



## Management of Madrasah Head in Implementing Character Education in MIN 2 Batang Hari

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<b>ABSTRACT</b> This study aimed to find out about how the management of the madrasah principal in implementing character education in MIN Sengati Gedang, Mersam District. The importance of this study because the principal and all madrasah citizens are responsible for improving the quality of education in Indonesia. Therefore, it becomes a demand to be able to make important contributions in the field of education to produce good quality, competitive, professional, innovative students in possessing good character for the nation's future generations.  <b>Keywords:</b> <i>Character Education, Implementing, Management</i>			

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### INTRODUCTION

The madrasah head is the person who is most decisive and in control of the back and forth of a madrasah. The madrasah head is a teacher who gets additional duties as a madrasah head (Ritonga et al., 2023). The position as madrasah head is an additional task as well as the leader who is most responsible for the application of management principles in realizing innovative education in madrasah. The madrasah head plays a role in managing resources to achieve institutional goals effectively and efficiently (Qureshi et al., 2022). The ability to develop programs, the ability to structure the madrasah organization, the ability to mobilize teachers, and the ability to optimize educational facilities. The expertise of madrasah principals in analyzing challenges and opportunities in designing and implementing madrasah programs determines the quality and image of madrasahs in the eyes of the community (Dewi S et al., 2022).

In the Government Regulation (PP No. 32, 2013), it is explained that the curriculum is formulated in an integrated manner of attitudinal competencies, knowledge, and skills

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that must be mastered by students (Hartini et al., 2022). In addition, students are not only expected to increase their knowledge and insight, but also increase their skills and skills and become nobler in character and personality or virtuous (Kartel et al., 2022).

In the past, we were once victorious, and once proud of the character of the nation that was owned and upheld, until there was the term "noble character" and upheld, until there were terms of eastern customs, eastern culture, and so on, but now it is just a memory (Nopiana et al., 2022). Some people even say that we have lost our national character (Safitri et al., 2022). Therefore, in the midst of various problems and the hustle and bustle of the nation's life, which is colored by various deviations from the true nature of life (such as corruption that spreads everywhere, and involves various people and institutions) education is seen as an alternative way out of these problems (Najeed et al., 2022).

According to Mulyasa Amrina et al. (2022), character education must be sustainable and never ending process, as a (never ending process), as an integrated part of preparing the nation's generation, which is tailored to the future human figure, rooted in the philosophy and religious cultural values of the Indonesian nation (Rohmalimna et al., 2022). Character education must foster the philosophy and practice of the entire character of this nation as a whole, and completely (kaffah) (Rahmah et al., 2022). National character contains cultural and cultural glue that must be realized in the cultural awareness and cultural intelligence of every citizen (Gabriela et al., 2022).

Paying attention to the reality that has been running in educational institutions that are in the category of rural areas about the implementation of educational programs in general is considered to be still running as it is (Keshav et al., 2022).

The implementation of educational programs in general is still considered to be running according to what it is. In the sense that most of them use the principle of entry without using a plan, especially good learning management (Demina et al., 2022). This is one of the government's obstacles in order to achieve national education goals evenly (Assoah, 2007). Referring to the ideal character education program when it can be implemented effectively in all educational institutions and institutions, starting with a mature management or planning, it is certain that the results will be close to perfect as expected by all levels of society (Firman et al., 2022). Because with management, it will be found where the ease, advantages and difficulties lie so that it will be easier to find the best way (Hikmah et al., 2022).

It is possible that the fact that the character education program has not been successful stems from the lack of understanding of teachers or even school/madrasah principals about the character education emphasis policy itself (Ilham et al., 2022). In addition, it can also be caused by the absence of good management from the principal/madrasah and teachers in implementing the character education program in the teaching and learning process in their respective institutions (Anoum et al., 2022).

Based on initial observations at MIN Sengkati Gedang, researchers see that the implementation of character education at MIN Sengkati Gedang is still not optimal. This is evidenced by: First, there is still the behavior of students who are late coming to the

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madrasah, Second, students who do not say greetings when meeting teachers or are indifferent, Third, the efforts of MIN Sengkati Gedang in overcoming this situation have not been seen, Fourth, the madrasah head also feels that the understanding and ability of teachers to implement character education in learning is not optimal and, Fifth, communication between parents and the school about character education is still lacking, although socialization about character education has been carried out to parents of students (Nadya et al., 2022).

Based on the background of the above problems, researchers are interested in examining how the Madrasah Head Management in Implementing Character Education in Madrasah Ibtidaiyah Character Education in Madrasah Ibtidaiyah Negeri (MIN) Sengkati Gedang, Mersam District."

## **RESEARCH METHODOLOGY**

This research uses a qualitative descriptive approach through participatory observation to describe, illustrate, and explore and describe data about the madrasah head's management in implementing character education at MIN Sengkati Gedang, Mersam sub-district. Qualitative research begins with assumptions, interpretive / theoretical lenses, and studies of research problems that examine how individuals or groups interpret social or humanitarian problems.

The social situation is the location or place determined to conduct research, because the research is social research or the human or cultural environment, it is called a social situation. The social situation of this research took place at MIN Sengkati Gedang, Mersam District.

The discovery of research subjects in this study used purposive sampling technique, which is a data source sampling technique with certain considerations. The subjects in this study were the Head of Madrasah, Deputy Head of Madrasah, Teachers, and Students.

In qualitative research, data collection techniques commonly used are observation, interviews, and documentation studies to collect data or images. According to Sudaryono, data collection in research is intended to obtain materials, information, facts, and reliable information. Without a data collection method, the researcher will not get data that meets the specified data standards.

The data analysis carried out in this study has two styles of analysis, namely analyzing when sharpening the validity of the data and analyzing through interpretation of the data as a whole interpretation of the data. Activities in data analysis are data reduction, data display, and conclusion drawing / verification.

## **RESULT AND DISCUSSION**

Based on the data that researchers found through observations, interviews and documentation searches at MIN Sengkati Gedang, the researchers can describe the management of the madrasah head in implementing character education at MIN Sengkati Gedang as follows, namely:

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### **Madrasah Head's Management in Implementing Character Education in MIN Sengkati Gedang Kecamatan Mersam**

The results of observations about the management of the madrasah head in implementing character education at MIN Sengkati Gedang, Mersam Subdistrict through planning or planning are to hold meetings with teachers to discuss in detail about the implementation of character education at MIN Sengkati Gedang, Mersam Subdistrict. The head of madrasah emphasized to the teachers the importance of implementing character education at MIN Sengkati Gedang, Mersam Subdistrict, so that the noble character of students can be formed as early as possible and in order to realize the government's mandate through the Minister of National Education Regulation No. 23 of 2006 concerning national character education programs in schools/madrasahs.

The results of the interview between researchers and Mr. Suyatno, S.Pd.I, the head of MIN Sengkati Gedang, Mersam Subdistrict, about the madrasah head's management in implementing character education through planning are: "As the first step in planning the implementation of character education at MIN Sengkati Gedang, Mersam Subdistrict, during my meeting with the teachers, I conveyed the need to understand the nature of character education. This is important because character education must start with the madrasah head and the teachers and school staff who need to have awareness, understanding, concern and commitment to character education before it is implemented in the madrasah. Then self-discipline, I and the teachers and school staff must be disciplined in every activity in the madrasah, so that it becomes an example for the students in the madrasah. I also socialize character education matters with parents, because without parental support the implementation of character education in the madrasah will not be optimal because students are only briefly in the school environment and more time outside school / home.

From the planning activities carried out by the head of MIN Sengkati Gedang, Mersam Subdistrict, it shows that the madrasah head realizes that one of the causes of a person's inability to behave well even though he has an understanding of goodness is because he is not trained to do it.

The results of observations of the activities of the head of MIN Sengkati Gedang, Mersam Subdistrict in implementing character education through organizing or organizing are that the madrasah head divides the tasks to each teacher in order to instill character education through learning which is the responsibility of the teacher, and emphasizes teachers to work together in the implementation of character education at MIN Sengkati Gedang, Mersam Subdistrict so that the obstacles encountered in the implementation of character education can be immediately solved. Cooperation between the madrasah head and teachers, as well as teachers with teachers, is accompanied by the commitment of the madrasah head who will support adequate learning facilities and resources so that the implementation of character education at MIN Sengkati Gedang can run optimally.

The results of the interview between the researcher and Mr. Suyatno, S.Pd.I, the head of MIN Sengkati Gedang, Mersam Subdistrict about the management of the madrasah head in implementing character education through organizing are: "The

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implementation of character education will not run optimally no matter how good the plan is made. As in planning which requires the role of all parties in the madrasah environment and parents, in organizing activities it is also necessary to involve madrasah residents through cooperation. With cooperation, God willing, the cultivation of character mandated by the minister of national education can be maximized. The division of tasks in instilling character education I give to all teachers, both class teachers and subject teachers. Once again, the implementation of character education at MIN Sengkati Gedang can only be realized if there is cooperation from all madrasah residents."

Organizing is defined as a process in which an existing job is divided into components that can be handled and activities to coordinate the results achieved to achieve goals. Referring to this understanding, what the madrasah head has done in organizing activities is as it should be.

The results of observations of the activities of the head of MIN Sengkati Gedang, Mersam District in implementing character education through actuating or implementation is to instill an attitude of discipline, the head of the madrasa before the lesson starts has arrived at the madrasa. The teachers and school staff imitated the attitude of the madrasah head, who was also present before the start of lessons at the madrasah. This has an impact on the time discipline of MIN Sengkati Gedang students in Mersam Subdistrict who have arrived before the start of learning activities.

The results of an interview between the researcher and Mr. Suyatno, S.Pd.I, the head of MIN Sengkati Gedang, Mersam Subdistrict about the management of the madrasah head in implementing character education through implementation are: "The implementation of character education at MIN Sengkati Gedang, Mersam District is carried out in the classroom through learning and outside the classroom through programs launched in madrasahs such as clean Friday and routine flag ceremonies. It should be noted that character education is not taught in a separate field of study, but is instilled and grown through actions or concrete examples from the madrasah head and teachers to students."

Observations of students before the start of learning activities were that students wear uniforms according to the provisions, students pick up garbage found in the madrasah environment and put it in the trash box that has been provided, this shows the character of MIN Sengkati students.

This shows the character of MIN Sengkati Gedang students who care about the environment. Students greet and kiss the teacher's hand every time they pass or meet the teacher, this shows the character of MIN Sengkati Gedang students who are respectful and polite. The students look familiar with each other, knowing each other. The fostering of a familiar atmosphere is important to develop an open attitude in learning activities and the formation of learner competencies.

The results of observations of the activities of homeroom teachers and grade IV students in the classroom is the teacher invites students to pray before starting learning activities, what homeroom teacher IV does is an activity in instilling religious character values to students. During the learning process, homeroom teacher IV asks students to collect assigned homework, and all fourth grade students simultaneously submit the

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assignment, giving assignments by homeroom teacher IV is an activity in instilling the character value of responsibility to students.

In learning activities observed, homeroom teacher IV asks students in turn to read clearly and correctly the textbook being studied at that time, what is done by homeroom teacher IV is a means of instilling the character value of reading to students. After reading activities, homeroom teacher IV conducts discussions and questions and answers with students about the ongoing learning, activities carried out by homeroom teacher IV in conducting discussion and questioning activities.

The results of interviews between researchers and Mr. Drs. Dumrah, homeroom teacher IV MIN Sengkati Gedang, Mersam District about the implementation of character education to students through learning are: "In accordance with the results of the meeting with the head of the madrasa that the teacher's guidelines in accordance with the results of the meeting with the head of madrasah, the teacher's guideline in instilling character education to students in learning is the Minister of National Education Regulation No. 23 of 2006 concerning national character education programs in schools/madrasahs. The character as mentioned in the ministerial regulation is what is tried to be instilled and built into students through learning, such as religious character values carried out by reading prayers before starting and after the end of teaching and learning activities, and the dhuha prayer program. Giving assignments for students to complete at home to instill the character value of responsibility. Discussion and question and answer during learning to instill the character value of mutual respect and respect for other people's opinions. Giving tests to instill the value of confidence and independence. In addition to the classroom, character education is also instilled outside the classroom through the Friday clean program to instill in students the character value of caring for the environment, ceremonies and scouting are also a means for the madrasah to instill character values in students."

Regarding the character values that are emphasized or prioritized to be instilled in madrasah students, Mr. Drs. Dumrah, the fourth grade teacher of MIN Sengkati Gedang, Mersam sub-district, said: "There is no special order from the madrasah head about character values that need to be instilled first or become a priority in this madrasah. The madrasah principal and the teachers have the same view that the 18 character values formulated by the Ministry of National Education are character values that need to be instilled simultaneously because they are interrelated."

Learning media is one of the means of supporting the learning process, and character values are very dominantly embedded through the learning process (Mudinillah, 2019). Regarding the availability of learning media at MIN Sengkati Gedang, Mersam sub-district, in supporting the implementation of character education, Mr. Drs. Dumrah, homeroom teacher of class IV MIN Sengkati Gedang, Mersam sub-district, revealed: "Currently the learning media is sufficient, but the need for media in learning along with the passage of time and technological developments needs to be improved, because the dynamics in the learning process are very high and this needs adjustment."

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The implementation of character education through actions in the classroom and outside the classroom carried out by teachers will be more effective in shaping student character, rather than a lot of theory through speech or expression (Amrina, Iswantir M, et al., 2022). The implementation of character education at MIN Sengkati Gedang has been organized through a series of activities, giving examples of discipline, role models, and habituation of the madrasah head and teachers.

The results of observations of the activities of the head of MIN Sengkati Gedang, Mersam sub-district in implementing character education through controlling or controlling is that the head of the madrasah often holds discussions with class teachers about the course of implementing character education by the teachers. This is done by the madrasah head to find out all the problems that arise in the cultivation of character education in the madrasah. For any problems that cannot be overcome by the teachers, the madrasah head will ask for opinions and suggestions for solutions. In addition to discussions with teachers, the madrasah head controls the implementation of character education at MIN Sengkati Gedang, Mersam sub-district, through monthly meetings between the madrasah head and teachers. In the meeting, the madrasah head receives oral and written reports on the progress of character education implementation in the madrasah. Another form of madrasah head control over the impact of character education implementation on students in madrasah is by paying direct attention to the attitude of students while in the madrasah environment.

The results of an interview between researchers and Mr. Suyatno, S.Pd.I, head of MIN Sengkati Gedang, Mersam Subdistrict about the madrasah head's management in implementing character education through control are: "I control the implementation of character education at MIN Sengkati Gedang through unofficial forums, namely by discussing with the teachers about the extent of the efforts made by teachers in instilling character education to students, as well as to find out the difficulties faced by teachers in instilling character education in students because the teacher's difficulties must immediately get a solution so that character education can run optimally. Through an official forum

In this monthly meeting, I can get a clearer picture of the course of character education by teachers than through discussions. Strategies or actions needed in the implementation of character education as a solution to the problems faced by teachers will be decided through the monthly meeting. Apart from that, I also make direct observations of the daily attitudes of students in the madrasah, this is to find out the effectiveness of character education on student behavior at least in the madrasah environment."

Controlling is the ability to control the implementation as well as an activity of monitoring work assessment based on standards that have been made to then make changes or improvements if needed (Tri Wulandari & Adam Mudinillah, 2022). The things done by the madrasah head related to control based on the expression above have been done properly.

Implementation of character education by the head of MIN Sengkati Gedang, Mersam sub-district has been carried out in accordance with management principles. The

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madrasah head has the ability to influence teachers to instill character education in learning to students. Cultivating character education is very important to do from an early age, especially through primary level educational institutions or Madrasah Ibtidaiyah, the cultivation of character carried out by MIN Sengkati Gedang, Mersam Subdistrict is also in line with the vision of the madrasah, namely realizing a healthy, devoted, knowledgeable and cultured generation.

### **Constraints of Madrasah Principals in Implementing Character Education at MIN Sengkati Gedang Kecamatan Mersam**

The results of observations of the obstacles faced by the head of MIN Sengkati Gedang, Mersam sub-district, in implementing character education are that not all teachers have instilled character education in totality in learning. There are still teachers in carrying out learning who do not emphasize character education. Not all students have been observed to take action as a form of character education, it can be seen that students who walk do not pick up the garbage that is near them. There are students who come from families where the father and mother have separated/divorced, so it is rather difficult to instill character education in students with these circumstances. The different characters of students require the madrasah head and teachers of MIN Sengkati Gedang, Mersam sub-district, to focus more on instilling character education. There has been no training for teachers on character education, so the implementation of character education by teachers through learning is still in their own way.

The results of an interview between researchers and Mr. Suyatno, S.Pd.I, the head of MIN Sengkati Kecamatan Gedang Mersam about the obstacles of the madrasah head in implementing character education at MIN Sengkati Gedang Mersam Subdistrict are: "The obstacles I face in implementing character education in MIN Sengkati Gedang, Kecamatan Mersam includes several things, including from the teacher's side. Not all teachers understand the nature of character education so that the implementation of character education in learning only has a little content, teachers focus on implementing the learning process without emphasizing aspects of character education in the learning process. From the student's side, the variety of student characters that have been formed from the environment where the student lives, it is very unlikely that instant character changes through the implementation of character education in this madrasa can occur, but must be slowly or gradually. In addition, there are students who come from families that are less harmonious, students who are closed and loners so they do not mingle with their friends. From the parents' side, there are also not many parents who appreciate the importance of instilling character education at home, parents are more dependent on changing the character of their children to the madrasa, so there is less cooperation. From the government side, there has been no support in the form of training or the like for madrasah/school heads or for teachers regarding the implementation of this character education. As I have mentioned, character education is not taught separately or is not a subject education but is instilled or grown through learning, so the understanding of teachers in the implementation of character education must be improved."

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The obstacles experienced by the head of MIN Sengkati Gedang, Mersam sub-district, are realities that must be faced and found solutions reality that must be faced and get a solution so that character education can run optimally. Cooperation between the madrasah head with teachers and parents of students and the madrasah committee is expected to be a way out of the problems that arise in the implementation of character education, which is very unlikely to be eliminated but is very possible to minimize..

### **Madrasah Principal's Efforts to Overcome Obstacles in Implementing Character Education di MIN Sengkati Gedang Kecamatan Mersam**

The results of observations of the madrasah principal's efforts to overcome obstacles in implementing character education at MIN Sengkati Gedang are emphasizing to teachers through monthly meetings so that teachers optimize character education in learning. The madrasah principal conducts direct supervision of student behavior on every occasion, be it before the start of learning or during recess to find out more about the character of madrasah students.

The results of an interview between researchers and Mr. Suyatno, S.Pd.I, head of MIN Sengkati Gedang Mersam Subdistrict about the madrasah head's efforts to overcome obstacles in implementing character education at MIN Sengkati Gedang Mersam Subdistrict are: "The efforts I make to overcome the obstacles in implementing character education are: I do not get tired of telling the teachers to always remember and try to instill character education through daily learning, I hope that teachers can package lessons in such a way that the message of character education can be received by students. Then to find out the development of student character in the madrasah environment, I routinely go directly to pay attention to student behavior before the implementation of learning and also participate in providing direction to students if they see slightly deviant behavior. For students who have records with very naughty behavior, we call their parents, we invite the parents of these students to work together to improve the behavior of these students, we do persuasive methods and this is more effective than giving a lot of punishment to students. Regarding the absence of government support for the implementation of character education through training or the like, in the end it must be understood, because it is not only this madrasah that has not had the opportunity for this but also all madrasahs and schools. The solution is the quality of character education from within the madrasah that needs to be improved at all times."

The efforts made by the head of MIN Sengkati Gedang, Mersam sub-district, in overcoming the obstacles to the implementation of character education are optimal and are a form of support from the madrasah head for the cultivation of character values for students. The efforts of the madrasah head to overcome the obstacles that arise in the implementation of character education at MIN Sengkati Gedang, Mersam Subdistrict deserve appreciation, but the efforts of the madrasah head also need to be improved by involving more teachers and parents of students and the madrasah committee, because efforts to overcome obstacles in the implementation of character education will be more focused and easier if done in the framework of cooperation.

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## **CONCLUSION**

The madrasah head as a leader has management responsibilities in implementing character education in the madrasah environment. The management of the head of MIN Sengkati Gedang, Mersam sub-district, in implementing character education is through stages that include planning, organizing, implementing and controlling activities. Based on the results of research and discussion, conclusions can be drawn.

First, the management of the madrasah head in implementing character education at MIN Sengkati Gedang, Mersam Subdistrict, through planning is to hold meetings with teachers to discuss in detail about the implementation of character education and socialize to parents of students about character education. Through organizing or organizing is dividing tasks to teachers in instilling character education through learning which is the responsibility of the teacher, and emphasizing the teachers to work together in the implementation of character education. Through actuating or implementation, character education is carried out in the classroom through learning and outside the classroom through programs launched in madrasahs such as Friday clean and routine flag ceremonies and scouts. Controlling is receiving reports from teachers about the implementation of character education through unofficial forums in the form of discussions with teachers and official forums, namely monthly meetings between the madrasah head and teachers.

Secondly, the obstacles of madrasah principals in implementing character education at MIN Sengkati Gedang, Mersam sub-district, namely from the teacher's side is that not all teachers understand the nature of character education so that the implementation of character education in learning only has a little content, from the student's side is the variety of student characters that have been formed from the environment where the student lives, from the parents' side not many parents have lived character education and the importance of character instilled when students are at home, while from the government's side is that there has been no support in the form of training or the like for madrasah/school principals or for teachers regarding the implementation of character education.

Third, the madrasah principal's efforts to overcome the obstacles in implementing character education at MIN Sengkati Gedang, Mersam sub-district, is by not boring to convey to the teachers to always remember and try to instill character education through daily learning. To find out the development of student character in the madrasah environment, the head of the madrasah routinely goes directly to pay attention to student behavior before the implementation of learning and also participates in providing direction to students if they see slightly deviant behavior. For students who have a record of very naughty behavior, the head of madrasah calls the parents of these students to work together to improve the behavior of the student.

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