



MANAGEMENT OF CHARACTER EDUCATION STRENGTHENING PROGRAMS IN ELEMENTARY SCHOOLS

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Abstract

The purpose of this study is to describe the management of character education strengthening programs in elementary schools. The type of research used is case study research using a qualitative approach. Data collection techniques used in the form of observation, interviews, and documentation. The stages of data analysis use three steps, namely: data condensation, presenting data, and drawing conclusions. The conclusions of this research show: (1) the planning of the character education strengthening program has several stages, namely observation, coordination meetings, compiling work programs, program implementation, monitoring, and evaluation, (2) the school principal is assisted by the school development team and school coordinator, (3) implementation of the program through four stages of activity, namely integration, acculturation, exemplary, and collaboration with parents.

Keywords: *Management, Reinforcement, Character Education, Elementary School*

A. Introduction

Educational an effort to prepare students for their roles in the future, has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the nation(Cheong Cheng, 2004) . National education functions to develop abilities and shape dignified national character and civilization in the context of educating the

nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent , and become citizens of a democratic and responsible.

Based on the law, it states that education functions to form character. This character is called character. Character education has an important role in moral formation. 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 do good deeds.

(Izfanna & Hisyam, 2012) Strengthening Character Education is a continuation and revitalization of the national character education movement that has started. Strengthening character education or moral education in this period needs to be implemented to overcome the moral crisis that is currently engulfing this country. The crisis includes the increasing promiscuity, such as the abuse of illegal drugs (drugs) and pornography. In addition to these two cases, currently violence against children and adolescents, theft, cheating habits, and brawls have become a social problem which until now has not been completely resolved.

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

launching the Strengthening Character Education Movement which is implemented at 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, formation and environment which include the physical environment and school culture, school management, curriculum, educators, and teaching methods.

(Xu et al., 2021) Character building through environmental factors can be carried out through several strategies, including exemplary, intervention, consistent habituation and reinforcement. In other words, development in character building requires exemplary transmission, intervention through the process of learning, training, continuous long-term habituation that is carried out continuously and strengthening, and must be balanced with the noble values of Strengthening Character Education which reads: (a)) oriented towards developing the potential of students 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.

Pattern character building in each educational institution varies quite a bit, this is due to the difference in regulations that have been applied to the conditions of each educational institution, because each institution has different coaching, caregivers and students. Character building of students has four activities that are carried out continuously and continuously. These activities include integration, acculturation, exemplary, and collaboration 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 an exemplary role for students, meaning that teachers and staff are good examples for students to strengthen the character of the students themselves (Davies & Chong, 2016).

In the sense that management contains two types of activities, namely thought activities and behavioral activities. Management as the process of planning, organizing staff filling, leadership, and controlling to optimize the use of resources for implementing organizational goals effectively and efficiently. Management is a process in order to achieve goals by working with other people and organizations.

Management basically has levels of both structure and authority and functions. Planning relates to a series of activities that will be carried out in order to achieve goals in the future. Planning is a process of rational and systematic activities in order to determine decisions, activities, or steps to be implemented in order to achieve goals effectively and efficiently. So in this step, it involves proper mapping to achieve a certain goal. These steps are necessary to develop a plan. When the plan is placed, it can only be followed up to achieve organizational goals.

Organizing is the second function in management and can be interpreted as the process of compiling an organizational structure in accordance with its objectives, sources and environment. Organizing is an act of seeking effective behavioral relationships between individuals, in order to achieve certain goals.

The mobilizing function is the implementation of planning and organizing activities. The emphasis of the implementation function is the creation of cooperation between members of the organization and increasing the working spirit of all members in order to achieve

organizational goals. Direction and guidance activities as the embodiment of the implementation function in management require the creation and development of effective and efficient communication. The execution function is the implementation of directives, but also usually takes place simultaneously. Management functions cannot be separated from one another because they form a chain that is connected in an organizational processing process.

This oversight function is very important and determines the implementation of the management process, the role of oversight also determines whether a plan is good or bad, therefore it must be carried out as well as possible. Supervision is defined as the process of measuring and assessing the level of effectiveness of organizational performance and the level of efficiency in the use of work facilities in achieving organizational goals.

In order 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. The essence of evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in order to make a decision.

Onin essence, education not only provides knowledge, but also provides knowledge that sharpens intellectually. Education must also create a generation of character that is reflected in one's behavior in life. Character comes from the Greek "charassein" which means to carve. The point is that forming a character is like carving a gemstone or a hard iron surface. Therefore, the notion of character is developed which is defined as a special sign or pattern of behavior. Character is defined as psychological traits, morals, or manners that distinguish one individual

from another. Based on the above opinion it can be concluded that character is a steady and stable trait, which is inherent in a person,

From the concept of character, then comes 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 value to their environment. Character building needs to be carried out by each individual. Character building is one of the goals of the education system. Character education should bring students into cognitive value recognition, affective appreciation of values, and real value practice. Character education is carried out through the education of values or virtues which form the basis of the nation's character values. Therefore, character education is basically the development of values derived from the outlook on life or ideology of the nation, religion, culture,

The government through the Ministry of Education and Culture launched a Character Education Strengthening Program (PPK Program) in schools. The education movement is under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought and sport with involvement and cooperation between education units, families and communities, as part of the National Movement for Mental Revolution (GNRM).). To create a Strengthening Character Education program in schools, it is necessary to have cooperation between school principals and teachers to implement it in learning activities. The principal's task is to design a school culture to become the hallmark and excellence of the school,

Five main values that are mutually sustainable in forming a network of character values that need to be developed as a priority in the

PPK movement. The five main values are religious, nationalist, gotong royong, independence, and integrity.

Religious character values reflect faith in God Almighty. The religious sub-values include peace-loving, tolerance, respect for religious differences and anti-bullying and violence beliefs. Nationalist character values are ways of thinking and behaving that show concern for and respect for the nation's language, environment, social, culture, economy and politics. Nationalist sub-values include being willing to sacrifice, excelling and achieving, loving the motherland, protecting the environment, obeying the law, being disciplined, respecting cultural, ethnic and religious diversity. Independent character values are attitudes and behaviors that do not depend on other people. Independent sub-values include work ethic (hard work), professionalism, and creativity. The character value of gotong royong reflects an act of respecting the spirit of cooperation in solving common problems and providing assistance to people in need. The sub-values of gotong royong include respect, cooperation, commitment to joint decisions, consensus deliberation, mutual help, and solidarity. The character value of integrity is a value that underlies behavior in order to make himself a trustworthy person. Integrity sub-values include honesty, anti-corruption, fairness, and responsibility. The character value of integrity is a value that underlies behavior in order to make himself a trustworthy person. Integrity sub-values include honesty, anti-corruption, fairness, and responsibility. The character value of integrity is a value that underlies behavior in order to make himself a trustworthy person. Integrity sub-values include honesty, anti-corruption, fairness, and responsibility.

B. Method

This study uses a qualitative approach because it wants to dig up 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 the researcher is the key instrument. The type of research used is case study research, because researchers want to know in-depth facts and find facts about the management of character education strengthening programs.

The sources of data used in this qualitative research are words or utterances obtained through interviews and notes obtained from observations on the subject as well as documentation from documents that are relevant to the focus of the research being studied.

This study used several data collection procedures, including observation, interviews, and documentation studies. The data collected relates to: (1) planning for strengthening character education, (2) organizing strengthening character education, (3) implementing strengthening character education, (4) supervising strengthening character education, and (5) evaluating strengthening character education. Data analysis in qualitative research is a systematic process of searching for and organizing interview transcripts, field notes, and other materials to discover what is important to report to others as findings. The stages in data analysis that researchers did were analyzing data using three steps namely (data condensation), (data display), and (conclusive drawing and verification).

C. Finding and Discussion

1. Result

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Planning for Strengthening Character Education Program

Base planning programs to strengthen character education namely government regulations regarding strengthening character education, observation, and data collection. The basis for planning character education can be described as follows: (1) government regulations regarding strengthening character education, (2) based on field observations, the observations here are divided into three, namely observations based on the conditions of the school environment, observations based on human resources (educational and educational staff).) and observation of the results of student behavior, (3) Create or process data. The data here does not only mean character education, but also relates to the talents and interests of students, so that the formulation of character education can be achieved as intended.

Next is the planning stage of the character education strengthening program which consists of the first, namely 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 is chosen, called the school development team. The third is compiling a work program, which is assisted by the core coordinator or the school development team. Fourth, namely the implementation of the program, supervision, namely the realization of the work program. The fifth is evaluation, in order to improve the quality of the program so that it is better than before.

Organizing the Character Education Strengthening Program

An institution certainly needs an organization to be more well-coordinated, this is to make it easier for the institution to carry out plans that have been agreed beforehand. The school principal as the person in charge of the activity, is assisted by the school development team and

also the coordinators. The coordinators are student affairs coordinator, facilities and infrastructure coordinator, school-community relations coordinator, and others. The elaboration of the management of the character education strengthening program is as follows: (1) the school principal, as the person in charge of activities and school policies, (2) the school development team, which consists of curriculum coordinators and school quality developers, namely assisting the school principal in supervising, make a work program, and help run the program of activities,

Implementation of Character Education Strengthening Program

(Alazmi & Alazmi, 2020) The implementation of the character education strengthening program is a realization of the predetermined plan. The activities for implementing this character education strengthening program are: (1) integration, in order to adjust to the previous school program, (2) acculturation, which can be interpreted as habituation activities that contain elements of the five main values of strengthening character education, including religion, nationalism, mutual cooperation, independence, and integrity, (3) exemplary, it is hoped that students can emulate the good things that have been taught or exemplified by teachers at school, (4) collaboration with parents of students, in order to participate in school programs and provide support for the running of the program strengthening character education.

Supervision of the Character Education Strengthening Program

Supervision is carried out using observation techniques. The principal also supervises with supervision so that he can find out how the teacher's performance is in learning in class, so that it can be used as an

evaluation for the future so that it is better. The teacher has the responsibility to supervise students while learning takes place.

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

Evaluation of the Character Education Strengthening Program

After supervision is carried out, of course the next stage is evaluation, in order to improve the previous program, so that in the future it can be even better. Likewise with character education strengthening programs. The activities in the evaluation include preparing an evaluation plan, while the activity is taking place, the principal supervises (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 the character education strengthening program is carried out starting from planning to evaluation in order to achieve the goals of character students who apply the five values of strengthening character education.

2. Discussion

Planning for Strengthening Character Education Program

Planning a program to strengthen character education has several stages, namely observation, coordination meetings, compiling work

programs, program implementation, monitoring, and evaluation. This is done in order to achieve the agreed goals. Observations were made to find out how the conditions of the school environment and students were. A coordination meeting is held to select a team, which is called the school development team. the preparation of work programs is carried out, and assisted by the school development team and the core coordinator. After that, namely the implementation of the program followed by supervision, in order to find out that the work process is in accordance with the procedures previously determined, and the last stage, namely evaluation, is expected to improve the quality of the program so that it is better than before.

Planning relates to a series of activities that will be carried out in order to achieve goals in the future. Planning is a process of rational and systematic activities in determining all decisions, activities or steps to be carried out in the future in order to achieve effective and efficient goals.

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 this program to strengthen character education, several parties are involved, including: educators, education staff, committees, and representatives from the Education Office, namely supervisors. The involvement of these parties is of course very important to support the success of the character education strengthening program.

The effectiveness of school planning must produce programs that are flexible and student-centered, 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. Therefore, planning is said to be effective if the principal involves teachers to work together in an effort to make school programs more effective 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 planning a character education program involves several parties including educators, educational staff, committees, and supervisors to support the implementation of character education strengthening programs. As well as having planning stages starting from observation to evaluation in order to achieve the objectives of the character education strengthening program effectively and efficiently.

Organizing the Character Education Strengthening Program

An institution certainly requires an organization to better coordinate everything. This is because it makes it easier for institutions to carry out existing plans. Based on research findings on the management of character education strengthening programs, the school principal as the person in charge of the activity, is assisted by the school development team, as well as the coordinators.

Organizing is the act of seeking effective relations between individuals, so that they can work together efficiently, thus obtaining personal satisfaction in terms of carrying out tasks in environmental conditions in order to achieve the objectives.

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 with organizing, the principal as the highest authority is 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 a realization of the predetermined plans. The activities for implementing this character education strengthening program are integrated, acculturation, exemplary, and collaboration with parents of students, in order to participate in school programs and provide support for the running of the character education strengthening program.(Rukiyati & Purwastuti, 2016)

The implementation function is the movement of planning and organizing activities. The emphasis on the implementation function is the creation of cooperation between members of the organization and on increasing the working spirit of all members in order to achieve organizational goals. Implementation places more emphasis on activities that are directly related to individuals or organizations. Direction and guidance activities as the embodiment of the implementation function in management require the creation and development of effective and efficient communication. Execution is the implementation of the planning and organization that has been determined so that it can produce output as expected.

ased 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 goes through four stages of activity, namely integration, acculturation, exemplary, and collaboration with parents of students. These four activities are mutually sustainable and continuous, in order to improve character education strengthening programs (Hudd, 2010).

Supervision of the Character Education Strengthening Program

Process supervision of this character education strengthening program is direct. That is, the principal directly supervises when the activity takes place. The school principal also supervises with supervision so that he can find out how the teacher's performance is in class learning regarding programs to strengthen character education, so that it can be used as an evaluation so that in the future it can be better. As for the teacher, the teacher has the responsibility to supervise students while learning takes place.

Supervision is a fundamental process that is needed in an organization. The role of supervision also greatly determines the good or bad of a plan, therefore it must be carried out as well as possible. Supervision can be interpreted as a process of measuring and assessing the level of personnel work management and the level of efficiency in the use of work facilities in contributing to the achievement of organizational goals. The purpose of supervision is to prevent errors, create a transparent atmosphere, and improve organizational performance.

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 school principal in terms of reviewing the work program that has been implemented, which aims to improve and/or maintain the character education strengthening activity program that has been carried out.

Evaluation of the Character Education Strengthening Program

After monitoring, the next step is evaluation, in order to improve the previous program, so that in the future it can be even better. Likewise with character education strengthening programs. The activities in the

evaluation include: (1) preparing an evaluation plan, (2) supervising or supervising the school principal, (3) processing and analyzing data, (4) holding meetings, in order to find a solution to the problem, so that in the next activity it can be more good.

Precise and accurate information can be obtained in evaluation activities. The essence of evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria in order to make a decision. The purpose of the evaluation is to obtain a basis for consideration, guarantee an effective and efficient way of working, and obtain solutions to the obstacles experienced (Vojta, 2010).

Based on this explanation, it is in accordance with the theory that has been described. The evaluation of a character education program has four stages, namely starting from preparing an evaluation plan, supervising, processing data, and remedial meetings, this is done to determine the quality of something, based on considerations, and certain criteria in order to make a decision.

D. Conclusion

This research is: (1) the planning of this character education strengthening program 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 were made to find out how the conditions of the school environment and students were. A coordination meeting is held to select a team, which is called the school development team. the preparation of work programs is carried out, and assisted by the school development team and the core coordinator. After that, namely

the implementation of the program followed by supervision, in order to find out that the work process is in accordance with the procedures previously determined, and the last stage, namely evaluation, is expected to improve the quality of the program so that it is better than before, (2) organizing is formed to achieve goals effectively and efficiently. Like organizing, the school principal as the highest authority holder, then assisted by the school development team and also the school coordinator, (3) implementing the character education strengthening program through four stages of activity, namely integration, acculturation, exemplary, and collaboration with parents of students. The four activities are mutually sustainable and continuous, in order to improve the character education strengthening program (4) the supervision process for this character education strengthening program is direct. That is, the principal directly supervises when the activity takes place. The school principal also supervises with supervision so that he can find out how the teacher's performance is in class learning regarding programs to strengthen character education, so that it can be used as an evaluation so that in the future it can be better. As for teachers, the teacher has the responsibility to supervise students while learning takes place, (5) the evaluation of the character education strengthening program has four stages, namely starting from preparing an evaluation plan, supervising, processing data, and meeting repairs, this is done to determine quality (value and meaning) of something, based on certain considerations and criteria in order to make a decision.

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