Character Education Management in Shaping School Culture

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ABSTRACT

The purpose of this study was to obtain an overview of character education management consisting of planning, organizing, implementing, and supervising, as well as evaluating character education programs in shaping school culture at SMAN 1 Banda Aceh. This research uses a qualitative approach with a descriptive type of research. Data collection techniques using observation, interviews, and documentation. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis with data reduction, data presentation, and conclusion drawing techniques. The strategy for implementing character education at SMAN 1 is carried out through: integrating values and ethics in subjects, internalizing positive values to all school members, habituation and training, giving examples and examples, creating an atmosphere of character, and civilizing. Evaluation of the character of students can be done using an attitude assessment instrument, or through direct observation. For obstacles in the implementation of character education, namely the lack of parental/environmental attention, the influence of science and technology, and the influence of the covid pandemic for ± 2 years which hampered the character education process.

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1. INTRODUCTION

One of the important educational programs in shaping people who have good personal and social qualities is through character education. Character education is an education to shape one's personality through education, which is expected to improve one's character, the results of which can be seen in one's real actions, namely in the form of good behavior, honesty, responsibility, respecting the rights of others, hard work and so on (Komalasari & Saripudin, 2018). Character education in schools, of course, cannot be separated from the management of character education applied at the

school. Management is a strategic alternative to improve the quality of education (Marsakha et al., 2021) . In Law No. 20 of 2003, it has been implicitly explained about character education. The basic concept of character education in Indonesia is the education of noble values originating from religious values, Pancasila, national culture and national education goals which include aspects of moral knowledge, moral attitudes and moral behavior. So that the main character forms are formulated including: democratic, curiosity, national spirit, love for the homeland, environmental care, social care, and responsibility and the benchmark for Indonesian education is based on the quality of student input and optimal results with indicators of the efforts implemented.

Education can be viewed as an enculturation process to create all-rounded humans who have knowledge, skills, and attitudes with critical thinking and good personalities. Cultures need to be developed in each educational unit to guarantee the learning process can develop students' potential aligning with the people environment (Bipath & Moyo, 2016) since the educational process should not only provide a stimulus for knowledge but also an introduction of social interactions and character building. Currently, the revitalization of educational culture must be done to create an effective learning process (Deal & Peterson, 2016). In this digital era, schools must prepare educator resources who have digital literacy on technological progress. The success of educational reform important in change the school culture, especially the learning (Gazibara, 2020). Efforts to form individual characters are carried out through character education which is a conscious effort to make each individual have the expected character. The national education system within the boundaries of character education is expected to produce quality human beings, for example a number of people who are trusted to occupy strategic positions in all sectors and in the midst of society. In building the nation's cultural character, the educational environment must lead to the creation of a family environment that is full of values (religion, culture, and nationality). In addition, life at school must also strive for a conducive environment for the development of the character of students.

The role of the educational process can develop the potential of human resources so that they can be useful (Shofian, 2004). Character education is an effort to help the development of the child's soul, both physically and mentally, from the nature of nature. towards a more humane and better civilization. For example, it is recommended that children sit well, do not shout so as not to disturb others, clean the body, dress neatly, respect parents, love the young, respect the elders (Mulyasa, 2012). For the development of children's character is a very important role of the family which is a very strong foundation for children in character development, both from early childhood education, elementary, junior high, and college. Therefore, character education is given based on the level, type, and path of education. Therefore, parents play a role in fostering the character development of children who spend more time with their children every day. In addition to parents, teachers also have a big role in guiding and fostering to shape children's character in a better direction. A teacher must be able to understand the characteristics of students so that learning can run well (Munir, 2010). By mastering the characteristics of students, teachers can also organize a learning process that can help various aspects of student development which include cognitive, psychomotor, affective, creativity, emotional, independence, language, and moral aspects.

Cultural factors play a crucial role in education because it contains traditional values that can be explored and adapted to the current demands (Gruenert & Whitaker, 2015). Similarly, (Rukiyati, 2013) mentions that culture is an integral part of education. Without cultural values, the learning process is like uprooting students from their original roots. It means that the harmony between education and culture should be realized to create an advanced, modern, and peaceful social order based on applicable norms. Cultural values can be effectively embedded through the educational process in which it has two main tasks, developing individual potential and preserving cultural values (Lee & Louis, 2019). Humans as are essentially the creators of the culture itself. The culture development is in line with the progress of human life that cannot be separated from education, both are complementing and supporting each other. According to Peter et al., (2010), educational activities

deprived of cultural roots, view of life, and historical values will cause an alienation that can eradicate the spirit, passion, or motivation to build the culture in the community.

The school culture that is designed in a structured, systematic, and appropriate manner according to the social conditions in the school can positively impact to enhance the school's quality (García Torres, 2019). Moreover, leadership will control any value system and practical ideas. It means that schools need school principals who can direct and motivate all school members and other involved parties to work together in achieving the expected goals (Sergiovanni, 2003). It urges educational leaders to be responsible for creating a school culture that can develop active participation from all involved parties in the teaching and learning process (Rianawaty et al., 2021). This condition also requires a leadership strategy.

Previous studies that are relevant include Yongki Agus Prasetyo (2019) entitled Implementation of strengthening character education at SMK Muhammadiyah 1 Mertoyudan. The results of this study indicate that the main responsibility/authority in planning the Strengthening Character Education (PPK) program is the BK teacher but is still given direction by the school principal. Then the role of the school apparatus is quite good, meaning to participate. actively participate in the program planning process. Maria Nona Sulistyoningtyas (2019) entitled Implementation of the Program for Strengthening Character Education through School Culture at SMA Negeri 1 Muara Padang Banyuasin. The results of this study indicate that Elementary Schools throughout the Mlati District have implemented the Strengthening Character Education program based on school culture with the results of 77.5% answering "Yes" and 22.5% answering "No", the highest implementation of mandatory extracurricular implementation is 93%, and the lowest implementation in determining school branding by 54% of respondents. While Mukmin Teguh (2020), the results of this study indicate that the planning of character education management at SMA Negeri 1 Sematu Jaya begins with a program planning meeting involving all school components. The meeting discussed determining the goals of character education, programming and integrating character values in students.

SMA Negeri 1 Banda Aceh is a formal educational institution in Banda Aceh City, Aceh Province. SMA Negeri 1 Banda Aceh has a vision and mission of the school by prioritizing religious education and character and environmental insight in preparing students for the future. Based on the above background, the research question is "How is character education management in shaping school culture at SMAN 1 Banda Aceh. In general, the purpose of this study is to get an overview of the management of character education in shaping school culture. Theoretically, this research is expected to be useful for developing scientific treasures in the field of education management, especially the management of character education in schools.

2. METHODS

The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined by using purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at SMAN 1 Banda Aceh on the research subjects, namely the principal, school committee, teachers, students. Data was collected using direct observation/observation methods, and in-depth interview methods. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis while the data processing steps are data reduction, data display, and conclusions and data verification

3. FINDINGS AND DISCUSSION

Management of Character Education in Shaping School Culture at SMAN 1 Banda Aceh

SMAN 1 Banda Aceh has met or exceeded the National Education Standards, developed a conducive school ecosystem as a place to learn, developed best practices in continuous quality

improvement, innovated and excelled both academically and non-academicly, and implemented educhasional policy programs that are worthy of being a reference for other high schools. The character education management program at SMAN 1 Banda Aceh is implemented through learning. Schools are responsible for the preparation of school programs as a form of education in accordance with the direction of education determined by the government. The character education program has been implemented with clear, systematic, and efficient planning, organization and implementation.

Based on the opinion of the deputy head of student affairs at SMAN 1 Banda Aceh to the researcher, that the character education program in this school is planned and prepared at the annual work meeting (the beginning of every new school year). During the working meeting with the internal school, of course, the programs that will be implemented will be discussed. At the time of the working meeting, the person in charge of each field was appointed and the duties of each teacher or school staff were explained so that they were more structured. The programs are adjusted to the school's vision and mission, then implemented in an integrated manner through learning activities, extracurricular activities as well as through habituation and civilizing activities. In addition, the deputy head of the curriculum department also said almost the same thing to the researcher that the character education program at this school has been planned at the beginning of the new school year and has been integrated into learning, extracurricular, civilizing and habituation. So in every learning meeting, learning about character education will be inserted/provided. Then in extracurricular activities, as well as other habituation and civilizing activities.

Based on the statement above, it shows that SMAN 1 Banda Aceh always carries out program socialization through internal school work meetings before the education is carried out. This is done so that all authorities, especially teachers/educators, can prepare educational programs as well as possible and this program can be integrated into the lesson plans and lesson plans that are socialized to students as well as parents. This statement was also confirmed by PKN subject teachers and religious subject teachers. Each of our programs must be socialized first by the principal and the vice principal of the curriculum, the vice head of student affairs, so that every program we plan is morefocused and clear. The character education program has been integrated into the lesson plans, extracurricular activities, and other habituation activities. So character education is indeed inserted in every learning material, so that character education becomes a habituation which is then entrenched for students. Thus, this character education program must follow the stages in the existing management system in schools from planning, organizing, implementing, to evaluation, which include things such as: instilled values; curriculum content; learning, assessment, teachers, and other components involved. This program must be implemented consistently in order to form a culture of character.

The strategy for implementing character education for students can be done through: integrating values and ethics in subjects, internalizing positive values instilled by all school members, habituation and training, giving examples and examples, creating an atmosphere of character in schools, and civilizing. As conveyed by the deputy head of student affairs to the researcher that the strategy for implementing character education consistently in the classroom and outside the classroom. In class, we get used to before and after learning to pray first. Then, when in class the teacher as a mentor provides a good example by speaking gently or politely, not discriminating against students, providing motivation to students, so that students are able to imitate the behavior of the teacher. As for outside the classroom, the teacher gives the teacher an example and educates students to greet each other, help each other, and so on. At school, we also put up school rules and several templates about character values that children should have. his strategy is an effective strategy that can be implemented by school principals, teacher councils, all school staff, and all school members in general in order to support character education programs. So that with a clear strategy will be able to produce a culture of character in the school.

Therefore, the quality of schools can be seen from the culture that lives and is developed by the school community. A strong organizational culture will affect organizational performance, as well as school culture will affect school productivity (Deliani, 2020). Referring to the opinion of (Suparno, 2018) which suggests that school culture needs to be created, maintained, and socialized to all school members. Effective organization in character education management if it meets organizational management standards, such as having clarity in the organizational structure with tasks, functions, authorities, and responsibilities carried out in order to achieve the goals the organization wants to achieve (Widodo, 2018). School culture will shape the behavior and relationships that occur in the school environment. School culture affects not only school activities, but also the motivation and enthusiasm of school members, especially students (Febriantina et al., 2020). So, every school has a set of beliefs, values, norms, and habits that characterize it. Individuals who enter the school area will immediately adapt and follow the values, norms, habits, expectations, and ways that apply in the school (Muh Idris, 2019).

Character education needs to be managed and analyzed from the aspect of curriculum implementation, educators, and infrastructure. The implementation of the curriculum has been carried out according to the plan with reference to the content standards and graduate competencies. The implementation of this curriculum must be in accordance with the management function of educators where education has carried out its duties and is supported by the availability of infrastructure facilities that are managed and coordinated directly by the party appointed and responsible directly to the principal. The three functions of implementing management are very useful in improving educational goals.

Thus the school has built and developed a unique personality that becomes an identity for the school community. School culture will also become an inherent habit and become part of the life of school residents (Erichsen, & Reynolds, 2019). This means that the school culture has built a commitment to all its citizens. Effective schools have a strong culture that can motivate, increase school effectiveness and productivity. The values in the school culture include: habits of life, ethics, honesty, compassion, love of learning, responsibility, respect for laws and regulations, respect for others, love for work, likes to save, likes to work hard, punctual. The stages of developing the school culture model include: values, development of technical level, development of social level, development of school culture among students, and evaluation of school culture. Thus, the delivery of the contents of school culture in the ways above cannot be separated from the character values that will be taught to students. The character values conveyed to these students will form good behavior, so that it can become a tradition and habit carried out by school residents, and will create a conducive and good culture for the school (Jalaludin, 2012). Character education is an effort to strengthen and improve the nation's moral or ethical values, especially students who will become the nation's next generation and spearhead the success of a nation with honorable character (Akhmad & Labulan, 2020). The state is responsible for this by preserving the noble values that have been possessed by our ancestors before, where these values are a way to unite the diversity of the Indonesian people, from ethnicity, race and religion (Apriwandi et al., 2019). The character education management in school is one way to anticipate and minimize the nation's moral decline which is a problem.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of character education in SMAN 1 Banda Aceh is carried out in an integrated manner in every school activity through three main channels, namely: through learning activities, extracurricular activities, as well as cultivating and habituation activities. Management of student character education includes: planning stage, organizing stage, implementation stage, supervision stage, and character education evaluation stage. Schools carry out character education planning at the beginning of each new school year, along with planning and evaluating character education programs. Every program planning is based on and developed based on the school's vision and mission. Evaluation of character education is carried out

using an assessment instrument and also using observation techniques. Assessment can be in the form of attitude, discipline, responsibility, concern, craft, and others.

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