

## ANALYSIS OF CHARACTER EDUCATION POLICY IMPLEMENTATION IN JUNIOR HIGH SCHOOLS MEDAN

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### Abstract

The success of character education is part of the policy, program planning system and internal quality assurance. In practice, these policies often require further action to address the problem. The quality assurance of character education has not been able to be implemented optimally due to weak budget adequacy, not yet optimal practice of research and development, information systems, and teacher human resources. The aims of this study were to (1) describe and analyze the implementation of character education policies, (2) develop a hypothetical model of the internal quality assurance system for character education at SMP Riad Madani, SMP Baitul Aziz, and SMP Pusaka. The research method used is descriptive qualitative with case studies. Data were collected using purposive sampling technique and data were analyzed using constructionist analysis. The results of the study show that education policies are prepared based on the vision and goals of schools with different characteristics and programs. SMP Riad Madani prioritizes independence and personality, SMP Pusaka prioritizes tolerance, and SMP Baitul Aziz prioritizes religious values.

**Keywords:** Policy, Program, Character Education, Internal Quality Assurance

### 1. INTRODUCTION

Application Character education that focuses on guaranteed quality is quite complete. Schools experience obstacles both at the system level and policy implementation. The problem that usually occurs in the implementation of character education is the weakness of the internal quality assurance system for character education. General requirements such as the identification of a detailed process from the principal's policies, planning, program and implementation as well as program constraints have not been used as a necessity to ensure quality in character education. The activities of the process are not documented. This is due to the weak determination of the criteria and methods needed to ensure that policies, planning, implementation and constraints will be effective by controlling and reviewing for continuous improvement.

Most schools are not able to meet the general requirements, documentation, and quality manuals that cover the scope of the character education quality assurance system in particular. Written procedures and descriptions of policy, planning, program and implementation interaction sequences and constraints are not documented. The establishment and maintenance of written procedures in the implementation of character education is not a primary requirement for schools. Only a small number of schools have guaranteed availability of resources and information to support the

operationalization of quality assurance in character education. The actions and revisions to character education activities have not been documented and it has not been reviewed how the revisions that have been made are operationalized.

In terms of quality policies for every activity in schools, not all of them are supported by control programs well as its application. Most schools do not yet have an internal structure that guarantees quality in the application of character education. The existing organizational structure has not explained the roles and responsibilities of organizational members in quality assurance of character education.

The success of character education lies in the quality of its implementation, meaning that the quality assurance system in character education is a major need considering the character problems that are quite apprehensive and have not been resolved to date. The results of Klaus and Kriegsman's research (Megawangi, 2004, p.6) show that Indonesia has low credibility in terms of character.

The results of this study are considered still relevant to current conditions. The quality of character education has practical implications for people's lives. Megawangi (2004, p. 1) asserts that: "The moral values that are instilled will form character (noble morality) which is an important foundation for the formation of a civilized and prosperous society". According to Budimansyah (2010, p.2) that:

After observations and experiences of researchers as educators, it is shown that only a small number of schools have an organizational structure that places one member of the organization as the person in charge of character education or the internal quality system. There are no parties who have formally 1) prepared plans in accordance with the results of the identification of internal and external resources, 2) organized resources and shared roles and responsibilities, 3) implemented and monitored the character education sub-system in schools. Schools generally have limitations in implementing a character education management system as a system that has a clear plan, organization, implementation and evaluation.

One application of character education activities that have quality assurance is in schools Riad Madani. The school has an organizational structure that positions the internal guarantor of character education. Its duties and functions are as a planner, organizer, implementation and monitoring and evaluation of character education. The existence of an internal quality assurance system for character education provides a higher quality process in learning. The character education process is planned, organised, implemented and evaluated by the school's character education quality assurance system.

Unlike SMP Pusaka, the character education activities have not been supported by the availability of guaranteed resources. Communication and detailed description of activities have not been documented. There is no structure in the school organization that is responsible for the implementation of character education. As a result, it is difficult for activities in the management of character education and policies in schools to monitor their success, efficiency and effectiveness. At the school there is no structural management responsibility for character education or the development of the concept of internal quality assurance of education character. The success implementation of character education due to ethical factors and habits of tolerance owned by the school as well as a strong doctrine of students about diversity and tolerance.

SMP Baitul Aziz has implemented character education practices through religious activities and has succeeded in increasing students' knowledge, awareness and character behavior. There is no quality assurance system in the provision of education and the division of tasks and coordination in quality assurance is less structured. SMP Baitul Aziz has no guarantee that human resources or budget for character education is available. The school cooperates with other parties for the implementation of character education. The documents needed to support the effectiveness of policies, plans, programs and identification of barriers are not yet available. Formally, the quality assurance system in character education is not yet available.

Research on the character education system is very important, especially at the school level. The results of the research are references and applicable concepts at the system level that can be implemented in an effort to build a quality character education system. The analysis and synthesis in this study uses a rational and empirical approach to the practices of the education system character. System analysis in a critical perspective is used to describe problems in the implementation of character education management systems and policies. From this research, we get an applicative concept to build a quality system in character education in elementary schools. Research on character education focuses more on the character education learning process, not on the internal quality system. Research on systems that describe documentation of interactions and activity processes, studies on resource assurance, process analysis and documents to ensure that policies, planning, implementation and programs and documentation of barriers are still limited. The purpose of this study is to obtain an overview and analyze:

1. Character education policies at SMP Riad Adani, SMP Pusaka and SMP SMP Baitul Aziz.
2. Program and implementation of character education at SMP Riad Madani, SMP Pusaka and SMP Baitul Aziz.
3. Problems in character education at SMPS Riad Madani, SMP Pusaka and SMP Baitul Aziz
4. Quality assurance of character education at SMP Riad Madani, SMP Pusaka and SMP Baitul Aziz.

## 2. METHOD

This type of research is qualitative to understand the phenomenon of the principal's policy of character education, program and implementation of character education, problems in character education and quality assurance of character education in each school that is the object of research. The qualitative approach chosen is a case study. Case study emphasis is on maximizing understanding of the case studied and not on generalizing.

The research locations are SMP Riad Madani, SMP Pusaka and SMP Baitul Aziz. The selection of research subjects was based on the reasons for the problem phenomenon regarding the analysis of the implementation of policies and systems in the management of character education in junior high schools. Source the research data were selected based on the experience and knowledge of the informants/related to the implementation of character education policies, namely (1) principals, (2) deputy principals, (3) civic education teachers and religious teachers, (4) teachers. The technique of taking participants as a source of data using purposive sampling technique. The technique for determining the data source is the snowball technique. Information collection techniques (data) are: (1)

observation, (2) interviews, (3) documents, audiovisual tools as a data collection tool. The data analysis procedure was carried out with steps of data reduction, data display, data validation, conclusion and verification. The data analysis technique used the spiral data technique.

### 3. RESULTS AND DISCUSSION

#### 3.1. Character Education Policy

The school's vision at SMP Riad Madani is an illustration of the role of the institution in the future and a form of shared commitment. The school's vision is based on three things, namely the environment as a whole, the teachings of the nature of the *Prophet Shiqqid, Amanah, Tabligh, Fathanah* with the aim of leading to national education. The formulation of the vision and mission describes the role of the school in all aspects of the situation. The vision of SMP Pusaka is simple, clear and reflects the empirical conditions of the school and the character of the school is easy to understand. The teachers are used to the conditions of diversity. and encourage engagement because it is more realistic. The vision at SMP Baitul Aziz focuses on morality and religious aspects. Problem formulation in character education policies at SMP Riad Madani involves internal parties and parents/guardians who volunteer or want to participate in the implementation of character education in schools. The determination of policies in character education is adjusted to the vision and mission, the foundation and the head office have designed a school management system and signs in character education policies.

Alternative character education policies are arranged in a simple manner based on a priority scale, analysis of relevance to the main activity, namely character education that reflects identity as students who have understanding, attitude to life and behavior such as the teachings of the Prophet with a global perspective. Activities as the realization of character education policies are quite diverse, including routine, spontaneous, and social activities exemplary both inside and outside the classroom. The success of policy implementation cannot be separated from the role of teachers and a system that encourages teacher motivation and commitment. The available resources determine how the character education program is implemented.

Monitoring of policy results is not only carried out by school principals with teachers, as well as parents who become school volunteers. Monitoring the results of the principal's policy is carried out by representatives from the head office, especially related to the humanist culture that is indoctrinated, socialized to students, teachers and parents. Monitoring is carried out on the actions or behavior of teachers in implementing policies, teacher responses to policies, parental support, student behavior and support from the central office for policy implementation. The implementation of

the evaluation of character education policies is aimed at obtaining special attention from the head office, foundations and parents and is supported by an established character education system. The evaluation results are submitted informally to the foundation.

Problems in policy Character education at SMP Pusaka is analyzed and found out together through formal meetings held by the school. The meeting involved the principal, several senior teachers within the foundation from the kindergarten to junior high school levels and the foundation. For policy education each level is compiled based on the results of joint meetings. The policy formula in character education is formulated jointly between school principals, senior teachers. Estimates of policy alternatives are not carried out using a number of methods good argument.

Rational or based on certain analytical techniques in an effort to obtain something confidence that choice policies are better than others (reasons for rational choice). Estimation is only done using a simple approach, namely brainstorming techniques and group discussion forums. Character education activities as a realization of character education policies include providing character lessons in class according to the theme of the month by telling stories before the lesson begins, celebrating religious holidays, decorating rooms according to religious holidays and religious lectures as a form of tolerance.

Basically, every activity addressed for develop tolerance for religious differences and mutual respect. There is nothing special about character education activities held in class, except for sticking writings made by first and second graders on the walls of the classroom or for older children, the theme month of character is delivered 15 minutes before the lesson begins.

SMP Pusaka does not have a unit, work team or institution that monitors the principal's policies in character education. Monitoring of the results of character education policies is carried out jointly but the results of the monitoring are not formally documented. From the monitoring carried out by both teachers and principals at SMP Pusaka on the performance of character education policies, including the relevance of monitoring to policy, monitoring focused on goals, namely students who have character, monitoring focused on changes after policy implementation. Monitoring is carried out using a social inspection approach. Principals, teachers, foundations explicitly monitor the relationship between input, process and output as well as the impact of character education policies. Monitoring is carried out from the beginning until the acceptance of the policy by students (felt by students).

Evaluation is carried out based on the results of monitoring changes that occur with policies such

as character month, celebration of religious events as well as development in teaching and learning to instill a sense of tolerance for differences and diversity. The nature of the evaluation carried out by principals and teachers of policies in character education focuses on the value of policies and programs. celebration of religious events as well as the development of teaching and learning to instill a sense of tolerance for difference and diversity. The nature of the evaluation carried out by principals and teachers of policies in character education focuses on the value of policies and programs. celebration of religious events as well as the development of teaching and learning to instill a sense of tolerance for difference and diversity. The nature of the evaluation carried out by principals and teachers of policies in character education focuses on the value of policies and programs.

Although it is not formally stated in written form the evaluation criteria for policies, basically all agree that one of the evaluation criteria for character education policies and programs is the effectiveness of policies in solving character education problems. Effective character education policies can influence the formation of junior high school graduates who have a high tolerance for diversity and have character.

The evaluation approach carried out by school principals and teachers can be grouped based on the underlying assumption, namely the size of the benefit or value will prove itself if the policies implemented by the school are effective. One of the ways to ascertain how the policy is performing is to use a social examination with a focus on social life in schools, especially how the behavior of students in schools and how the teacher responds in implementing the principal's policies. The quasi-evaluation conducted by the principal is quite limited. This is due to business and activities related to curriculum development. Information on the results of policy evaluations is only disseminated and communicated in a limited way in oral form.

Problem solving search is carried out together with the dominant role of the principal. Problem identification and search are carried out so that character education policies can run effectively at SMP Baitul Aziz. Estimates are estimates based on the results of problem formulation and identification of the needs of students. The estimation of the policy formula is prepared based on information on the results of the formulation of the relevant problem.

Supporting activities as a realization of the principal's policy are scouts and *marawis* extracurricular activities. The implementation of the policy receives direct supervision and supervision from the school. Activities that serve as facilities for character education are scouts and *marawis* and *tausiyah* activities by inviting clerics to give lectures regularly at school. At Baitul Aziz Middle School there is no quality assurance institution or unit in

character education. Each individual such as a teacher or school principal acts as a guarantor for the implementation of character education. The principal stated that there was no special institution to guarantee education, teachers and school principals only optimize scouting and *marawis* activities which are held after class hours are over as well as assistance for free character education programs held in Deli Serdang. The principal's policy to optimize learning both in class and outside class hours has received positive responses from both teachers and parents.

Monitoring of policy results regarding extracurricular activities as one of character education activities, routine *tausiyah* and religious celebration activities has not been fully carried out as a formal activity that is documented as written information for policy evaluation. The monitoring results show that from the aspect of budget input, the information system is still weak being an optimized resource, social resources such as partnerships and participation still need to be improved.

At the process level the teachers have shown compliance and the process is in accordance with the objectives although it needs improvement, especially from the implementation time which is hampered by problems such as flooding. Goal setting is considered rational, specific with a clear time target. The evaluation is carried out based on information on the results of non-formal monitoring carried out by the school principal and supervisory teacher. Like other schools that conduct evaluations, the principal at SMP Baitul Aziz focuses on evaluating values, namely how the benefits of education are experienced by students with the principal's policy in character education.

Some of the criteria set by schools to describe the performance of the principal's policies are how effective the policies are and how efficient they are. Viewed from the aspect of policy effectiveness, both principals and teachers consider that the current achievements are quite satisfactory, such as an increase in student participation in extracurricular activities, an increase in the number of training participants organized by the foundation, and better *tausiyah* routines. The result of this policy is a decrease in the number of students' delinquency in schools. There are no students who have been returned to their parents for the last four years due to delinquency or other violations that are considered quite serious, such as brawls.

The approaches taken by teachers and principals in evaluating policy outcomes are quite diverse. The school principal conducts a quasi-evaluation of the performance of character education policies. Information on the results of the evaluation of policy performance is not disseminated either to the relevant agencies or to parents. The principal only communicates the results of the evaluation with the teachers at the school. The purpose of disseminating



information is to improve policies and increase teachers' commitment and responsibility to the implementation of policies that are formulated together.

### 3.2 Program and Implementation

SMP Riad Madani is a school for the upper middle class. Budget is not an obstacle in the implementation of character education. One of the obstacles in human resources is the quality of the teacher's personality as educators. Schools must ensure that students learn with the right teachers and according to expectations. Therefore, to ensure the quality of teachers, schools only accept teachers who have met the qualifications, especially in terms of language and understanding of education. Implementation of character education programs at Riad Madani School, apart from having special lesson hours in each class every week, there are also activities that are spontaneous and the result of teacher creativity.

The success of character education programs and supporting activities will be successful if there are adequate resources in terms of budget, human resources, systems, cooperation between teachers and school principals, cooperation between teachers and quality assurance units. One of the resources optimized by the school is the collaboration between the school and parents. Structure organization in the implementation of character education at Riad Madani Junior High School shows that the organizational structure is more established. This can be seen from the framework in the organizational structure. The functions of school principals, teachers, humanist culture coordinators, quality assurance units formed and responsible for implementing character education to the center are clearly stated in the structure. Work plan to organize character education and emphasis on humanist culture in accordance with the teachings of the Prophet Muhammad. The division of tasks and authority in implementing policies, especially in programs that have been scheduled, such as humanist cultural education activities which include *tahfidz* classes, *liqo* classes, calligraphy classes and reflection word learning classes by bringing in expert resource persons.

It is recognized that the policy information system is still not optimally used as an effort to build understanding in policy. All matters concerning internal and external aspects in the form of information and data have not been presented in the information system. The school is equipped with a wide area network, namely a network of connections between various schools that are members of the foundation and the head office.

Success in implementing character education in Pusaka schools is influenced by various factors such as human resources for character education managers, implementers and resource support, both budget and parental involvement. The budget for

school needs has been prepared before the start of the new school year. Proposals for budget procurement or improvements to learning facilities including character education are submitted in the new school year. Until now, schools have not had a special budget for character education.

The implementation of education such as celebration of holidays, month of character followed by the delivery of stories about characters, training for teachers and staff does not yet have a documentation system. The communication process that occurs in the implementation of character education between teachers and principals is more non-formal. The support facilities according to the principal are quite adequate. It was further explained that the available budget was sufficient to meet the budget requirements for the implementation of character education.

The process of implementing character education does not require complicated procedures. The principal carries out a supervisory function on the implementation of policies. The foundation supervises from the budget side even though it is not routinely carried out. The budget is quite large only from the training held by the school. The process of organizing work has become routine. The division of labor is only done between teachers and homeroom teachers. Teachers are responsible for their respective activities and convey accountability to the principal orally. There is no organizational structure support that explains the accountability procedures, as well as the division of tasks and jobs in the management of character education.

Information system support in policy as an effort to build understanding on policies, especially at the operational level, is very much needed. Information is not only necessary but needs to be controlled. In practice, the information control system has not been implemented at SMP Pusaka. There is no information system support in the implementation of systematic character education. Usually teachers get information from meetings or meetings at school.

There is no budget in Baitul Aziz for the management of character education in particular. As a public school that does not charge fees or is free, there is no budget support to support main activities get a budget. This is as stated by the principal that the school does not charge fees to students, including in the implementation of character education. The budget for character education such as *tausiyah* comes from the principal's personal pocket. For training, participants are free of charge and all costs are borne by the foundation. The school has 12 teachers and eight of them have certificates as professional teachers. Teachers in schools have the competence and ability to deal with problematic students. Schools do not have special preparations to organize character education or manage activities related to scouts and *marawis*. This year, *marawis*

activities continue to be encouraged because the students who take part in these activities have good temperaments. Parents generally provide support for activities that have a positive impact on the development of children's behavior. Teachers work with parents to solve children's problems such as skipping or not doing assignments in a row.

The implementation of the character education program will be successful with the support of human resources, budget, character education management system, organizational structure support that describes how work is organized and its distribution, infrastructure facilities and conducive environmental conditions. The organization of activities is not supported by the availability of financial resources, systems, technology and information. Schools only have resources such as human resources and cooperation with character education providers such as foundations. Schools get support from community participation. Schools do not receive special budget support in program implementation. The results of observations and documentation studies show that for the implementation of the character education management system, the school does not have a separate organizational structure or is integrated with the existing structure by adding individual duties and responsibilities in the character management system. This shows that there is no structural division of labor yet. The school principal as the person in charge only divides the work between the activity supervisors and the principal as supervisor. There is no detailed division of work, let alone the division of resources. Teacher for extracurricular activities has full responsibility for planning up to the evaluation of activities. The accountability process has not been carried out formally, the evaluation of each activity is conveyed orally by the teacher to the principal. The activity document only shows the number of students who participate, who is the coach and what activities are being held.

In the implementation of the character education program, there is no organizational structure support, which means: (1) there is no formal division of labor to achieve goals, the division of labor is carried out informally, (2) the work grouping is carried out in a simple way where the work is grouped as management and coaching/supervising activities. The management function is carried out by the teacher and the supervisory and coaching function is carried out by the principal, (3) the relationship between sections that explains the chain of command only from the principal to the teacher including the manager of extracurricular activities and the teacher's responsibility is only to the principal, (4) Coordination after the work is distributed is carried out by the principal. The principal integrates character education activities so that the goals are achieved.

### **3.3. Problems in the Character Education System**

At SMP Riad Madani, the budget, human resources and the system do not become obstacles in the implementation of character education. The support of parents of students is quite high for the implementation of learning activities. Information systems are used for communication sharing experiences best practices for implementing character education, problem solving and how teachers educate and conduct self-assessment for improvement. The school continues to implement and support information systems. At SMP Riad Madani, the function of research and development is still limited as a reference for teachers to improve practice. Regarding character education, research and development of character education in the perspective of science has not been done much.

The limited quality of human resources in conducting research does not only occur in other schools. SMP Pusaka is one of the schools that has limitations in conducting research and development in the implementation of character education. There has been no research conducted on the implementation of character education in the school. Research orientation is not yet supported development of character education practices in schools. Budget is one of the obstacles faced by SMP Baitul Aziz. Weak budget support does not necessarily hinder the implementation of character education. This is as conveyed by one teacher that the character learning process can be created with extracurricular activities and its implementation does require commitment. Schools actually experience budget difficulties in implementing character education development efforts because there is no special allocation drawn up.

At SMP Baitul Aziz, the information system is not yet running. Schools have so far only relied on data such as the number of delinquency participants, the number of students, the results of an analysis of environmental conditions, the number of teachers, data on facilities in the implementation of character education. There is no data management that is intended for the purposes of planning a character education management system. Considerations such as relevant data sources, parts in charge of and processing data, technology or tools for processing data into information have not been the concern of schools. For research and development, not many teachers do. Most of the CAR conducted by teachers has not been aimed at improving the practices of character education in schools. This is due to the low quality of human resources/teachers who are able to conduct research on character education.

### **3.4. Internal Quality Assurance System in Character Education**

Based on the results of a documentary study on educational programs and the education agenda of Riad Madani Junior High School, it is known that the program changes every year. The decision on

program proposals rests with the principal and program decisions rest with the head office. So far, as long as the activity or program has relevance to character education and as part of the development of a humanist culture, the program is approved. Judging from the number and objectives, the program in 2015 was more specific and had clearer objectives (Clarity Program), encouraging parental involvement and a more varied program. Program development is followed by the development of quality assurance by the school's quality assurance team. Schools develop quality programs starting from inputs such as budgets, support from parents and foundations, attention and motivation of students. Implementation of activities such as quality in program organization, increasing commitment to active teacher participation in the process, increasing student interest and involvement and how parents are involved in the process.

Quality assurance is imported directly from the head office in Taiwan and cooperates with the principal for quality assurance. The quality assurance unit is responsible to the head office and is the quality assurance unit for the Jakarta branch. The quality assurance unit consists of human resources who really understand how the quality and teachings of *Rasulullah Swt.* Coordination and communication between policy makers and the quality assurance unit is carried out formally. The results of the audit are submitted to the principal for corrective action and for findings that are principled and can hinder the process of providing education, usually in consultation with the office and foundation for further action. The quality assurance unit at the Riad madani school has the function and authority to keep the implementation of character education on track and within the tolerance limits of the established criteria and submit recommendations for corrective action. The quality assurance unit formulates the concept of character education quality assurance, improvement and ensures that each activity has a predetermined quality standard. The quality assurance unit is a functional institution whose job is to support character education activities in schools in providing quality assurance to customers. The quality assurance unit at Riad Madani Junior High School has the task of assisting school principals in developing the concept of quality assurance as well as a documentation system for character education activities, both main activities and supporting activities.

The character education quality assurance unit uses the results of the internal audit of character education to implement an early alert system and provide supervision and training related to quality assurance for teachers and staff. Activities and programs related to character education are the task of the quality assurance unit in schools.

In SMP Pusaka and Baitul Aziz Middle School, no internal quality assurance unit was

conducted. Quality assurance only refers to the quality standards of graduates issued by government. Neither SMP Pusaka nor SMP Baitul Aziz have a formal internal quality assurance system. Teachers, principals, staff and school credibility are variables that ensure that schools have different characteristics, especially from the aspect of character education which is very tolerant of diversity. General requirements and documentation requirements that describe statements about quality policies in character education have not been supported by quality guidelines, written procedures for the implementation of character education or the documents required to ensure quality. Documents that state the results of character education are still general in nature.

### 3.5 Discussion

Vision is a picture of the role of the institution or organization in the future. Judging from the school's vision and mission, the three schools formulated the vision correctly. This vision becomes the main basis in formulating character education policies. SMP Pusaka's vision is to create intelligent, creative, independent and wise students. The vision of SMP Baitul Aziz is to be honest, disciplined, pious and accomplished, while the vision of SMP Riad Madani is the realization of students who are faithful, intelligent, skilled and have a global perspective. The similarity of the three visions is about how the role of the institution is to produce students and how to carry out activities to realize students in accordance with expectations. The vision and mission of the school's identity and its understanding of the future.

As an open social system, the vision statements of the three schools clearly show the characteristics of the institution. The vision is quite clear and easy to understand. The vision statement is in line with what was conveyed by Blanchard and Stoner (2004, p. 21) that a clear vision is one indicator of the success of an institution. The vision statement will have implications for the governance system for achieving goals and how the behavior of organizational members is directed. The vision statement is in line with what was conveyed by Sallis (2005, p.119) that the vision will direct the institution and give meaning to what role the institution wants in the future. Judging from the role of the institution, the vision of the three junior high schools does not explicitly state the role of the institution. However, from the point of view of the existence of the institution, the school's vision is quite clear, namely to produce students who meet expectations. The focus of the vision is students.

The principal's policy process in relation to character education, one of the main factors in policy formulation is the identification of problems in focus. The policies include the problems of the policy support sub system, namely 1) there is no work team tasked with formulating policies, 2) there is no institution or system that guarantees that policies are

implemented in accordance with the objectives. This is in line with the opinion of Paudel (2009, p.39) which explains that two important factors in policy implementation are the capacity and political will contained in the policy to solve problems. Capacity can be seen from the ability to carry out the stages in policy formulation and willingness can be seen from how the policy is implemented.

The activities held in schools are the implications of the principal's policy to realize an effective character education process. The success of activities as the realization of character education policies cannot be separated from the existence of political will and capacity to realize policies. Activities are arranged based on the results of internal and external identification of the school including how parents support programs that aim to provide education to students. These activities require the budgetary support as well as the necessary social resources to support the organization and division of labor.

One important factor that supports as well as becomes an obstacle in the implementation of character education policies is culture. Culture can hinder and at the same time encourage increased commitment and build social system stability in the implementation of character education. The sub culture in each work unit at the sixth or first grade level is different. Different sub-cultures between levels in the implementation of character education can hinder how an activity is carried out. Schools need to optimize how ideas, beliefs or shared thoughts grow in the implementation of character education. The similarity of ideas or thoughts in organizing programs that support activities that provide a sense of social stability for both individuals in the organization.

Weak research and development of character education concepts in schools makes it difficult to develop practices. The results of research and development of concepts on character education in the three schools have not been optimal. This condition hinders the development of character education practices in schools. Teachers rarely reflect critically on the achievement of character education and on the process by means of scientific work. The limitations of teachers in understanding the concepts in character education or the lack of understanding of models of developing activities related to character education will hinder the development of practice.

Research that is directed and developed both by schools and at the initiative of teachers will encourage increased understanding of teachers about how character education is and how it is implemented. The importance of research and development is stated by Berkowitz and Bustamante (2013, p.7) that educators and decision makers must understand theory and have access to knowledge resources related to student development and learning, including character education. The research

results can be used to support character education policies in schools and their impact on the success of character education. 7) that educators and decision makers must understand theory and have access to knowledge resources related to student development and learning, including character education. The research results can be used to support character education policies in schools and their impact on the success of character education. 7) that educators and decision makers must understand theory and have access to knowledge resources related to student development and learning, including character education. The research results can be used to support character education policies in schools and their impact on the success of character education.

Information systems need to be optimized by schools in the implementation of character education. Information systems functions can be used to encourage research and development. The ease of teachers in accessing learning resources can provide motivation and wider opportunities for teachers to develop their abilities both in terms of theory and best practice of character education as well as benchmarking. The information available on the internet can be used as a reference for developing character education practices.

Development and evolution of communication technology has made it easy organizing information systems to be more effective and efficient. The process of sending information quickly, including in the world of education, can be done only by setting up a local area network or obtaining information by accessing the internet. Easily accessible and quality information is a means to support institutional structure in ensuring the quality system. Information about quality in the implementation of character education as well as documentation of best character education practices can be collected, stored, processed and exchanged information so as to allow for common perceptions and or actions that are in accordance with the objectives for the implementation of quality character education.

The quality assurance system in character education is a system composed of the arguments as an integrated circuit in the character education system. Assurance of the quality of character education in accordance with the results of research affects success in the implementation of character education can be seen from the practice of quality assurance at SMP Riad Madani.

The importance of a quality standard in the implementation of character education has been stated by experts including Williams (2010) who emphasized the need for a curriculum standard in the implementation of integrated character education. These standards include values and characters that are formulated based on an agreement and show how well these values are the basis for policy making. This means that the school has a mutually agreed



value base and functions as a quality guarantor in character education activities.

The existence of an internal quality assurance system will direct continuous improvement both organizationally and individually. The institution will be directed in conducting self-evaluation and reflection on the quality of the implementation of character education. The function of quality assurance presented by Yonezawa (2002) is still relevant to current conditions, that the existence of a quality assurance system will direct success in competing in the midst of global competition, including in education. The existence of a quality assurance system will ensure the occurrence of self-assessment and reflection as an activity to make improvements to each quality achievement. The quality assurance system will increase the involvement of organizational members, participation in organizing quality character education learning activities.

The existence of a quality assurance system has a positive impact as found in SMP Riad Madani. This condition is in line with Pitt's statement (2014, p. 3) that: 'its purpose is a desire to support management to improve operational, and ultimately organizational, outcomes'. The purpose of a quality assurance system is to ensure that every process conforms to standards and objectives. The same thing was conveyed by Purushothama (2010, p. 59) that the internal quality assurance system is a process to ensure conformity of specifications with quality standards. The absence of a quality assurance system as evidenced by the existence of a guarantee institution, human resources, products such as quality manuals containing the concept of quality reduces quality in achieving goals. A quality system is in place to ensure that the implementation of character education is in accordance with the expectations of its customers. Conditions and realities in the implementation of character education are counter-productive to expectations. Only a small number of schools have an internal quality assurance system in the implementation of character education.

Quality assurance as an influencing system how policy implemented as well as how organizing programs or activities in character education. Every activity in the implementation of character education has a quality standard. Based on the results of the study, it can be formulated that the argument about the quality assurance of character education is that the higher the quality assurance in character education, the higher the level of quality in the implementation of character education. Without an internal quality assurance system, it is difficult to state that a school has measurable and quality character education activities. It is like delivered by Ng (2007, p.237) which explains quality assurance related to accountability, performance standards and schools.

The success of implementing character education as stated by Bahm (2012, p.7) can not only be seen from the involvement of schools but all school stakeholders. This means that character education is guaranteed when the education system involves all stakeholders in preparing a systematic and planned process. This involvement will be realized with a system that guarantees it resulting from the involvement of stakeholders. The same thing was conveyed by Berkowit and Bustamante (2013, p. 9) who provided an overview of the character education model based on best practices, namely the PRIME model. One of the core elements in the model is the positive development of good relations among stakeholders. This relationship leads to full involvement and commitment to support the existence of character education.

The success of schools in providing a system that can ensure the fulfillment of customer needs for character education is a must. Reichenbacher and Einax (2011, p.2) explain that quality assurance includes all activities focused on meeting quality in accordance with needs that provide a sense of satisfaction. In order to provide satisfaction, it is necessary to support and involve in (1) the design of an internal quality assurance system in character education. (2) explaining that quality assurance includes all activities focused on fulfilling quality in accordance with needs that provide a sense of satisfaction. In order to provide satisfaction, it is necessary to support and involve in the design of an internal quality assurance system in character education. (3) explains that quality assurance includes all activities focused on fulfilling quality in accordance with needs that provide a sense of satisfaction. In order to provide satisfaction, it is necessary to support and involve in the design of an internal quality assurance system in character education.

#### 4. CONCLUSION AND RECOMMENDATION

Each school has a distinctive character that is expressed in its vision. A good vision statement that better describes the religious, national side with diversity as well as with universal values affects how the practices in the implementation of character education are carried out. The vision formulation is carried out without involving external parties such as school committees or parents. The vision is formulated based on the characteristics of the school and displays the characteristics of the character to be realized through students who graduate from the school.

Problems in character education and the needs of students for character education become the basis for formulating character education policy formulas. Policy estimation and selection is carried out limited by the involvement of teachers and principals. Policy recommendations proposed through limited meetings and discussions are policies that are relevant to

efforts to educate students in accordance with the values that characterize the school.

Policies issued by school principals regarding quality policies are more operational in nature or focus on aspects that can be implemented ensure continuity maintenance education character. Monitoring of policy performance is carried out through social examinations, especially on teacher responses and changes in student behavior.

The program and implementation of character education is adjusted to the ability of the school and the distinctive characteristics inherent in the school. Programs and implementation character education for schools that do not yet have a quality assurance system is more non-formal in nature, there are no standards made in character education and it is not structured.

The main obstacle faced by schools in character education is the weakness of the quality assurance system for character education, and the weak support for information systems to support quality character education activities. The limited budget and the non-functioning quality culture as a differentiator for schools that focus on character education from schools that do not have an orientation on character education.

The quality assurance system in the implementation of character education is still informal except for the SMP Riad Madani which do not yet have a quality assurance system in character education. This condition causes the process of implementing character education programs to be more routine in nature without any evaluation and control through the system. The implementation of character education in schools requires policies and support for a quality assurance system that can provide certainty that every program, the implementation of education is carried out with quality standards in accordance with the school's vision and mission.

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