coaching, caregivers and students. One of the educational institutions that implements character education strengthening programs is Elementary Schools in Denpasar. Character building of students in Elementary Schools at Denpasar has four activities that are carried out continuously and continuously. These activities include integration, culture, example, and cooperation with parents. These activities are carried out side by side in order to achieve the objectives of the character education strengthening program as expected.

The target in this character education strengthening program is students. Teachers and school staff play a role model for students, meaning that teachers and staff become good examples for students to strengthen the character of the students themselves. Etymologically, the word management is a translation from English management. Management itself comes from the word to manage which means to manage. In terms of management contains two types of activities, namely thought activities and behavioral activities (Sahertian in Imron, 2012). Management as a process of planning, organizing the filling of staff, leaders, and controls to optimize the use of resources for implementing organizational goals effectively and efficiently (Hidayatullah, 2010). Management is a process in order to achieve goals by working with people and other organizations.

Management basically has a level of both structure and authority and functions owned. Planning is

related to a series of activities that will be carried out to achieve goals in the future (Sudjana, 2004). Planning is a process of rational and systematic activities in order to determine decisions, activities, or steps to be implemented in order to achieve effective and efficient goals (Mulyono, 2010). So in this step, it involves proper mapping to achieve a specific goal. These steps are necessary to develop a plan. When the plan is placed, it can only be acted upon to achieve organizational goals.

Organizing is the second function in management and can be interpreted as the process of preparing organizational structures in accordance with their goals, sources, and environment. Organizing is the act of seeking effective behavioral relationships between individuals, in order to achieve certain target goals (Terry in Hasibuan, 2011).

The mobilizing function is the implementation of planning and organizing activities (Amtu, 2013). The emphasis of the implementation function is the creation of cooperation between members of the organization and the improvement of overall morale of members in order to achieve organizational goals. Direction and guidance activities as a manifestation of the implementation function in management require the creation and development of effective and efficient communication. The implementation function is the implementation of the briefing, but also usually takes place synchronously. Management functions cannot be separated from one another because they form a chain that is connected in an organizational processing process.

This supervisory function is very important and determines the implementation of the management process, the role of supervision also greatly determines the good or bad of a plan, therefore it must be done properly. Supervision is defined as the process of measuring and assessing the level of effectiveness of organizational performance and the level of efficiency of using work facilities in achieving organizational goals (Amtu, 2013).

To obtain the right information, in evaluation activities which include learning evaluation, an accurate information base is needed, which can be achieved through measurement activities (Wiyono and Sunarni, 2009). The nature of evaluation is a

systematic and continuous process to determine the quality (value and meaning) of something, based on considerations, and certain criteria in order to make decisions (Kurniadin and Machali, 2012).

In essence, education not only provides knowledge, but also provides knowledge that sharpens intellectuals. Education must also create a generation of character that is reflected in one's behavior in life. The character comes from the Greek "charassein" which means to carve. The point is to form a character likened to carving a gemstone or a hard iron surface. Therefore, the understanding of character is developed which is defined as a special sign or pattern of behavior (Bohlin et al in Juidiani, 2010). Meanwhile, according to the Big Indonesian Dictionary, character is defined as psychological, moral, or ethical traits that distinguish individuals from one another. Based on the above opinion, it can be concluded that character is a steady and stable trait, which is inherent in a person, so it differs from one individual to another.

From the concept of character, then came the term character education. Character education is an effort to educate children to be able to make wise decisions and practice them in everyday life so that they can provide positive values to their environment (Megawangi in Kesuma et al, 2012). Character building needs to be carried out by each individual. Character building is one of the goals of the education system in Indonesia. Character education should bring students into the introduction of values in a timely manner. cognitive, affective appreciation of values, as well as to real value practice (Buhori in Kurniawan, 2017). Character education is carried out through the education of values or virtues that are the basis of the nation's character values. Therefore, character education is basically the development of values derived from the nation's view of life or ideology, religion, culture, and values formulated in the goals of national education.

The government through the Ministry of Education and Culture launched the Character Education Strengthening Program (PPK Program) in schools. The definition of Strengthening Character Education (PPK) in Presidential Decree Number 87

of 2017 is: The education movement under the responsibility of education units to strengthen the character of students through harmonization of heart sports, taste sports, thought sports, and sports with involvement and cooperation between education units, families, and communities, as part of the National Mental Revolution Movement (GNRM).

To create a Character Education Strengthening program in schools, there needs to be cooperation between the principal and teachers to implement it in learning activities. The task of the principal is to design the school culture to be the hallmark and excellence of the school, while the task of the teacher is to integrate character values in classroom learning and be able to manage classroom management so that the character education strengthening program can be realized (Rumah Juara, 2017).

There are five main values that are mutually sustainable in forming a network of character values that need to be developed as priorities in the KDP movement. The five main values are religious, nationalist, mutual aid, independence, and integrity.

The value of religious character reflects faith in God Almighty. The religious subvalues include peace-loving, tolerance, respecting religious differences and beliefs against bullying and violence. The value of nationalist character is a way of thinking and behaving that shows concern and respect for the language, environment, social, culture, economy, and politics of the nation. Nationalist subvalues include being willing to sacrifice, excel, and achieve, love the motherland, protect the environment, obey the law, discipline,

respect for cultural, ethnic, and religious diversity. The value of independent character is the attitude and behavior of not depending on others. Independent subvalues include work ethic (hard work), professional, and creative. The character value of gotong royong reflects the act of appreciating the spirit of cooperation in solving problems together and aiding / assistance to people in need. The subvalues of mutual assistance include respect, cooperation, commitment to joint decisions, consensus deliberation, help, and solidarity. The character value of integrity is the value that underlies behavior in order to make himself a trustworthy person. The subvalues of integrity include honesty, anti-corruption, justice, and responsibility.

Method:

This research uses a qualitative approach because it wants to explore in-depth information about the management of character education strengthening programs. Qualitative research is a research method used to examine the condition of natural objects, and researchers as key instruments (Sugiyono, 2013). The type of research used is case study research, because researchers want to know in-depth facts and find facts about character education strengthening program management.

The presence of researchers at the location was already known by the Head of Elementary Schools in Denpasar. The researcher came to the research at July29, 2022 to ask permission to conduct research in Elementary Schools at Denpasar informally. After that the researcher introduced himself To research subjects, make meeting schedules and carry out research, namely observation, interviews, and documentation to collect the data needed.



Figure 1 Main Value Chart of Strengthening Character Education

The location of this research was conducted at 20th Elementary Schools in Denpasar. The field is a field owned by residents who are allowed to be used by schools for sports and extracurricular activities. The number of samples are 200 respondents.

The sources of data used in this qualitative research are words or sayings obtained through interviews and notes obtained from observations on subjects and documentation from documents relevant to the focus of the research studied. The primary source of this research is the Head of Elementary Schools in Denpasar as a key informant. While secondary sources are supporting/additional informants who are considered to know about the information needed, namely curriculum coordinators, quality coordinators, and parents in Elementary Schools at Denpasar.

This study used several data collection procedures, including observation, interviews, and documentation studies. The data collected are related to: (1) planning for strengthening character education, (2) organizing character education strengthening, (3) implementing character education strengthening, (4) supervising character education strengthening, and (5) evaluating character education strengthening in Elementary Schools at Denpasar. Data analysis in qualitative research is a systematic process to find and organize interview transcripts, field notes, and other materials to find what is important to report to others as research findings (Ulfatin, 2015). The stages in data analysis that researchers do in accordance with the theory of Miles, Huberman and Saldana (2014) are analyzing data using three steps, namely data condensation, presenting data (data display), and drawing conclusions or verification (concluding drawing and verification).

Result:

Character Education Strengthening Program Planning

The basis for planning character education strengthening programs is government regulations on strengthening character education, observation, and data collection. The basis for character education planning can be described as follows: (1) government regulations on strengthening character

education, namely Presidential Regulation of the Republic of Indonesia number 87 of 2017 concerning Strengthening Character Education, (2) based on field observations, observations here are divided into three, namely observations based on school environmental conditions, observations based on human resources (educators and education) and observations on behavioral results students, (3) Create or process data. The data here is not only interpreted as ethics education, but also related to the talents of students' interests, so that the formulation of character education can be achieved according to the objectives.

Next is the planning stage of the character education strengthening program which consists of the first is observation, in order to find out how the condition of the school environment and also students. The second is a coordination meeting to select a team, from all school coordinators, a core coordinator called the school development team is selected. The third is to develop a work program, which is assisted by the core coordinator or school development team. Fourth, namely program implementation, supervision, namely the realization of work programs. The fifth is evaluation, in order to improve the quality of the program to be better than before.

Organizing Character Education Strengthening Programs

An institution certainly needs an organization to be more well coordinated, this is to make it easier for institutions to carry out previously agreed plans. The headmaster is in charge of the activity, assisted by the school development team and also the coordinators. The coordinators are student affairs coordinators, facilities and infrastructure coordinators, school relations coordinators with the community, and others. The description of the management of the character education strengthening program is as follows: (1) the principal, as the person in charge of activities, and school policies, (2) the school development team, consisting of curriculum coordinators and school quality developers, namely assisting the principal in supervising, making work programs, and assisting in the running of activity programs, (3) school coordinators, assisting the school

development team.

Implementation of Character Education Strengthening Program

The implementation of the character education strengthening program is the realization of the predetermined planning. The activities for the implementation of the character education strengthening program at Elementary Schools at Denpasar are: (1) integration, in order to adjust to the previous school program, (2) culture, can be interpreted as habituation activities that contain elements of five main values of strengthening character education, including religious, nationalism, mutual assistance, independence, and integrity, (3) example, it is hoped that students can emulate the good things that have been taught or Exemplified by teachers in schools, (4) cooperation with parents of students, to participate in school programs and provide support for the implementation of the character education strengthening program.

Supervision of Character Education Strengthening Program

Surveillance is carried out using observation techniques. The principal also supervises with supervision so that he can find out how the teacher's performance in classroom learning, so that it can be used as an evaluation for the future to be better. Teachers have the responsibility to supervise students during learning.

Supervision carried out by the principal in terms of reviewing the work program that has been implemented, aims to improve and / or maintain the program of character education strengthening activities that have been carried out. If there is something unwilling, the principal does not hesitate to reprimand to improve the program so that in the future it can be better.

Evaluation of Character Education Strengthening Program

After supervision, of course, the next stage is evaluation, in order to improve the previous program, so that in the future it can be better. Similarly, the character education strengthening program in Elementary Schools at Denpasar. The activities in the evaluation include preparing an

evaluation plan, during the activity, the principal supervises to collect data, process and analyze data, and hold meetings, to find solutions to these problems, so that further activities can be better.

The management of character education strengthening programs is carried out from planning to evaluation in order to achieve the goals of character students who apply the five values of strengthening character education.

Discussion:

Character Education Strengthening Program Planning

The planning of the character education strengthening program in Elementary Schools at Denpasar are has several stages, namely observation, coordination meetings, compiling work programs, program implementation, supervision, and evaluation. This is done in order to achieve the agreed goals. Observations are made to find out how the condition of the school environment and students. A coordination meeting is conducted for the selection of a team, called the school development team. The preparation of the work program is carried out, and assisted by the school development team and the core coordinator. After that, the implementation of the program followed by supervision, in order to find out that the work process is in accordance with the previously determined procedures, and the last stage, namely evaluation, is expected to improve the quality of the program to be better than before. Planning is related to a series of activities that will be carried out to achieve goals in the future (Sudjana, 2004). Planning is a process of rational and systematic activities in determining all decisions, activities, or steps that will be implemented in the future in order to achieve effective and efficient goals (Mulyono, 2010).

From the above understanding, it can be concluded that in a plan there are always stages to achieve effective and efficient goals in an educational institution. These stages include the management process from planning to evaluation.

In planning the character education strengthening program at Elementary Schools in, several parties are involved, including: educators, education staff,

committees, and representatives from the Education Office, namely supervisors. The involvement of these parties is certainly very important to support the success of the character education strengthening program in Elementary Schools at Denpasar.

The effectiveness of school planning must produce flexible and student-centered programs, which include learning programs, teaching, curricular development, student activities, school finances, curriculum elaboration into teaching materials, school buildings, laboratories, libraries, and school relations with the community (Sagala, 2012). Therefore, planning is effective if the principal involves teachers to work together in an effort to streamline school programs through collective efforts with teachers to achieve predetermined goals.

Based on this explanation, it is in accordance with the theory that has been described. So it can be concluded that the planning of character education programs involves several parties, including educators, education staff, committees, and supervisors to support the implementation of character education strengthening programs. As well as having planning stages ranging from observation to evaluation in order to achieve the objectives of the character education strengthening program effectively and efficiently.

Organizing Character Education Strengthening Programs

An institution certainly needs an organization to be more well coordinated. Because, this makes it easier for institutions to carry out existing planning. Based on the findings of research in Elementary Schools at Denpasar on the management of character education strengthening programs, the principal as the person in charge of activities, assisted by the school development team, and also the coordinators.

Organizing is the act of striving for effective relationships between individuals, so that they can work together efficiently, thereby obtaining personal satisfaction in terms of carrying out tasks in environmental conditions in order to achieve certain goals (Terry in Hasibuan, 2011). Organization is a system of interaction between

individuals aimed at achieving organizational goals, where the system provides behavioral direction for organizational members (Education Administration Lecturer Team of Universitas Pendidikan Indonesia, 2012). This definition emphasizes the necessity of an organization based on social interaction where its members and members with their environment in order for organizational goals to be achieved effectively and efficiently. Organizing contains three elements, namely cooperation, goal achievement, and communication (Barnard in Septiani, 2012).

Based on the results of the discussion, it can be concluded that it is in accordance with the theory presented. Organizing is formed to achieve goals effectively and efficiently. As well as organizing in Elementary Schools at Denpasar, the principal as the highest power holder, then assisted by the school development team and also the school coordinator.

Implementation of Character Education Strengthening Program

The implementation of the character education strengthening program is the realization of the predetermined planning. The activities of implementing the character education strengthening program in Elementary Schools at Denpasar are integrated, cultivating, exemplary, and collaborating with parents of students, in order to participate in school programs and provide support for the running of the character education strengthening program.

The implementation function is the movement of planning and organizing activities (Amtu, 2013). The emphasis of the implementation function is the creation of cooperation between members of the organization and on increasing the overall morale of members in order to achieve organizational goals. Implementation emphasizes more on activities that are directly related to individuals or organizations (Febirauqa, 2012). Direction and guidance activities as a manifestation of the implementation function in management require the creation and development of communication effectively and efficiently. Implementation is the implementation of planning and organizing that has been determined so that it can produce output as

expected (Husein, 2009).

Based on this explanation, it is in accordance with the theory that has been described. So it can be concluded that the implementation of the character education strengthening program through four stages of activities, namely integrated, cultivating, exemplary, and cooperation with parents of students. The four activities are mutually sustainable and continuous, in order to improve the character education strengthening program in Elementary Schools at Denpasar.

Supervision of Character Education Strengthening Program

The supervision process of the character education strengthening program in Elementary Schools at Denpasar is direct. That is, the principal who directly supervises when the activity takes place. The principal also supervises with supervision so that he can find out how the teacher's performance in classroom learning regarding the character education strengthening program, so that it can be used as an evaluation so that in the future it can be better. As for teachers, teachers have the responsibility to supervise students during learning.

Supervision is a fundamental process that is indispensable in an organization (Murdick in Fattah, 2004). The role of supervision also greatly determines the good or bad of a plan, therefore it must be done as well as possible. Supervision can be interpreted as the process of measuring and assessing the level of personnel work management and the level of efficiency of using work facilities in contributing to the achievement of organizational goals (Amtu, 2013). The purpose of supervision is to prevent errors, create a transparent atmosphere, and improve organizational performance (Kurniadin and Machali, 2012).

Based on the results of the discussion, it can be concluded that it is in accordance with the theory presented. Supervision is carried out by the principal in terms of reviewing work programs that have been implemented, which aim to improve and/or maintain the character education strengthening activity program that has been carried out.

Evaluation of Character Education

Strengthening Program

After supervision, the next step is evaluation, in order to improve the previous program, so that in the future it can be better. Similarly, the character education strengthening program in Elementary Schools at Denpasar. The activities in the evaluation include: (1) preparing an evaluation plan, (2) the principal supervising or supervising, (3) processing and analyzing data, (4) holding meetings, to find solutions to these problems, so that in the next activities they can be better.

Precise and accurate information can be obtained in evaluation activities (Wiyono and Sunarni, 2009). The nature of evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on considerations, and certain criteria in order to make decisions (Kurniadin and Machali, 2012). The purpose of the evaluation is to obtain a basis for consideration, ensure an effective and efficient way of working, and obtain solutions to the obstacles experienced (Fattah, 2009).

Based on this explanation, it is in accordance with the theory that has been described. Evaluation of character education programs has four stages, starting from preparing evaluation plans, supervising, processing data, and improvement meetings, this is done to determine the quality of something, based on considerations, and certain criteria in order to make decisions.

Conclusion:

The conclusions of this study are: (1) the planning of the character education strengthening program in Elementary Schools at Denpasar has several stages, namely observation, coordination meetings, compiling work programs, program implementation, supervision, and evaluation. This is done in order to achieve the agreed goals. Observations are made to find out how the condition of the school environment and students. A coordination meeting is conducted for the selection of a team, called the school development team. The preparation of the work program is carried out, and assisted by the school development team and the core coordinator. After that, the implementation of the program followed by supervision, in order to find out that the work

process is in accordance with the previously determined procedures, and the last stage, namely evaluation, is expected to improve the quality of the program to be better than before, (2) organizing is formed to achieve goals effectively and efficiently. As well as organizing in Elementary Schools at Denpasar, the principal as the highest power holder, then assisted by the school development team and also the school coordinator, (3) the implementation of character education strengthening programs through four stages of activities, namely integrated, cultivating, exemplary, and cooperation with parents of students. The four activities are mutually sustainable and continuous, in order to improve the character education strengthening program in Elementary Schools at Denpasar, (4) the process of supervising the character education strengthening program in Elementary Schools at Denpasar is direct. That is, the principal who directly supervises when the activity takes place. The principal also supervises with supervision so that he can find out how the teacher's performance in classroom learning regarding the character education strengthening program, so that it can be used as an evaluation so that in the future it can be better. As for teachers, teachers have the responsibility to supervise students during learning, (5) the evaluation of the character education strengthening program in Elementary Schools at Denpasar has four stages, starting from preparing evaluation plans, supervising, processing data, and improvement meetings, this is done to determine the quality (value and meaning) of something, based on considerations, and certain criteria in order to make decisions.

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