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Character Education Management In Man 1 Bandar Lampung

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Abstract:

This research uses a qualitative descriptive approach, with data collection through interviews, observation, and documentation. The data were then analyzed by reduction and presented in the form of a description that was verified to draw conclusions. The purpose of this research is to analyze, discover, and describe the planning, implementation, and evaluation of character education at MAN 1 Bandar Lampung. The research results show the following: Planning for strengthening character education at MAN 1 Bandar Lampung is carried out in several steps. First, determining the character values that will be developed at school. Next, preparing the teaching and education personnel. Then, reviewing documents related to the implementation of strengthening character education. The implementation of strengthening character education at MAN 1 Bandar Lampung is carried out in three main ways. First, integrating character education content into all subjects.

Keywords: Character; Character Education Management; Character Education Organizing Schools.

Introduction

The function of education, as defined in Law Number 20 of 2003 concerning the National Education System, is to develop capabilities and instill dignified national character and civilization in students. This is achieved through education that nurtures belief and fear of God Almighty, instills noble character, promotes physical health, fosters knowledge, nurtures creativity, encourages independence, and cultivates responsible citizenship in a democratic society. Despite this noble aim, there are still numerous cases of students engaging in behaviors that violate societal norms, such as promiscuity, drug use, and conflicts among students. According to survey data released by the National Commission for Child Protection in 2020, a significant percentage of youth in major Indonesian cities have engaged in free sex, while high school students have resorted to abortions. The data also indicates drug-related issues, with a considerable number of students being drug users. Additionally, corruption among state officials remains a persistent problem, as evidenced by the Corruption Perceptions Index (CPI) in 2022. Given the decline in student morale in Indonesia, there is a widespread assumption that schools have not been effective in educating the nation's children. This is due, in part, to the public perception that educational institutions and those involved in their governance play a crucial role in shaping student character. Therefore, the implementation of character education should be the primary focus of all educational institutions. It is not just about incorporating character-related subjects but also creating a school environment that fosters character development.

The Minister of Education and Culture of the Republic of Indonesia has emphasized the importance of strengthening national character, which is one of the points in the National Mental Revolution Movement (GNRM) known as Nawacita, proclaimed by President Joko Widodo. Consequently, the Ministry of Education and Culture has initiated the gradual Strengthening of Character Education (PPK) program. To support this initiative, Presidential Regulation no. 87 of 2017 has been issued to underscore the significance of character education and its integration into formal, non-formal, and informal education channels, while respecting Indonesia's cultural diversity. Character education involves all school components, including curriculum content, learning processes, relationships, subject handling, co-curricular activities, and the overall school environment. It is a movement aimed at reinforcing student character through ethics, aesthetics, literacy, and kinesthetic activities, supported by the involvement and collaboration of schools, families, and society. Despite these efforts, the management of character education in schools is not fully optimized. This is due to an education development strategy that has been primarily input-oriented and a macro-oriented education management system regulated at the central level. As a result, many micro factors at schools or madrasahs are not functioning effectively.

To address these challenges, the Ministry of Education and Culture has established character education pilot schools across Indonesia to serve as models for implementing character education with the involvement of all school components and parents. These pilot schools are closely monitored and supervised by the government and have already defined core values, such as religious, nationalist, independent, cooperative, and integrity values, which form the basis for character education. MAN 1 Bandar Lampung was selected as a research location because it has been a pilot school for character education in the city of Bandar Lampung, consistently implementing character-based programs and regulations. The school's commitment to character education is evident through various activities, including BIMENSI (Mental and Spiritual Guidance) programs, Tahfidz Koran, Inclusive Education services, and various non-academic extracurricular activities. Despite the positive initiatives at MAN 1 Bandar Lampung, further research is required to explore how character education values are integrated across all school elements. The study aims to understand the management of character education at MAN 1 Bandar Lampung, which involves planning, organizing, implementing, monitoring, and evaluating various character education programs and activities.

Methods

This study uses a qualitative method. The qualitative method used in this research uses a descriptive analytic study approach. (Lexy J. Moleong, 2016) In this context the researcher is a key instrument, and data collection techniques are carried out by means of source triangulation, data analysis is qualitative inductive, and the results of qualitative research are more meaningful than generalization (Sugiono, 2018). Data collection tool using interviews observation and documentation. Data analysis was qualitatively descriptive, namely by describing the state of the data/information that had been obtained through research instruments and then processed according to the focus and theme. The data analysis steps include: (1) data reduction, (2) data presentation, and (3) verification and conclusion (Lexy J. Moleong, 2016).

Results and Discussion

The primary focus of MAN 1 Bandar Lampung's strategy, as a madrasa, is centered on nurturing religious character without neglecting other essential values. This is evident in various aspects such as students' habits, interview outcomes, school documents, and the madrasa's vision, mission, and strategies. Embracing the principles of the Muhammadiyah association, the school has developed activities that instill not only religious values but also strengthen other character traits such as nationalism, independence, integrity, and mutual cooperation. By cultivating a friendly and polite demeanor, students' moral standards are enhanced. The strategy also includes fostering nationalist values through Indonesian culture, which improves the teaching and learning process by creating an active, creative, and enjoyable atmosphere. Additionally, promoting independence is achieved by encouraging students to be proactive and creative in their learning, utilizing innovative teaching methods provided by the teachers. Furthermore, the school aims to build students' confidence and competence, emphasizing the value of integrity. Students are also encouraged to contribute positively to their community, promoting the spirit of 'gotong royong' (mutual cooperation) and engaging in beneficial activities. This comprehensive strategy incorporates religious values by

emphasizing the importance of following religious teachings, as well as nationalist values by empowering students with knowledge and skills to contribute to the nation's advancement. As an inclusive school, MAN 1 Bandar Lampung actively teaches students about diversity, mutual respect, and assistance to others. For students with special needs, attending this school boosts their self-assurance in social interactions and nurtures their talents and interests. To strengthen character education, MAN 1 Bandar Lampung employs three main aspects: class-based PPK, school culture-based PPK, and community-based PPK. These aspects are government-regulated requirements that the school implements as part of its commitment to enhancing character education. The implementation involves both structured activities and informal school culture.

1. Planning for character education at MAN 1 Bandar Lampung

- a. Planning involves a variety of activities to identify needs, devise strategies for achieving goals, determine educational program content, and more. The character education planning stage includes several essential steps:
- b. Identification of Activities: The implementation team identifies school activities that can effectively instill character education in students' daily lives.
- c. Development of Learning Materials: Learning materials are created for each activity in schools to integrate character values.
- d. Implementation Plan: Detailed plans for each activity are formulated, encompassing objectives, materials, facilities, schedules, instructors, implementation approach, and evaluation.
- e. Provision of Supporting Facilities: Facilities to support the character building programs in schools are prepared within the limitations of available funding.
- f. Development of Learning Implementation Plan (RPP): Teachers create RPPs that incorporate character education into every subject both in and outside the classroom.
- g. Determination of Character Values: MAN 1 Bandar Lampung follows the government's recommendation to implement five character values—religiosity, nationalism, independence, integrity, and mutual cooperation—to strengthen character education.
- h. Formation of a Special Team: A dedicated team is established to implement character education as an ongoing program, ensuring administrative preparations and task division among team members.
- i. Preparation of Educators and Educational Staff: Workshops are conducted in collaboration with various parties such as education offices and universities to equip teachers and staff with character education-related knowledge.
- j. Document Review: A review of documents related to the character education strengthening program is carried out to enhance its implementation.
- k. Policy Socialization: Two-way socialization, both internally to school members and externally to parents and guardians, is done to communicate the character education policy.
- l. School Re-Branding: Following the government's appointment as an implementing school for character education, MAN 1 Bandar Lampung conducts socialization of policies and re-brands itself as a school emphasizing character education.

Of the five stages of character education planning, MAN 1 Bandar Lampung successfully implements four: identifying suitable activities, developing learning materials, creating learning implementation plans, and preparing educators and educational staff. Due to limited funding, no

specific facilities are added for character education management, and existing facilities are used. Policy socialization is considered an additional step in the planning stage to effectively communicate the prepared policies to all stakeholders involved.

2. Implementation of character education at MAN 1 Bandar Lampung

The implementation of character education in schools can be pursued through four alternative strategies. Firstly, by integrating character education content into all subjects, which includes class management, models, methods, and material selection (thematic learning). Each subject is required to include character values in its teachings. Secondly, character education is integrated into daily activities at school, where values are incorporated into all activities, both programmed and non-programmed (spontaneous). Thirdly, character education is integrated into planned activities, such as extracurricular activities, which include the values of strengthening character education in their implementation. This aims to channel students' talents and interests to facilitate character formation. Fourthly, building communication and collaboration between schools and parents of students, involving the community in the character education process. At MAN 1 Bandar Lampung, the integration of character education in the curriculum can be observed through the Learning Implementation Plan (RPP), where each subject is obliged to include character values. Extracurricular activities also incorporate character education values to enhance students' character formation. Guidance and counseling services play a crucial role in catering to the diverse backgrounds of students, including those with special needs in the inclusive education program.

The strengthening of school culture-based character education at MAN 1 Bandar Lampung focuses on habituation and the formation of a culture that represents the main values of character education. This is integrated into all school activities, reflected in the daily/weekly schedule, KTSP design, and development of school traditions. MAN 1 Bandar Lampung utilizes two forms of exemplary to instill character values. The first is exemplary from teachers and staff, where their behavior and attitudes serve as role models for students. The second is exemplary from peers, where students are selected as models to motivate others to exhibit positive behavior. However, this strategy has its limitations as some students may behave well solely to receive praise and rewards. The second character education learning model used is habituation, where deliberate repetition is used to form habits. Programmed habituation is integrated into classroom learning to familiarize students with being independent, creative, critical, and responsible. Non-programmed habituation occurs through routine and spontaneous activities, such as school cultures and extracurricular activities. Strengthening community-based character education at MAN 1 Bandar Lampung involves involving parents, the religious community (Muhammadiyah), the surrounding community, and the media in the character education process. These stakeholders play an essential role in supporting character development among students.

3. Evaluation of character education at MAN 1 Bandar Lampung

Supervision activities in educational institutions involve gathering data on the collaborative efforts among teachers, principals, counselors, supervisors, and other school officials. This data is utilized to assess the achievement of goals, identify deviations, and pinpoint weaknesses in the

implementation of learning activities and character education within the school. The character education evaluation system comprises program assessment, process assessment, and assessment of character education results. MAN 1 Bandar Lampung has conducted program evaluation to assess the effectiveness of the implemented character education program. Reports on the implementation of character education at MAN 1 Bandar Lampung are directly submitted to the Ministry of National Education since the school provides character education. The report includes information about program follow-up plans, financing, support, and obstacles encountered. Program evaluation is carried out using an internal evaluation system in the form of a government-determined questionnaire.

Process assessment aims to evaluate the quality of the character education process and the development of student competence, including the realization of learning objectives. At MAN 1 Bandar Lampung, process assessment takes the form of class assessments. Teachers continuously assess students with reference to indicators of cultural values and character achievement through observations of students' behavior at school. The assessment model used involves anecdotal records (notes made by teachers when they observe behavior related to the values being developed) and assignments that allow students to demonstrate their values. In an ideal process evaluation, parents and community members should also be involved in data processing, decision-making, and the use of evaluation results related to character education. However, in MAN 1 Bandar Lampung, process evaluation is limited to teachers' assessments based on daily activities and observations in the classroom, utilizing an assessment rubric in the lesson plan. Parents and community members outside the school community are not involved.

The evaluation of character education results differs from other assessments of learning outcomes and is conducted through notes. In this case, teachers are required not only to know the character and competence of students after the character and competency formation process but also to understand how student behavior changes and progresses. At MAN 1 Bandar Lampung, the assessment of learning outcomes is based on the results of the process evaluation that has been conducted. Attitude notes related to character education implementation are discussed at evaluation meetings held at the end of each semester. These results are obtained from various sources, including homeroom teachers, subject teachers, guidance counselors, and student discipline records. However, systematic assessments specifically related to how students understand the values of character education have not been implemented. The primary source of assessment is anecdotal records resulting from observations. Other potential evaluation sources, such as interviews, have not been established for character education assessment. Interviews are currently only conducted when students encounter problems, but they could be employed as a character education assessment technique to obtain information about students' knowledge and reasoning regarding the character education process.

Conclusion and suggestion

Based on the observations and analysis of character education management at MAN 1 Bandar Lampung, character education planning involves identifying objectives and implementing character education. To strengthen character education at MAN 1 Bandar Lampung, the following steps are taken: determining the character values to be developed in the school, preparing the teaching and educational staff, reviewing documents related to the implementation of character education strengthening, and conducting policy socialization to school members, parents, and the community. The implementation of character education includes a series of planned activities to achieve the set goals. MAN 1 Bandar Lampung adopts three approaches to strengthen character education: integrating character education content into all scheduled subjects and activities. This approach combines an integrated approach across subjects and additional approaches, such as extracurricular activities, guidance and counseling services, and student coaching. Moreover, this approach also involves integrating character education into daily school activities through habituation and leading by example, as well as fostering communication and collaboration between the school and parents. The evaluation of character education involves collecting information about program implementation to determine the results and follow-up of the program. At MAN 1 Bandar Lampung, various forms of evaluation are conducted. Firstly, program evaluation is carried out by directly reporting to the Department of Education and Culture of the Republic of Indonesia. Secondly, process evaluation assesses the implementation of character education in schools. Lastly, result evaluation assesses the students' performance in implementing character education.

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